



Continuity of Learning and COVID-19 Response Plan (“Plan”) Application Template

As a result of COVID-19 and the closing of school buildings for the 2019-2020 School Year, school districts must submit a Continuity of Learning and COVID-19 Response Plan (“Plan”) in order to continue to receive state aid for operations. Although schools are closed and not providing in-person instruction, teaching and learning must continue. Michigan educators have been called to provide our students with continued learning.

There are varied states of readiness to provide continuity in learning among districts. Even within districts of multiple school sites, there are varied states of readiness. It is expected that schools will provide instruction at a distance using a variety of methods that meet local needs, including printed materials, phone contact, email, virtual learning, or a combination to meet student needs. We should avoid assuming that continuity in learning can only occur through online means.

While many educators have been providing distance learning opportunities, the Governor’s Executive Order ([EO 2020-35](#)) requires all schools to begin providing learning opportunities for all students no later than April 28, 2020. Districts who are able to begin their plans earlier are encouraged to do so.

Each District shall submit a single completed Assurance Document, Budget Outline, and Continuity of Learning Plan to its Intermediate School District. Each Public School Academy shall submit a completed Assurance Document, Budget Outline, and Continuity of Learning Plan to its Authorizer. A single Application should be filed for the district rather than multiple applications for individual schools within a district. The following items are required for the application which may be submitted beginning April 8, 2020:

1. Assurances Document
2. Continuity of Learning Plan
3. Budget Outline

Continuity of Learning and COVID-19 Response Plan (“Plan”) Guiding Principles

As Districts and Public School Academies complete the Assurances and Continuity of Learning Plans, they should consider utilizing the following principles to guide their work:

Keep Students at the Center

Intentional outreach to continue building relationships and maintain connections. Help students feel safe and valued. At minimum, plan to do the following:

- **Plan for Student Learning:** Build on each student’s strengths, interests, and needs and use this knowledge to positively affect learning.
- **Develop a Weekly Plan and Schedule:** Offer routines and structures for consistency and for the balancing of think time, work time, and play time for health and well-being.
- **Contact Families:** Partner to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority. Provide translations as necessary.

Design Learning for Equity and Access

Plan and deliver content in multiple ways so all students can access learning.

- **Teach Content:** Set goals using knowledge of each student, content area standards, and of Michigan Merit Curriculum.
- **Deliver Flexible Instruction:** Consider how to deliver content depending on tools and resources accessible to each student. Alternative modes of instruction may include use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a combination to meet diverse student needs.
- **Engage Families:** Communicate with families about engagement strategies to support students as they access the learning. Families are critical partners. Provide translations as necessary.

Assess Student Learning

Manage and monitor student learning and plan what’s next for learning including the potential need for summer and supplemental learning.

- **Check Student Learning:** Use a variety of strategies to monitor, assess, and provide feedback to students about their learning.
- **Make Instructional Adjustments:** Use formative assessment results to guide educators’ reflection on effectiveness of instruction and to determine next steps for student learning.
- **Engage Families:** Communicate with families about assessment results in order to inform next steps and the potential for supplemental summer learning. Provide translations as necessary.

**Continuity of Learning and COVID-19 Response Plan (“Plan”)
Assurances**

Date Submitted:

Name of District:

Great Lakes Academy

Address of District:

**Great Lakes Academy
46312 Woodward Avenue, Pontiac, MI 48342**

District Code Number:

Email Address of the District:

yaccickp@greatlakesacademy.org

Name of Intermediate School District:

Oakland Schools

Name of Authorizing Body (if applicable):

Eastern Michigan University

This Assurance document needs to be returned to your Intermediate School District or, for Public School Academies, your Authorizing Body with your Continuity of Learning Plan and Budget Outline beginning April 8, 2020 to indicate that the District will adopt a plan to ensure continuous learning for all students through the remainder of the 2019-2020 school year.

Districts should submit a single district plan that relates to all of their schools.

The applicant hereby provides assurance it will follow the requirements for a plan for the remainder of the 2019-2020 school year:

1. Applicant assures that all student learning will take place under the direction of a teacher of record for each student enrolled in the district.
2. Applicant assures that it will continue to pay school employees during the balance of the 2019-2020 school year under the same terms and conditions established prior to the school closure order period.
3. Applicant assures that the Plan was developed in collaboration with district administrators, school board members, teachers, and local bargaining units.
4. Applicant assures that food distribution has been arranged and/or provided for eligible students.
5. Applicant assures coordination between applicant and Intermediate School District in which the District/PSA is located to mobilize disaster relief childcare centers & other facilities.
6. Applicant assures that the Plan complies with the District's policies and procedures.

7. Applicant assures that Continuity of Learning and COVID-19 Response Plan, Assurance Document, and Budget Outline will be posted immediately following approval to the District's/PSA's website

Continuity of Learning and COVID-19 Response Plan (“Plan”)

The goal of a Continuity of Learning Plan and COVID-19 Response Plan is to ensure that each District or Public School Academy is providing, to the best of its ability, each student with alternative modes of instruction to help them stay on pace in their learning. This application recognizes that there is no “one-size-fits-all” solution; multiple means of engaging students and supporting families may be necessary that may vary by grade level, school building, or student population served.

For the purposes of the Plan, “district” refers to school districts and public school academies.

Date Submitted:

Name of District:

Great Lakes Academy

Address of District:

**Great Lakes Academy
46312 Woodward Avenue, Pontiac, MI 48342**

District Code Number:

63907

Email Address of the District:

yaccickp@greatlakesacademy.org

Name of Intermediate School District:

Oakland Schools

Name of Authorizing Body (if applicable):

Eastern Michigan University

In accordance with Executive Order 2020-35 a Plan must include all of the following parts:

1. Please describe the methods the district will use to provide alternative modes of instruction other than in-person instruction and a summary of materials each pupil and the pupil’s parents or guardians will need to access meaningfully the alternative modes of instruction included in the Plan. If the Plan relies on electronic instruction, the Plan must ensure to the extent feasible that pupils have access to a connected device capable of accessing the electronic instruction and must not penalize a pupil for the pupil’s inability to fully participate.

“Alternative modes of instruction” means modes of pupil instruction, other than in-person instruction, that may include, without limitation, partnerships with other districts or intermediate districts or community colleges or institutions of higher education, use of vendors, use of online learning, telephone communications, email, virtual instruction,

videos, slideshows, project-based learning, use of instructional packets, or a hybrid of multiple modes of learning that still promote recommended practices for social distancing to mitigate the spread of COVID-CD.

District/ PSA Response:

As is our usual practice, we have thoughtfully considered the Charter Contract Goals and Partnership Agreement goals to ensure a robust instructional experience for our students remotely. The staff and administration of GLA have identified various materials, tools and applications that will be used to communicate, deliver and facilitate distance learning. Students will take part in a blended-learning curriculum, which will enable them to continue their learning experience through various modes of instruction for required lessons, as well as enrichment learning in Math, Reading, ELA, Social Studies, and Science, with opportunities for students and families to engage in physical activity and wellness enrichment. Students will work independently utilizing prepared lessons for each content area. Students and families will have academic support and access to teachers and staff online or by phone. All K – 8 students, who are able to, will continue their blended learning with Study Island, Exact Path, Time Edge, and other resources. Teachers and staff will be expected to engage with students and families using available resources, including, but not limited to, Microsoft TEAMS, ClassDojo, Canvas, email, and phone calls. In order to ensure student engagement and family support, flexibility is built into the day to allow students to complete their work at their pace and at a time that is conducive to their individual learning. Teachers and staff will continually check in with students and families, engaging in family follow-up, wellness checks, and informal chats. Teachers will be given autonomy to work with students and families regarding hours spent online, while teaching the required curriculum.

Technology

Hardware -

- Students in grades first through eighth received chrome books (laptops) to complete online assignments. Kindergarten students will receive their lessons by way of workbooks and instructional packets. (see section on materials listed below).
- Students who do not have access to WIFI will receive hotspots, free of charge, to enable them to access online learning.

