Flexible Learning Plan for Instructional Continuity
Information for Teachers

Goals:
- To maintain continuity of learning in a digital environment
- To maintain as many existing systems and processes to provide continuity for staff and students in a digital learning environment
- To maintain the requirements of the State Department of Education to provide an equitable and ongoing education
Schedule:

- Distance learning school hours will look similar to in-school hours
- Students will rotate through the core instructional areas according to the schedule below
- All teachers are expected to be online and available to their students between 9:30 am and 3:00 pm
- Flexible Professional Time between 8:30 and 9:30 am could include:
  - Virtual Staff Meetings
  - Email from administration
  - Professional Development
  - Preparation of Lesson Posts for the Day
  - Coordination/Meetings with Mead staff

<table>
<thead>
<tr>
<th>Elementary School Distance Learning Schedule</th>
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<tbody>
<tr>
<td><strong>Suggested Class Times</strong></td>
</tr>
<tr>
<td><em>(Time Periods Can Start Later Based on Family Schedules, but check in to Google Classroom prior to 2 pm for attendance purposes)</em></td>
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<tr>
<td>Flexible Professional Time for Classroom Teacher; Social Worker time with Students</td>
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<tr>
<td>Reading</td>
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<tr>
<td>Movement</td>
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<tr>
<td>Writing</td>
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<tr>
<td>Vocabulary Building</td>
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<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>11:00-12:00</td>
<td>Lunch/Recess</td>
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<tr>
<td>12:00-12:30</td>
<td>Math</td>
<td>IXL or teacher provided activity (teacher assistance available)</td>
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<tr>
<td>12:30-12:45</td>
<td>Movement Break</td>
<td>Youtube learning song/dance</td>
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<tr>
<td>12:45-1:15</td>
<td>Social Studies/Science rotating</td>
<td>IXL or teacher provided activity (teacher assistance available)</td>
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<tr>
<td>1:15-1:30</td>
<td>Movement Break</td>
<td>Youtube learning song/dance</td>
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<tr>
<td>1:30-2:00</td>
<td>Specials</td>
<td>Coordination with Mead or teacher suggested activity</td>
</tr>
<tr>
<td>2:00-2:30</td>
<td>Staff Professional time, Parent zoom meetings, Staff Zoom Meetings (Tuesdays)</td>
<td></td>
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- Without parent/guardian consent of the ACES Acceptable use policy, students should not have their video/voice included in a zoom classroom.
- Classroom teacher may schedule classroom zoom meetings to support instruction as appropriate.
- RBT’s will schedule mentor check-ins between 8:30-9:30 (provided students are not in session with SW), lunch/recess, or between 2:00-2:30 excluding Tuesdays. RBTs and TA’s may also be utilized as reinforcers if students complete assignments.
- TA’s can take attendance each day and contribute ideas for a fun art project or movement breaks.
- This is a suggested schedule. Students may complete assignments outside of this schedule to meet the needs of the family schedule and student needs.
- Contact with students, families must be tracked by individual staff members.
Certified Staff Responsibilities:

- **Schedule**
  - All teachers are expected to be online and available to their students between 9:30 am and 2:00 pm
  - Flexible Professional Time between 8:30 and 9:30 am could include:
    - Virtual Staff Meetings
    - Email from administration
    - Professional Development
    - Preparation of Lesson Posts for the Day
    - Coordination with Mead staff

- **Attendance**
  - Attendance will be taken each school day
  - Teachers will know who is present by who has logged in to Google Classroom and responded to the day’s morning meeting response. In the below example, the teacher used the assignment feature and a google form that asks students to respond with a “hello” or other greeting.

![Google Classroom Attendance](image)

  - Parents will email you if their child cannot participate on a given day or days

- **Teaching and Learning**
  - Design and provide access to meaningful instruction based on the course curriculum
  - Post all materials and instructions to Google Classroom
  - Work should be posted daily to Classroom
  - Monitor student progress
Individual student feedback should be provided at least once a week
- Individual students receiving support from interventionists will receive feedback weekly
- Collaborate with special education staff (case manager) as necessary
- Special education staff should refer to district Special Education Plan for service delivery

- Assessment
  - Traditional assessment practices that are often used in classrooms (like “tests”) may not be appropriate in a distance learning environment.
  - Students should be asked to demonstrate what they have learned in a variety of methods.
  - Assessments may include the use and application of outside resources (Internet, notes, collaboration with peers), since these will likely be available to students as assessments are assigned.
  - Performance-based assessments that ask students to demonstrate higher order thinking skills and high levels of rigor are encouraged.
  - Assessments may be formative or summative

- Communication
  - Teachers are expected to be in their courses during designated school hours and to be responsive to student needs in a timely fashion that is as consistent as possible with daily in-school interaction
  - Post all instructions, assignments, and learning materials to Google Classroom
  - Please answer your email within 24 hours
  - Reach out to parents, psychologist, social worker, EPF if concerned about:
    - Attendance (3 or more consecutive absences with no communication)
    - Work Completion
    - Any other behavioral/social-emotional concerns that arise (ex. Comments made by student, inappropriate use of technology related to your class, etc)

Reach out if you need help; we are all a team.

Student/Parent Responsibilities:
- Participate in the learning by completing assigned work and responding to teacher posts or requests for feedback
- Commit to learning durations outlined in the schedule above
- Communicate with your teacher if there are circumstances that limit your ability to commit to learning durations outlined in the schedule above
- Ask your teacher for help if you are confused by a lesson or feel like you are falling behind. Your teacher will help.
- Student support staff (example: SPED staff, curriculum support staff, etc.) are all available as well. Email if you need help.
- Be thoughtful and kind in your online communications with your peers and teachers. All online activity should be school appropriate.

Quick Links to Tutorials for Tech Tools
Google Meet or Microsoft Teams for video conferencing and screen sharing

https://docs.google.com/presentation/d/1PDVZvie0DnFbFEVFB8U3i89o1mD5BCUXTE6ymbb9y_k/mobilepresent?fbclid=IwAR3mfGDS4tieqUSx3NyQHVcuFOqmL4qlt1sgqQoVRAacQx5Kpoua8NBIDl&slide=id.g4f60ec15fb_1_0

Resources for Teachers Planning Online Instruction

Student and Teacher Support

Administrators: Will be problem solving and supporting all staff, students, and families.
School Social Workers: Will also be supporting students, conducting counseling sessions, and addressing any areas of concern. They will use phones and other e-communication methods.
Registered Behavior Techs: Will be available to support students and do daily student check-ins.