Applications for Online Learning-

Teachers will utilize the following applications to deliver online learning for Math, ELA, Reading and enrichment learning opportunities:

- Study Island - Delivers core academic lessons and provides students with assignments, quizzes and tests to assess their progress. It also allows students to view mini-lessons for enrichment and remediation as necessary.
- Compass Learning- Students work through a pathway that includes individualized instruction on Math and English Language Arts. Teachers can monitor and view student progress and complete activities, tests, and quizzes. If a student does not reach mastery of the content, teachers can reset the activity and have student repeat the assignment.
- Exact Path- Provides students with individualized learning paths in Math, Reading and English Language Arts. Teachers can focus on each student's academic level and use in-depth data to provide further instruction to the online goals of each student. Parent training and professional development videos are also available in English and Spanish.
- Spelling City - Monitors students' acquisition of learning and assigns grade level and academic vocabulary terms. Teachers monitor each student's progress by utilizing the report feature to track time spent on each activity, progress on each activity, and successful completion of each activity.
- Time Edge – An interactive and engaging cross-curricular online current-events resource for students from Time Magazine that will boost students' reading comprehension and build their knowledge across subject areas. Students will read articles, complete assignments, and take quizzes that are aligned with State and National Standards. Teachers will facilitate engaging lessons that may include online discussions, writing essays, vocabulary instruction, and formative assessments. Spanish translation is available, as well as audio for students who may need accommodations.
- LanSchool – Monitors students in real-time to ensure that they're on task. Can be used to link websites and allow students to see what they are working on in a live setting. There is also a chat feature for students and teachers to communicate.

- Canvas LMS – A secure platform that allows teachers and students to participate in group discussions in real-time or they can work independently. Students can view live classroom presentations, embedded videos and complete assignments and quizzes. Teachers can monitor the progress and completion of assignments and email parents/guardians to schedule times to discuss lessons or answer questions. This tool will also be used for online attendance/check-in.
- MS Teams – Will be used for sharing content between teachers and students, viewing presentations, instructional videos, video-discussions, and check-ins. Parents/guardians and students do not have to have an account to access this tool.
- Prodigy - Teaches students how to do math with real-world math problems.
- Teachyourmonstertoread.com - Teaches reading/phonics through interactive, engaging games and activities; it is used mostly for students with IEPs.
- Sumdog – Teaches basic math through interactive, engaging games and activities; it is used mostly for students with IEPs.

Note: Parents and guardians were asked to pick-up laptops from our campus during our final week of school. Great Lakes Academy (GLA) staff members also delivered laptops to families without transportation. Although 90 percent of our students received laptops to access online learning, teachers will develop a customized curriculum for the ten percent who do not access to technology. We will continue to make attempts to contact the families we were unable to reach, in hopes of getting technology into their hands. However, in the meantime, we are prepared to deliver a customized curriculum for these students. Please see the attachment for the **GLA Educational Plan by Grade Level** for details.

Materials

Students in grades K-8 will receive the following materials via email and various delivery services:

- Instructional packets
- Books
- Paper and pencils

- “Big Kindergartner” (Kindergarten only)
- Scholastic’s First Little Reader (book of 25 short stories)

Communications

Parents and guardians will receive lesson plans, assignment instructions and progress reports. The following modes of communication will be used as a means for families and teachers to solicit feedback, provide input and ask questions regarding students’ progress and wellbeing. The following lines of communication will be used.

- Email
- Telephone calls and text messages (Google Voice, WhatsApp, based on parent/guardian’s abilities)
- ClassDoJo - A text message-based communication platform that connects teachers, students and families. Teachers can send messages to small groups, or individuals.
- Remind - A communication platform that connects school staff, students and families. Families can customize how they want to receive information (e.g. text, email), and teachers and staff can send one message that will reach all families regardless of format or device. Messages can be sent to the entire school, a small group, or a single person. Announcements can be scheduled, and attachments can be included.
- School Messenger - Communicates messages using various platforms (email, text and voicemail) to allow parents/guardians to receive school-wide broadcasts.

2. Please describe the methods the district will use to keep pupils at the center of educational activities, including outreach to continue building relationships and maintain connections, and to help pupils feel safe and valued.

District/ PSA Response:

The staff and administration of GLA have established a means for families and students to communicate as often as necessary. This includes regularly scheduled meetings to discuss student progress, to answer questions about assignments and lessons and to discuss students' wellbeing. The items below provide details of how we will continue to maintain and strengthen relationships.

Communication

- Daily office hours will be established for students and families to discuss education, emotional or housing needs.
 - Staff will provide contact information to parents/guardians regarding office hours
 - Staff will hold regularly scheduled meetings with parents/guardians regarding student progress
 - Staff will determine if families need emotional or housing assistance and provide appropriate resources and support
- We will communicate enrollment information for fall semester using various means of communication listed in number one of this document under the heading of Communication.

Learning

- Invite students to asynchronous and synchronous lessons/tutorials, which includes:
 - Required lessons – based on the curriculum for each grade
 - Enrichment opportunities - Regularly scheduled times and days (according to the curriculum and recommended schedule established by each teacher/grade)
- Special education teacher will continue to hold IEP meetings and create IEPs that are tailored to the needs of individual students.
- Engage students by asking for their input on how we can help impact their learning and allow them to contribute to finding solutions for improving their educational experience.

- Develop customized lessons for students without computers and deliver lessons/work packets via email and various delivery services.
3. Please describe the district's plans to deliver content in multiple ways so that all pupils can access learning.

District/ PSA Response:

The staff and administration of GLA has established a blended-learning curriculum, customized for students who have access to online learning as well as those who do not. Outlined below are plans for delivering content. Please see the attached for the **GLA Educational Plan by Grade Level** for details.

Online Learning:

- Study Island - Delivers core academic lessons and provides students with assignments, quizzes and tests to assess their progress. It also allows students to view mini-lessons. Students have a set curriculum based on their NWEA data and individual learning needs.
- Compass Learning - Students work through a pathway that includes individualized instruction on Math and English Language Arts. Teachers can monitor and view student progress and complete activities, tests, and quizzes. If a student does not reach mastery of the content, teachers can reset activity and have student repeat the assignment.
- Exact Path - Provides students with individualized learning paths. Teachers can focus on each student's academic level and use in-depth data to provide further instruction to the online goals of each student.
- Spelling City - Monitors students' acquisition of learning and assigns grade level and academic vocabulary terms. Teachers monitor each student's progress by utilizing the report feature to track time spent on each activity, progress on each activity, and successful completion of each activity.
- Time Edge – An interactive and engaging cross-curricular online current-events resource for students from Time Magazine that will boost students' reading comprehension and build their knowledge across subject areas. Students will read articles, complete assignments, and take quizzes that are aligned with State and National Standards.

Teachers will facilitate engaging lessons that may include online discussions, writing essays, vocabulary instruction, and formative assessments. Spanish translation is available, as well as audio for students who may need accommodations.

- Canvas LMS – Allows teachers and students to participate in group discussions in real-time or work independently. Students can view live classroom presentations, embedded videos and complete assignments and quizzes. Teachers can monitor the progress and completion of assignments and email parents/guardians to schedule times to discuss lessons or answer questions. This tool will also be used for Online attendance/check-in.
- Prodigy- Teaches students how to do math using real-world math problems.
- Teachyourmonstertoread.com - Teaches reading/phonics through engaging activities and games; it is used mostly for students with IEPs.
- Sundog – Teaches basic math through engaging activities and games; it is used mostly for students with IEPs.

Asynchronous Learning and Paper Packets

- Teachers will develop customized curricula for students that do have access to online learning and for those who do not. Additionally, students who have access to online learning will receive asynchronous instruction and paper packets as supplemental practice. Please see the attached **GLA Educational Plan by Grade Level** for details.
- Students in grades 1st. Through 8th:-
 - Workbooks and lesson packets will be sent via Amazon or other various delivery services
 - Instructional links to videos, presentations and other materials will be delivered via email, ClassDoJo or accessible through Canvas LMS.
- Kindergarten-
 - Workbook for Math and Reading, “**Big Kindergartener**”, to be delivered to students’ homes via Amazon or other various delivery services
 - **Scholastic’s First Little Reader** (book of 25 short stories), to be delivered to their homes

Students with IEPs -

- Students who have IEPs will continue to have access to the intervention websites, such as, Teachyourmonstertoread.com and Sumdog.com. Study Island and Exact Path also provide modules that are tailored to their IEP goals and objectives.

4. Please describe the district's plans to manage and monitor learning by pupils.

District/ PSA Response:

The staff and administration of GLA has identified various applications that will be best suited to manage and monitor learning for online and non-online students. The details for each tool are listed below.

- Study Island - An online academic media where teachers can monitor the amount of time each student spends on their tasks. Teachers can also manage student learning by assigning different modules to students according to their needs. Student's progress and success may also be tracked by teachers through the data provided by Study Island.
- Exact Path - Teachers can focus on each student's academic level by viewing in-depth data-driven reports, which are used to help manage instruction. Instruction is based on individual student progress. It supports each individual student by identifying each student's academic strengths and areas in need of improvement.
- LanSchool - Used to monitor students in real-time to ensure that they're on task. Can be used to link websites and allow students to see what they are working on in a live setting. There is also a chat feature for students and teachers to communicate and discuss progress and provide support.
- Compass Learning - Students work through a pathway that includes individualized instruction on Math and English Language Arts. Teachers can monitor and view student progress and complete activities, tests and quizzes. If a student does not reach mastery of the content, teachers can reset activities and have student repeat the assignments.
- Canvas LMS - Teachers can track student progress and perform attendance/check in. This tool also includes tests and quizzes that are used to monitor student performance.
- Spelling City - Monitors students' acquisition of learning by enabling teachers to access a reporting feature to track time spent on each activity, progress on each activity, and successful completion of each activity.
- Remind - (For non-online students) is a communication platform that helps students, parents/guardians, and teachers communicate in real time wherever and however they want (e.g. email, text messages). Remind can send messages to every family, and can translate

messages, if necessary, into 90 languages. Families can tailor Remind to meet their needs by selecting their preferred notification processes, and these can be changed as needed by the families themselves. This communication tool will allow students and families to ask questions as well as receive valuable instructional assistance from the teacher.

5. Please attach a budget outline estimating additional expenditures associated with the Plan and sources of revenue to pay for those expenditures.

District/ PSA Response:

- (CARES ACT) Estimate \$100,000
- Title I, Title IIA and Title IV will be used if needed
- Already approved 21H Funds can repurposed pending MDE Approval

Staying Connected Virtually

- \$800 Remind (Teacher Text)
- \$1200 School Messenger (

Learning Platforms, Curriculum and Resources

- \$17,000 Compass Learning (Student online instructional software)
- \$5000 Canvas (Learning platform)
- \$500 Time/Time Edge (Student resource)
- \$12,000 Hard copies of work for students/Mailing/Distribution
-

Teacher Professional Development

- \$9500 Frontline (Teacher professional development tool)
- \$10,000 Teacher Professional Development

Productivity Tools

- \$5000 Scantron (Assessment tool)
- \$60,000 Chromebooks
- \$18,000 Internet Hotspots for students – 20 Families are in need. More are expected. (Budgeted for 60 until August)
- \$12,000 Teacher laptops
- \$10,000 Technology Support Accessories

- **\$161,000 Total Amount**

6. Please describe the manner in which district administrators, board members, teachers, and any representatives of teachers collaborated in development of the Plan.

District/ PSA Response:

District administrators, board members, support staff, and teachers were all diligent in collaboration efforts of this success plan. Teachers and support staff reviewed the plan of action and used the K-8 considerations draft to further the plan of action. District administrators and the board collaborated to discuss the agenda and plan of action. The board was given an opportunity to add input to the document. The MDE Partnership Agreement Liaison was also a contributor of this document.

7. Please describe the methods the district will use to notify pupils and parents or guardians of the Plan.

District/ PSA Response:

The staff and administration of GLA lists the methods below to be used for notification purposes. Parents and guardians will receive lesson plans, instructions for completing assignments and progress reports. The following modes of communication will be used as a means for families and teachers to solicit feedback, provide input and ask questions regarding a student's progress or check on his or her wellbeing. The following lines of communication will be used.

- Email
- Telephone calls and text messages (Google Voice, WhatsApp, based on parent/guardian's abilities)
- ClassDoJo- A text message-based communication platform that connects teachers, students and families. Teachers can send messages to small groups, or individuals.
- Remind- A communication platform that connects school staff, students and families. Families can customize how they want to receive information (e.g. text, email), and teachers and staff can send one message that will reach all families regardless of format or device. Messages can be sent to the entire school, a small group, or a single person. Announcements can be scheduled, and attachments can be included.
- School Messenger - communicates messages using various platforms (email, text and voicemail) to allow parents/guardians to receive school-wide broadcasts.

8. Please provide an estimate of the date on which the district will begin implementation of the Plan, which must be no later than April 28, 2020.

District/ PSA Response:

The staff and administration of GLA has already began many of the initiatives described in this plan. Each week we build onto the academic foundation that has previously been developed. Applications such as, Study Island, Compass Learning, Time Edge, Lanschool and Spelling City were integrated into the curriculum design that was launched on March 16, 2020. GLA teachers also provided students with daily lesson plans for the weeks following our closure. This plan included utilization of these online resources and work packets. As we expand the scope of online learning, we are adding additional tools, such as Exact Path and Canvas to further enhance our blended-learning model. We are providing professional development for staff and the entire team will continue to collaborate and work towards ensuring a successful rollout of these new resources to streamline the transition to the new learning model. Our goal is to fully accommodate and support our students and families.

9. Postsecondary dual enrollment courses under Public Act

District/ PSA Response:

This plan is not applicable to GLA, as we educate students in grades K-8.

10. Please describe how the district will continue to provide or arrange for continuation of food distribution to eligible pupils.

District/ PSA Response:

The staff and administration of GLA has informed families of our students that we are a distribution site, managed by our food service provider.

- Weekly meals are prepared for pick up at Great Lakes Academy on Tuesdays and Thursdays from 11am to 2pm.
- If there are updates to this schedule, families will be notified through various modes of communication, which have been listed in this document.
- Families have also received a list of additional food distribution centers and food banks located throughout the city

11. Please confirm that the district will continue to pay school employees while redeploying staff to provide meaningful work in the context of the Plan, subject to any applicable requirements of a collective bargaining agreement.

District/ PSA Response:

GLA administration can confirm that all school employees will continue to be paid during this time. Each staff member will provide meaningful work in the context of the plan.

12. Provide describe how the district will evaluate the participation of pupils in the Plan.

District/ PSA Response:

The staff and administration of GLA has identified means for evaluating the participation of students. The following methods will be used for tracking:

Online Media:

- Canvas LMS will be used to track daily attendance
- Study Island and Exact Path both track time spent on each lesson as well as provide data on each student's assessment scores (to be evaluated by the teachers). Teachers will be monitoring these platforms daily and will be reaching out to families of students who are not actively participating.
- Lanschool will allow teachers to monitor students' movements and screen presence by determining if students are on school-approved websites.

Hard Copy Media:

If a student does not have access to online media, parents will be able to send pictures of student's work through various school communication applications available.

13. Please describe how the district will provide mental health supports to pupils affected by a state of emergency or state of disaster prompted by COVID-19.

District/ PSA Response:

The staff and administration of GLA will do the following to provide emotional support to parents/guardians and students:

- Consult with school social worker and licensed school counselor to provide best practice for students' mental health.
- Offer telehealth services to students as necessary (phone call, Zoom).
- Provide links to online resources, such as the Community Mental Health Association of Michigan (CMHA)'s COVID-19 resource center (<https://cmham.org/resources/covid-19-resources/>)

- Provide information to families regarding the Michigan COVID-19 Hotline at **888-535-6136** to answer health-related questions about the virus, which is open from 8 a.m.-5 p.m. seven days a week.
- Provide information to families regarding the Michigan COVID19 e-mail site:

14. Please describe how the district will support the efforts of the intermediate district in which the district is located to mobilize disaster relief child care centers as described in Executive Order 2020-16 or any executive order that follow it.

District/ PSA Response:

Oakland schools solicited volunteers from local health care providers no later than March 20, 2020 GLA did not apply. However, we are willing to share the information that will impact the parents who are members of essential work force. www.helpmegrow-mi.org/essential

Optional question:

15. Does the District to adopt a balanced calendar instructional program for the remainder of the 2019-2020 school year? Does the District plan to adopt a balanced calendar instructional program for the 2019-2020 school year?

District/ PSA Response:

No

Name of District Leader Submitting Application: Philip Yaccick

Date Approved: 4/22/20

Name of ISD Superintendent/Authorizer Designee: Malverne C. Winborne

Date Submitted to Superintendent and State Treasurer: 4/23/20

Confirmation approved Plan is posted on District/PSA website: 4/28/20

Great Lakes Academy Educational Plans by Grade Level

Overall Guidance Reminders:

Grade Level	Minimum	Maximum	Recommended Length of Sustained Attention	Daily learning time can include:
Kdg	30 minutes per day	90 minutes per day	3-5 minutes	Reading, Writing, Math Science or Social Studies Content Online work Handouts or other learning activities Outdoor Play/Exercise, Art, Music, Social-Emotional Learning, Career Exploration
1-2	45 minutes per day	90 minutes per day	5-10 minutes	
3-5	60 minutes per day	120 minutes per day	10-15 minutes	
6-8	90 minutes per day	180 minutes per day	15-30 minutes	

**Class is defined as a combination of instruction and worktime either with tech or without.*

**Based on [Illinois Remote Learning Recommendations](#)*

ELEMENTARY grades 1 and 2 Maximum online instructional minutes represented Additional time may be assigned for "off line" work for ELA, math, science or social studies, not to exceed 15 minutes. Independent reading expectations and enrichment options are allowed beyond the 30 minutes of instruction.				
Monday	Tuesday	Wednesday	Thursday	Friday
30 min. ELA 30 min. Math 30 min. Physical Ed, art, music, or SEL	30 min. ELA 30 min. Math 30 min. Physical Ed, art, music, or SEL	30 min. ELA 30 min. Math 30 min. Physical Ed, art, music, or SEL 30 minutes Office Hours with Teacher	30 min. ELA 30 min. Math 30 min. Physical Ed, art, music, or SEL	30 min. ELA 30 min. Math 30 min. Physical Ed, art, music, or SEL

- SEL= social emotional learning

ELEMENTARY grades 3-5

Maximum online instructional minutes represented

Additional time may be assigned for "off line" work for ELA, math, science or social studies, not to exceed 15 minutes.

Independent reading expectations and enrichment options are allowed beyond the 30 minutes of instruction.

Monday	Tuesday	Wednesday	Thursday	Friday
30 min. ELA 30 min. Math 30 min. Elective 15 min. Social studies 15 min. Science	30 min. ELA 30 min. Math 30 min. Elective 15 min. Social studies 15 min. Science	30 min. ELA 30 min. Math 30 min. Elective 15 min. Social studies 15 min. Science 30 minutes Office Hours with Teacher	30 min. ELA 30 min. Math 30 min. Elective 15 min. Social studies 15 min. Science	30 min. ELA 30 min. Math 30 min. Elective 15 min. Social studies 15 min. Science

MIDDLE SCHOOL grade 6

Maximum online instructional minutes represented

Additional time may be assigned for "off line" work for ELA, math, science or social studies, not to exceed 15 minutes.

Independent reading expectations and enrichment options are allowed beyond the 30 minutes of instruction.

Monday	Tuesday	Wednesday	Thursday	Friday
30 min Math 30 min ELA 30 Elective 30 min Science	30 min Math 30 min ELA 30 Elective 30 min Social Studies	30 min Math 30 min ELA 30 min Elective 30 min Office Hour with Teacher	30 min Math 30 min ELA 30 min Elective 30 min Science	30 min Math 30 min ELA 30 min Elective 30 min Social Studies

MIDDLE SCHOOL grade 7

Maximum online instructional minutes represented

Additional time may be assigned for "off line" work for ELA, math, science or social studies, not to exceed 15 minutes.

Independent reading expectations and enrichment options are allowed beyond the 30 minutes of instruction.

Monday	Tuesday	Wednesday	Thursday	Friday
30 min Math 30 min ELA 30 min Science 30 min Elective	30 min Math 30 min ELA 30 min Social Studies	30 min Math 30 min ELA 30 min Elective	30 min Math 30 min ELA 30 min Science	30 min Math 30 min ELA 30 min Social Studies

<p style="text-align: center;">MIDDLE SCHOOL grade 8 Maximum online instructional minutes represented Additional time may be assigned for “off line” work for ELA, math, science or social studies, not to exceed 15 minutes. Independent reading expectations and enrichment options are allowed beyond the 30 minutes of instruction.</p>				
Monday	Tuesday	Wednesday	Thursday	Friday
30 min Math 30 min ELA 30 min Science 30 min Ele	30 min Math 30 min ELA 30 min Social Studies	30 min Math 30 min ELA 30 min Elective	30 min Math 30 min ELA 30 min Science	30 min Math 30 min ELA 30 min Office Hours

K-5 DAILY LESSON PLAN

Content Focus	How will I engage students in the daily work for our district model?
Preparing to read text or engage in a learning opportunity	How will my students access the information we need to be successful? How will I engage students in the text, materials and assignments? How will I scaffold instruction for students who are not yet ready to access a specific grade-level text independently and meet the requirements of FAPE?
Reading the text or engaging in weekly learning opportunities	How will I pose text-dependent questions for students to respond to? How will I assess my students?

Monday			
Time	Content Area	Activity	Student Timeline and Calendar
30 minutes	Math Block Issue weekly Math assignment <ul style="list-style-type: none"> • Exact Path 	Math Course subject cohorts create weekly learning opportunities for all students taking a specific course.	Course subject cohorts work with department chairs to create a timeline of weekly learning opportunities topic areas

	<p>Math Feedback: 10 min. of reviewing teacher feedback and adjusting work</p> <ul style="list-style-type: none"> Exact Path 	<p>Once finished with your teacher assigned Math lesson, Exact Path. Depending on level, one of the following courses are likely appropriate:</p>	<p>Timeline aligns to current course progress, needed remediation of topic areas and potential topics to explore for the remainder of the year.</p>
30 Minutes	<p>Elective Block/Gym Issue weekly elective assignment</p> <ul style="list-style-type: none"> Cardio Core Sport Specific 	<p>Elective Courses Course subject cohorts create weekly learning opportunities for all students taking a specific course.</p>	<p>Course subject cohorts work with department chairs to create a timeline of weekly learning opportunities topic areas</p> <p>Timeline aligns to current course progress, needed remediation of topic areas and potential topics to explore for the remainder of the year.</p>
30 minutes	<p>Reading Block Issue weekly Math assignment</p> <ul style="list-style-type: none"> Exact Path <p>Reading Feedback: 10 min. of reviewing teacher feedback and adjusting work</p> <ul style="list-style-type: none"> Exact Path 	<p>English Lesson Course subject cohorts create weekly learning opportunities for all students taking a specific course.</p> <p>Reading Block: 30 min. of reading grade-level texts/ELA based text at least once a week and discussing/writing responses to text-dependent questions or activities</p>	<p>Course subject cohorts work with department chairs to create a timeline of weekly learning opportunities topic areas</p> <p>Timeline aligns to current course progress, needed remediation of topic areas and potential topics to explore for the remainder of the year.</p>

15 minutes	<p>Social Studies Social Studies Block Issue weekly Social Studies assignment</p> <p>Determine how students will access text and reading assignments:</p> <ul style="list-style-type: none"> • Study Island 	<p>Social Studies Lesson Course subject cohorts create weekly learning opportunities for all students taking a specific course.</p>	<p>Course subject cohorts work with department chairs to create a timeline of weekly learning opportunities topic areas</p> <p>Timeline aligns to current course progress, needed remediation of topic areas and potential topics to explore for the remainder of the year.</p>
15 minutes	<p>Science Science Block Issue weekly science assignment</p> <p>Determine how students will access text and reading assignments:</p> <ul style="list-style-type: none"> • Study Island 	<p>Science Lesson. Course subject cohorts create weekly learning opportunities for all students taking a specific course.</p>	<p>Course subject cohorts work with department chairs to create a timeline of weekly learning opportunities topic areas</p> <p>Timeline aligns to current course progress, needed remediation of topic areas and potential topics to explore for the remainder of the year.</p>

Tuesday			
Time	Content Area	Activity	Student Timeline and Calendar

<p>30 minutes</p>	<p>Math Block Issue weekly Math assignment</p> <ul style="list-style-type: none"> • Exact Path <p>Math Feedback: 10 min. of reviewing teacher feedback and adjusting work</p> <ul style="list-style-type: none"> • Exact Path 	<p>Math Course subject cohorts create weekly learning opportunities for all students taking a specific course.</p> <p>Once finished with your teacher assigned Math lesson, Exact Path. Depending on level, one of the following courses are likely appropriate:</p>	<p>Course subject cohorts work with department chairs to create a timeline of weekly learning opportunities topic areas</p> <p>Timeline aligns to current course progress, needed remediation of topic areas and potential topics to explore for the remainder of the year.</p>
<p>30 Minutes</p>	<p>Elective Block/Gym Issue weekly elective assignment</p> <ul style="list-style-type: none"> • Cardio • Core • Sport Specific 	<p>Elective Courses Course subject cohorts create weekly learning opportunities for all students taking a specific course.</p>	<p>Course subject cohorts work with department chairs to create a timeline of weekly learning opportunities topic areas</p> <p>Timeline aligns to current course progress, needed remediation of topic areas and potential topics to explore for the remainder of the year.</p>
<p>30 minutes</p>	<p>Reading Block Issue weekly Math assignment</p> <ul style="list-style-type: none"> • Exact Path <p>Reading Feedback: 10 min. of reviewing</p>	<p>English Lesson Course subject cohorts create weekly learning opportunities for all students taking a specific course.</p> <p>Reading Block:</p>	<p>Course subject cohorts work with department chairs to create a timeline of weekly learning opportunities topic areas</p> <p>Timeline aligns to current course</p>

	<p>teacher feedback and adjusting work</p> <ul style="list-style-type: none"> Exact Path 	<p>30 min. of reading grade-level texts/ELA based text at least once a week and discussing/writing responses to text-dependent questions or activities</p>	<p>progress, needed remediation of topic areas and potential topics to explore for the remainder of the year.</p>
15 minutes	<p>Social Studies Social Studies Block Issue weekly Social Studies assignment</p> <p>Determine how students will access text and reading assignments:</p> <ul style="list-style-type: none"> Study Island 	<p>Social Studies Lesson Course subject cohorts create weekly learning opportunities for all students taking a specific course.</p>	<p>Course subject cohorts work with department chairs to create a timeline of weekly learning opportunities topic areas</p> <p>Timeline aligns to current course progress, needed remediation of topic areas and potential topics to explore for the remainder of the year.</p>
15 minutes	<p>Science Science Block Issue weekly science assignment</p> <p>Determine how students will access text and reading assignments:</p> <ul style="list-style-type: none"> Study Island 	<p>Science Lesson. Course subject cohorts create weekly learning opportunities for all students taking a specific course.</p>	<p>Course subject cohorts work with department chairs to create a timeline of weekly learning opportunities topic areas</p> <p>Timeline aligns to current course progress, needed remediation of topic areas and potential topics to explore for the remainder of the year.</p>

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Wednesday			
Time	Content Area	Activity	Student Timeline and Calendar
30 minutes	<p>Math Block Issue weekly Math assignment</p> <ul style="list-style-type: none"> Exact Path <p>Math Feedback: 10 min. of reviewing teacher feedback and adjusting work</p> <ul style="list-style-type: none"> Exact Path 	<p>Math Course subject cohorts create weekly learning opportunities for all students taking a specific course.</p> <p>Once finished with your teacher assigned Math lesson, Exact Path. Depending on level, one of the following courses are likely appropriate:</p>	<p>Course subject cohorts work with department chairs to create a timeline of weekly learning opportunities topic areas</p> <p>Timeline aligns to current course progress, needed remediation of topic areas and potential topics to explore for the remainder of the year.</p>
30 Minutes	<p>Elective Block/Gym Issue weekly elective assignment</p> <ul style="list-style-type: none"> Cardio Core Sport Specific 	<p>Elective Courses Course subject cohorts create weekly learning opportunities for all students taking a specific course.</p>	<p>Course subject cohorts work with department chairs to create a timeline of weekly learning opportunities topic areas</p> <p>Timeline aligns to current course progress, needed remediation of topic areas and potential topics to explore for the remainder of the year.</p>
30 minutes	<p>Reading Block Issue weekly Math assignment</p>	<p>English Lesson Course subject cohorts create weekly learning opportunities for all</p>	<p>Course subject cohorts work with department chairs to create a timeline of weekly</p>

	<ul style="list-style-type: none"> Exact Path <p>Reading Feedback: 10 min. of reviewing teacher feedback and adjusting work</p> <ul style="list-style-type: none"> Exact Path 	<p>students taking a specific course.</p> <p>Reading Block: 30 min. of reading grade-level texts/ELA based text at least once a week and discussing/writing responses to text-dependent questions or activities</p>	<p>learning opportunities topic areas</p> <p>Timeline aligns to current course progress, needed remediation of topic areas and potential topics to explore for the remainder of the year.</p>
15 minutes	<p>Social Studies Social Studies Block Issue weekly Social Studies assignment</p> <p>Determine how students will access text and reading assignments:</p> <ul style="list-style-type: none"> Study Island 	<p>Social Studies Lesson Course subject cohorts create weekly learning opportunities for all students taking a specific course.</p>	<p>Course subject cohorts work with department chairs to create a timeline of weekly learning opportunities topic areas</p> <p>Timeline aligns to current course progress, needed remediation of topic areas and potential topics to explore for the remainder of the year.</p>
15 minutes	<p>Science Science Block Issue weekly science assignment</p> <p>Determine how students will access text and reading assignments:</p> <ul style="list-style-type: none"> Study Island 	<p>Science Lesson. Course subject cohorts create weekly learning opportunities for all students taking a specific course.</p>	<p>Course subject cohorts work with department chairs to create a timeline of weekly learning opportunities topic areas</p> <p>Timeline aligns to current course progress, needed remediation of topic</p>

			areas and potential topics to explore for the remainder of the year.
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Thursday			
Time	Content Area	Activity	Student Timeline and Calendar
30 minutes	<p>Math Block Issue weekly Math assignment</p> <ul style="list-style-type: none"> Exact Path <p>Math Feedback: 10 min. of reviewing teacher feedback and adjusting work</p> <ul style="list-style-type: none"> Exact Path 	<p>Math Course subject cohorts create weekly learning opportunities for all students taking a specific course.</p> <p>Once finished with your teacher assigned Math lesson, Exact Path. Depending on level, one of the following courses are likely appropriate:</p>	<p>Course subject cohorts work with department chairs to create a timeline of weekly learning opportunities topic areas</p> <p>Timeline aligns to current course progress, needed remediation of topic areas and potential topics to explore for the remainder of the year.</p>
30 Minutes	<p>Elective Block/Gym Issue weekly elective assignment</p> <ul style="list-style-type: none"> Cardio Core Sport Specific 	<p>Elective Courses Course subject cohorts create weekly learning opportunities for all students taking a specific course.</p>	<p>Course subject cohorts work with department chairs to create a timeline of weekly learning opportunities topic areas</p> <p>Timeline aligns to current course progress, needed remediation of topic areas and potential topics to explore for the remainder of the year.</p>

<p>30 minutes</p>	<p>Reading Block Issue weekly Math assignment</p> <ul style="list-style-type: none"> Exact Path <p>Reading Feedback: 10 min. of reviewing teacher feedback and adjusting work</p> <ul style="list-style-type: none"> Exact Path 	<p>English Lesson Course subject cohorts create weekly learning opportunities for all students taking a specific course.</p> <p>Reading Block: 30 min. of reading grade-level texts/ELA based text at least once a week and discussing/writing responses to text-dependent questions or activities</p>	<p>Course subject cohorts work with department chairs to create a timeline of weekly learning opportunities topic areas</p> <p>Timeline aligns to current course progress, needed remediation of topic areas and potential topics to explore for the remainder of the year.</p>
<p>15 minutes</p>	<p>Social Studies Social Studies Block Issue weekly Social Studies assignment</p> <p>Determine how students will access text and reading assignments:</p> <ul style="list-style-type: none"> Study Island 	<p>Social Studies Lesson Course subject cohorts create weekly learning opportunities for all students taking a specific course.</p>	<p>Course subject cohorts work with department chairs to create a timeline of weekly learning opportunities topic areas</p> <p>Timeline aligns to current course progress, needed remediation of topic areas and potential topics to explore for the remainder of the year.</p>
<p>15 minutes</p>	<p>Science Science Block Issue weekly science assignment</p> <p>Determine how students will access</p>	<p>Science Lesson. Course subject cohorts create weekly learning opportunities for all students taking a specific course.</p>	<p>Course subject cohorts work with department chairs to create a timeline of weekly learning opportunities topic areas</p>

	text and reading assignments: <ul style="list-style-type: none"> • Study Island 		Timeline aligns to current course progress, needed remediation of topic areas and potential topics to explore for the remainder of the year.
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Friday			
Time	Content Area	Activity	Student Timeline and Calendar
30 minutes	Math Block Issue weekly Math assignment <ul style="list-style-type: none"> • Exact Path Math Feedback: 10 min. of reviewing teacher feedback and adjusting work <ul style="list-style-type: none"> • Exact Path 	Math Course subject cohorts create weekly learning opportunities for all students taking a specific course. Once finished with your teacher assigned Math lesson, Exact Path. Depending on level, one of the following courses are likely appropriate:	Course subject cohorts work with department chairs to create a timeline of weekly learning opportunities topic areas Timeline aligns to current course progress, needed remediation of topic areas and potential topics to explore for the remainder of the year.
30 Minutes	Elective Block/Gym Issue weekly elective assignment <ul style="list-style-type: none"> • Cardio • Core • Sport Specific 	Elective Courses Course subject cohorts create weekly learning opportunities for all students taking a specific course.	Course subject cohorts work with department chairs to create a timeline of weekly learning opportunities topic areas Timeline aligns to current course progress, needed remediation of topic areas and potential

			topics to explore for the remainder of the year.
30 minutes	<p>Reading Block Issue weekly Math assignment</p> <ul style="list-style-type: none"> Exact Path <p>Reading Feedback: 10 min. of reviewing teacher feedback and adjusting work</p> <ul style="list-style-type: none"> Exact Path 	<p>English Lesson Course subject cohorts create weekly learning opportunities for all students taking a specific course.</p> <p>Reading Block: 30 min. of reading grade-level texts/ELA based text at least once a week and discussing/writing responses to text-dependent questions or activities</p>	<p>Course subject cohorts work with department chairs to create a timeline of weekly learning opportunities topic areas</p> <p>Timeline aligns to current course progress, needed remediation of topic areas and potential topics to explore for the remainder of the year.</p>
15 minutes	<p>Social Studies Social Studies Block Issue weekly Social Studies assignment</p> <p>Determine how students will access text and reading assignments:</p> <ul style="list-style-type: none"> Study Island 	<p>Social Studies Lesson Course subject cohorts create weekly learning opportunities for all students taking a specific course.</p>	<p>Course subject cohorts work with department chairs to create a timeline of weekly learning opportunities topic areas</p> <p>Timeline aligns to current course progress, needed remediation of topic areas and potential topics to explore for the remainder of the year.</p>
15 minutes	<p>Science Science Block</p>	<p>Science Lesson. Course subject cohorts create weekly learning</p>	<p>Course subject cohorts work with department chairs to create a</p>

	<p>Issue weekly science assignment</p> <p>Determine how students will access text and reading assignments:</p> <ul style="list-style-type: none"> ● Study Island 	<p>opportunities for all students taking a specific course.</p>	<p>timeline of weekly learning opportunities topic areas</p> <p>Timeline aligns to current course progress, needed remediation of topic areas and potential topics to explore for the remainder of the year.</p>
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Grade 1

Whole Child- WSCC Model

- Teacher will keep Students at the Center- identify essential student and family needs such as: well beings, food sources, family situation, technology available/wifi
- Teacher will intentionally reach out to continue building relationships and maintain connections- teacher office hours, phone calls, emails, mail, weekly hard copy packets, virtual learning through video chat (Teams, zoom, etc.)
- Teacher will encourage ongoing two-way communication among all stakeholders- posting videos, phone calls 2-3 times a week to check in, collaborate as staff, office hours available for students and for families, give feedback to students, LanSchool communications (can see live what students are on) and can push websites through to students
- Teacher will provide opportunities for positive feedback/connection between students and themselves- can view reports on online platforms for math and language arts with study island, compass learning, exact path, LanSchool
- Teacher will acknowledge students’ current situation and context

Equity/Culturally Responsive Sustaining Practice

- Teacher will create materials that are hands on for those who do not have technology access and have these available for students to pick up, or deliver where necessary- packets that include mathematical content as well as spelling work and reading logs; teacher also gave each student a bag of books to aid with reading logs. Teacher will send resources via different communication platforms that cater to each family’s needs. Teacher creates and sends videos that can be viewed on smart phones or electronical devices for quick access to content (read-alouds, mini lessons).
- Teacher will build on families’ diverse backgrounds and recognize those backgrounds as assets while creating your lessons

- Teacher will consider learners who:
 - are home alone while adults are working or have to accompany caregivers to their jobs
 - have special education needs (e.g., children with an IEP, 504, twice exceptional students)
 - are coping with the illness or loss of a family member
 - are struggling with anxiety or depression

Monitoring, Feedback, and Grading

- Feedback and monitoring should focus on the continuation of learning and prioritize the connectedness and care for students and staff.
- All students will have the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work assigned prior to the remote learning period. A focus on keeping children emotionally and physically safe, fed, and engaged in learning is our first priority during this unprecedented time.
- Ideally, all students will pass their assignments during remote learning as this is a new and unprecedented set of circumstances. Students are expected to continue with the learning activities assigned during remote learning. However, students will not be penalized for missing or late work during this crisis.
- Remote student learning during this pandemic will be formatively assessed (where possible and practical). Teachers may provide additional assessments during the transition back to in-person instruction.
- Remote learning is designed to support student learning and continuity of education. Grading is feedback and communication in a snapshot of time to students and parents. That feedback may be delivered in the format of: phone calls, written texts or messages/chats, emails, in-person zoom meetings, etc.
- The aim, emphasis, and focus for schoolwork assigned, reviewed, and completed during remote learning is on learning, not on compliance.

Foundational Tier

Teachers will make contact and identify essential student and family needs:

- Well-being
- Food
- Family Context/Situation
- Access to Technology
- Share District Learning Plan

New Learning Tier

- Teacher will work in grade level or content area teams to identify priority standards/new content necessary for students to learn prior to the end of the year. This also includes planning supports for students/families as they manage work and new responsibilities at home.
- Teacher will work to develop cross-curricular units, projects and activities that would highlight new learning incorporating several content areas.
- Teacher will work to involve, as appropriate, all staff on planning/resource teams which could include opportunities for interventionists, paraprofessionals, specials teachers, and literacy coaches to support all students and families.

Supplemental Tier

- Teacher will use existing or prioritized curriculum in core content areas that can be translated for review, remediation and enrichment through remote learning.
- The primary goal during this timeframe is to help students and families transition to new ways of learning with familiar concepts and platforms.
- Teacher will work to involve, as appropriate, all staff on planning/resource teams which could include opportunities for interventionists, paraprofessionals, specials teachers, and literacy coaches to support all students and families.

Grade 2

Whole Child- WSCC Model

- Keep Students at the Center- identify essential student and family needs such as: emotional well-being, food sources, family situation, technology and wifi available
- Intentional outreach to continue building relationships and maintain connections, including: teacher office hours, phone calls, emails, mail, weekly hard copy packets, virtual learning through video chat (Teams, zoom, etc)
- Encourage ongoing two-way communication among all stakeholders- posting videos, phone calls 2-3 times a week to check in, collaborate as staff, office hours available for students and for families, give feedback to students, LanSchool communications (can see live what students are on) and can push websites through to students
- Provide opportunities for positive feedback/connection between students and teachers- can view reports on online platforms for math and language arts with study island, compass learning, exact path, LanSchool
- Acknowledge students' current situation and context

Equity/Culturally Responsive Sustaining Practice

- Teachers will:
 - Create materials that are hands-on for those who do not have technology access and have these available for students to pick up, or deliver where necessary. Create and send videos that can be viewed on a smartphone or any device for quick access to content.
 - Build on families' diverse backgrounds and recognize those backgrounds as assets while creating lessons
 - Consider learners who:
 - are home alone while adults are working or who have to accompany caregivers to their jobs
 - speak a language other than English and have language needs
 - have parents who cannot assist with work because of language barriers
 - have special education needs (e.g., children with an IEP, or 504, twice exceptional students)
 - are coping with the illness or loss of a family member
 - are struggling with anxiety or depression

Monitoring, Feedback, and Grading

- Feedback and monitoring will focus on the continuation of learning and prioritize the connectedness and care for students and staff.
- All students will have the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work assigned prior to the remote learning period. A focus on keeping children emotionally and physically safe, fed, and engaged in learning should be our first priority during this unprecedented time.
- Ideally, all students will pass their assignments during remote learning as this is a new and unprecedented set of circumstances. Students are expected to continue with the learning activities assigned during remote learning. However, students will not be penalized for missing or late work during this crisis.
- Remote student learning during this pandemic will be formatively assessed (where possible and practical). Teachers may provide additional assessments during the transition back to in-person instruction.
- Remote learning is designed to support student learning and continuity of education. Grading is feedback and communication in a snapshot of time to students and parents. That feedback may be delivered in the format of: phone calls, written texts or messages/chats, emails, in-person zoom meetings, etc.
- The aim, emphasis, and focus for schoolwork assigned, reviewed, and completed during remote learning is on learning, not on compliance.

Learning: Foundational Tier

Teachers will make contact and identify essential student/family needs:

- Well-being
- Food
- Family Context/Situation
- Access to Technology
- Share District Learning Plan

Teacher will identify reasonable essential learning outcomes in content areas at a district level, scaled to fit the challenges of this crisis.

Learning: New Learning Tier

- Teacher will work in grade level or content area teams to identify priority standards/new content necessary for students to learn prior to the end of the year. This would also include planning supports for students/families as they manage work and new responsibilities at home.
- Teacher will work to develop cross-curricular units, projects and activities that would highlight new learning incorporating several content areas.
- Teacher will work to involve, as appropriate, all staff on planning/resource teams which could include opportunities for interventionists, paraprofessionals, specials teachers, and literacy coaches to support all students and families.

Learning: Supplemental Tier

- Teacher will use existing or prioritized curriculum in core content areas that can be translated for review, remediation and enrichment through remote learning.
- The primary goal during this timeframe is to help students and families transition to new ways of learning with familiar concepts and platforms.
- Teacher will work to involve, as appropriate, all staff on planning/resource teams which could include opportunities for interventionists, paraprofessionals, specials teachers, and literacy coaches to support all students and families.

Grade 3

Whole Child- WSCC Model

- Teacher will keep students at the center- identify essential student and family needs such as: well beings, food sources, family situation, technology available/wifi
- Teacher will continue building relationships and maintain connections- teacher office hours, phone calls, emails, mail, weekly hard copy packets, virtual learning through video chat (Teams, zoom, etc)
- Teacher will encourage ongoing two-way communication among all stakeholders- posting videos, phone calls 2-3 times a week to check in, collaborate as staff, office hours available for students and for families, give feedback to students
- Teacher will provide opportunities for positive feedback/connection between students and teachers- can view reports on online platforms for math and language arts with study island, compass learning, exact path, LanSchool
- Acknowledge students' current situation and context

Equity/ Culturally Responsive Sustaining Practice

- Teacher will create materials that are hands on for those who do not have technology access and have these available for students to pick up, or deliver where necessary
- Teacher will build on families' diverse backgrounds and recognize those backgrounds as assets while creating your lessons
- Teacher will ensure that their method of remote learning accounts for:
 - Students who are home alone while adults are working
 - Students who have special education needs (e.g., children with an IEP, twice exceptional students)
 - Students who are coping with the illness or loss of a family member
 - Students who are struggling with anxiety or depression

Monitoring, Feedback, and Grading

- Teacher will provide feedback that focuses on the continuation of learning and prioritize the connectedness and care for students.
- Students will have the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work assigned prior to the remote learning period.
- Teacher will focus on keeping children emotionally and physically safe, fed, and engaged in learning .
- Student grades will not be lowered as a result of remote learning. It is recommended that a student who is not able to be engaged, or who chooses to disengage, in remote learning should receive an incomplete or no grade.

- Teacher will document every attempt made to engage the student
- Remote student learning will be formatively assessed (where possible and practical).
- Content from remote learning will be made up after the transition back to regular in-person school attendance resumes (or perhaps summer school, etc.).

Foundational Tier

Teachers will make contact and identify essential student/family needs:

- Well-being
- Food
- Family Context/Situation
- Access to Technology
- Share District Learning Plan

Teacher will identify reasonable essential learning outcomes in content areas at a district level, scaled to fit the challenges of this crisis.

New Learning Tier

- Teacher will work in grade level or content area teams to identify priority standards/new content necessary for students to learn prior to the end of the year. This would also include planning supports for students/families as they manage work and new responsibilities at home.
- Teacher will work to develop cross-curricular units, projects and activities that would highlight new learning incorporating several content areas.
- Work to involve, as appropriate, all staff on planning/resource teams which could include opportunities for interventionists, paraprofessionals, specials teachers, and literacy coaches to support all students and families.

Supplemental Tier

- Teacher will use existing or prioritized curriculum in core content areas that can be translated for review, remediation and enrichment through remote learning.
- The primary goal during this timeframe is to help students and families transition to new ways of learning with familiar concepts and platforms.
- Teacher will work to involve, as appropriate, all staff on planning/resource teams which could include opportunities for interventionists, paraprofessionals, specials teachers, and literacy coaches to support all students and families.

Grade 4

Whole Child- WSCC Model

- Keep Students at the Center- identify essential student and family needs such as: well beings, food sources, family situation, technology available/wifi
- Intentional outreach to continue building relationships and maintain connections- teacher office hours, phone calls, emails, mail, weekly hard copy packets, virtual learning through video chat (Teams, zoom, etc)
- Encourage ongoing two-way communication among all stakeholders- posting videos, phone calls 2-3 times a week to check in, collaborate as staff, office hours available for students and for families, give feedback to students, LanSchool communications (can see live what students are on) and can push websites through to students
- Provide opportunities for positive feedback/connection between students and teachers- can view reports on online platforms for math and language arts with study island, compass learning, exact path, LanSchool
- Acknowledge students' current situation and context

Equity/Culturally Responsive Sustaining Practice

- Teacher will build on families' diverse backgrounds and recognize those backgrounds as assets while creating your lessons
- In this time of rapidly changing public health and economic uncertainty, teacher will ensure that their method of remote learning accounts for:
 - Students who are home alone while adults are working
 - Students who have special education needs (e.g., children with an IEP, twice exceptional students)
 - Students who are coping with the illness or loss of a family member
 - Students who are struggling with anxiety or depression
 - Staff who are working remotely and simultaneously planning and delivering remote instruction while also providing care for their families and, in many cases, their own children

Monitoring, Feedback, and Grading

- Feedback and monitoring will focus on the continuation of learning and prioritize the connectedness and care for students and staff.
- All students should have the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work assigned prior to the remote learning period. A focus on keeping children emotionally and physically safe, fed, and engaged in learning should be our first priority during this unprecedented time.

- Remote student learning during this pandemic may be formatively assessed (where possible and practical). We acknowledge that it may need to be assessed during the transition back to in-person instruction. Remote learning is designed to support student learning and continuity of education. Grading is feedback and communication in a snapshot of time to students and parents. The aim, emphasis, and focus for schoolwork assigned, reviewed, and completed during remote learning is on learning, not on compliance.
- Where possible, the content from remote learning should be made up after the transition back to regular in-person school attendance resumes (or perhaps summer school, etc.).

Foundational Tier

Teachers will make contact and identify essential student/family needs:

- Well-being
- Food
- Family Context/Situation
- Access to Technology
- Share District Learning Plan

Teacher will identify reasonable essential learning outcomes in content areas at a district level, scaled to fit the challenges of this crisis.

New Learning Tier

- Teacher will work in grade level or content area teams to identify priority standards/new content necessary for students to learn prior to the end of the year. This would also include planning supports for students/families as they manage work and new responsibilities at home.
- Teacher will work to develop cross-curricular units, projects and activities that would highlight new learning incorporating several content areas.
- Work to involve, as appropriate, all staff on planning/resource teams which could include opportunities for interventionists, paraprofessionals, specials teachers, and literacy coaches to support all students and families.

Supplemental Tier

- Teacher will use existing or prioritized curriculum in core content areas that can be translated for review, remediation and enrichment through remote learning.
- The primary goal during this timeframe is to help students and families transition to new ways of learning with familiar concepts and platforms.

- Teacher will work to involve, as appropriate, all staff on planning/resource teams which could include opportunities for interventionists, paraprofessionals, specials teachers, and literacy coaches to support all students and families.

Grade 5

Whole Child- WSCC Model

- Keep Students at the Center- identify essential student and family needs such as: emotional well-being, food sources, family situation, technology and wifi available
- Intentional outreach to continue building relationships and maintain connections, including: teacher office hours, phone calls, emails, mail, weekly hard copy packets, virtual learning through video chat (Remind, Dojo, Canvas, LanSchool)
- Encourage ongoing two-way communication among all stakeholders- posting videos, phone calls 2-3 times a week to check in, collaborate as staff, office hours available for students and for families, give feedback to students, LanSchool communications (can see live what students are on) and can push websites through to students
- Provide opportunities for positive feedback/connection between students and teachers- can view reports on online platforms for math and language arts with study island, compass learning, exact path, LanSchool
- Acknowledge students' current situation and context

Equity/Culturally Responsive Sustaining Practice

- Teacher will create materials that are hands on for those who do not have technology access and have these available for students to pick up, or deliver where necessary and teacher will send extra resources to students based on their specific needs
- In delivering these materials, teacher will consider:
 - Students who are home alone while adults are working
 - Students who have special education needs (e.g., children with an IEP, 504 plan, or twice exceptional)
 - Students who are coping with the illness or loss of a family member
 - Students who are struggling with anxiety or depression

Monitoring, Feedback, and Grading

- Feedback and monitoring will focus on the continuation of learning and prioritize the connectedness and care for students and staff.

- All students will have the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work assigned prior to the remote learning period. A focus on keeping children emotionally and physically safe, fed, and engaged in learning should be our first priority during this unprecedented time.
- Ideally, all students will pass their assignments during remote learning as this is a new and unprecedented set of circumstances. Students are expected to continue with the learning activities assigned during remote learning. However, students will not be penalized for missing or late work during this crisis.
- Remote student learning during this pandemic will be formatively assessed (where possible and practical). Teachers may provide additional assessments during the transition back to in-person instruction.
- Remote learning is designed to support student learning and continuity of education. Grading is feedback and communication in a snapshot of time to students and parents. That feedback may be delivered in the format of: phone calls, written texts or messages/chats, emails, in-person zoom meetings, etc.
- The aim, emphasis, and focus for schoolwork assigned, reviewed, and completed during remote learning is on learning, not on compliance.

Foundational Tier

Teachers will make contact and identify essential student/family needs:

- Well-being
- Food
- Family Context/Situation
- Access to Technology
- Share District Learning Plan

Teacher will identify reasonable essential learning outcomes in content areas at a district level, scaled to fit the challenges of this crisis.

New Learning Tier

- Teacher will work in grade level or content area teams to identify priority standards/new content necessary for students to learn prior to the end of the year. This would also include planning supports for students/families as they manage work and new responsibilities at home.
- Teacher will work to develop cross-curricular units, projects and activities that would highlight new learning incorporating several content areas.

- Work to involve, as appropriate, all staff on planning/resource teams which could include opportunities for interventionists, paraprofessionals, specials teachers, and literacy coaches to support all students and families.

Supplemental Tier

- Teacher will use existing or prioritized curriculum in core content areas that can be translated for review, remediation and enrichment through remote learning.
- The primary goal during this timeframe is to help students and families transition to new ways of learning with familiar concepts and platforms.
- Teacher will work to involve, as appropriate, all staff on planning/resource teams which could include opportunities for interventionists, paraprofessionals, specials teachers, and literacy coaches to support all students and families.

Grade 6

Whole Child- WSCC Model

- Keep Students at the Center
- Intentional outreach to continue building relationships and maintain connections.
 - Office Hours with Teacher, Remind, Dojo, Canvas, Lanschool
- Provide opportunities for positive feedback/connection between students and teacher
- Acknowledge students' current situation and context
- Provide students with appropriate supports to process events
- Contact Families: Partner to support student learning through ongoing communication and collaboration.
 - Remind, Dojo, Phone Calls, Text Messages

Equity/Culturally Responsive Sustaining Practice

- Teacher will create materials that are hands on for those who do not have technology access and have these available for students to pick up, or deliver where necessary and teacher will send extra resources to students based on their specific needs
- In delivering these materials, teacher will consider:
 - Students who are home alone while adults are working
 - Students who have special education needs (e.g., children with an IEP, 504 plan, or twice exceptional)
 - Students who are coping with the illness or loss of a family member

- Students who are struggling with anxiety or depression

Monitoring, Feedback, and Grading

- Feedback and monitoring will focus on the continuation of learning and prioritize the connectedness and care for students and staff.
- All students will have the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work assigned prior to the remote learning period. A focus on keeping children emotionally and physically safe, fed, and engaged in learning should be our first priority during this unprecedented time.
- Ideally, all students will pass their assignments during remote learning as this is a new and unprecedented set of circumstances. Students are expected to continue with the learning activities assigned during remote learning. However, students will not be penalized for missing or late work during this crisis.
- Remote student learning during this pandemic will be formatively assessed (where possible and practical). Teachers may provide additional assessments during the transition back to in-person instruction.
- Remote learning is designed to support student learning and continuity of education. Grading is feedback and communication in a snapshot of time to students and parents. That feedback may be delivered in the format of: phone calls, written texts or messages/chats, emails, in-person zoom meetings, etc.
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Foundational Tier

Teachers will make contact and identify essential student/family needs:

- Well-being
- Food
- Family Context/Situation
- Access to Technology
- Share District Learning Plan

Teacher will identify reasonable essential learning outcomes in content areas at a district level, scaled to fit the challenges of this crisis.

New Learning Tier

- Teacher will work in grade level or content area teams to identify priority standards/new content necessary for students to learn prior to the end of the year. This would also include planning supports for students/families as they manage work and new responsibilities at home.
- Teacher will work to develop cross-curricular units, projects and activities that would highlight new learning incorporating several content areas.
- Work to involve, as appropriate, all staff on planning/resource teams which could include opportunities for interventionists, paraprofessionals, specials teachers, and literacy coaches to support all students and families.

Supplemental Tier

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- The primary goal during this timeframe is to help students and families transition to new ways of learning with familiar concepts and platforms.
- Teacher will work to involve, as appropriate, all staff on planning/resource teams which could include opportunities for interventionists, paraprofessionals, specials teachers, and literacy coaches to support all students and families.

Grade 7

Whole Child- WSCC Model

- Keep Students at the Center
- Intentional outreach to continue building relationships and maintain connections.
 - Office Hours with Teacher, Remind, Dojo, Canvas, Lanschool
- Provide opportunities for positive feedback/connection between students and teacher
- Acknowledge students' current situation and context
- Provide students with appropriate supports to process events
- Contact Families: Partner to support student learning through ongoing communication and collaboration.
 - Remind, Dojo, Phone Calls, Text Messages

Equity/Culturally Responsive Sustaining Practice

- Teacher will create materials that are hands on for those who do not have technology access and have these available for students to pick up, or deliver where necessary and teacher will send extra resources to students based on their specific needs
- In delivering these materials, teacher will consider:
 - Students who are home alone while adults are working
 - Students who have special education needs (e.g., children with an IEP, 504 plan, or twice exceptional)
 - Students who are coping with the illness or loss of a family member
 - Students who are struggling with anxiety or depression

Monitoring, Feedback, and Grading

- Feedback and monitoring will focus on the continuation of learning and prioritize the connectedness and care for students and staff.
- All students will have the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work assigned prior to the remote learning period. A focus on keeping children emotionally and physically safe, fed, and engaged in learning should be our first priority during this unprecedented time.
- Ideally, all students will pass their assignments during remote learning as this is a new and unprecedented set of circumstances. Students are expected to continue with the learning activities assigned during remote learning. However, students will not be penalized for missing or late work during this crisis.
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Teacher will identify reasonable essential learning outcomes in content areas at a district level, scaled to fit the challenges of this crisis.

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- Teacher will work in grade level or content area teams to identify priority standards/new content necessary for students to learn prior to the end of the year. This would also include planning supports for students/families as they manage work and new responsibilities at home.
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Supplemental Tier

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- The primary goal during this timeframe is to help students and families transition to new ways of learning with familiar concepts and platforms.
- Teacher will work to involve, as appropriate, all staff on planning/resource teams which could include opportunities for interventionists, paraprofessionals, specials teachers, and literacy coaches to support all students and families.

Grade 8

Whole Child- WSCC Model

- Keep Students at the Center
- Intentional outreach to continue building relationships and maintain connections.
 - Office Hours with Teacher, Remind, Dojo, Canvas, Lanschool
- Provide opportunities for positive feedback/connection between students and teacher
- Acknowledge students' current situation and context
- Provide students with appropriate supports to process events
- Contact Families: Partner to support student learning through ongoing communication and collaboration.

- Remind, Dojo, Phone Calls, Text Messages

• In order to help support social and emotional learning to our 8th graders, an elective program is being researched by teachers to help 8th graders best prepare for the transition to high school during this unusual event. Our hope is that this elective can help relieve the stress of our 8th grade students as they anticipate what high school may look like for them and provide them with as much information as possible about their specific situation before this Fall. This elective will involve student-based research and as well as teacher video lecture/discussion. Some topics will be: How to pick your class schedule, self care/personal grooming, prioritizing school assignments, and how to balance academics with social and recreation in High School.

Equity/Culturally Responsive Sustaining Practice

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- In delivering these materials, teacher will consider:
 - Students who are home alone while adults are working
 - Students who have special education needs (e.g., children with an IEP, 504 plan, or twice exceptional)
 - Students who are coping with the illness or loss of a family member
 - Students who are struggling with anxiety or depression

Monitoring, Feedback, and Grading

- Feedback and monitoring will focus on the continuation of learning and prioritize the connectedness and care for students and staff.
- All students will have the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work assigned prior to the remote learning period. A focus on keeping children emotionally and physically safe, fed, and engaged in learning should be our first priority during this unprecedented time.
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- Teacher will work to develop cross-curricular units, projects and activities that would highlight new learning incorporating several content areas.
- Work to involve, as appropriate, all staff on planning/resource teams which could include opportunities for interventionists, paraprofessionals, specials teachers, and literacy coaches to support all students and families.

Supplemental Tier

- Teacher will use existing or prioritized curriculum in core content areas that can be translated for review, remediation and enrichment through remote learning.
- The primary goal during this timeframe is to help students and families transition to new ways of learning with familiar concepts and platforms.

- Teacher will work to involve, as appropriate, all staff on planning/resource teams which could include opportunities for interventionists, paraprofessionals, specials teachers, and literacy coaches to support all students and families.

Middle School Lesson Plan

Guiding Content Question	
Content Focus	<p>How will I engage students in the daily work for our district model?</p> <p>Teachers will be able to engage in student learning through virtual lessons on “whiteboard” and also speak to students through communication apps to provide one on one help during office hours.</p>
Preparing to read text or engage in a learning opportunity	<p>How will my students access the information we need to be successful?</p> <p>Students can access their assignments and course work through the Exact Path program, this software provides each student with an individualized lesson and learning plan. They will also have access to video lessons, when teachers make them available, as another resource.</p> <p>How will I engage students in the text, materials and assignments?</p> <p>Students will have access to text materials and assignments through a couple of different formats. Exact Path will provide lessons, practices and assessments at a specific level for each student individually. Students can access virtual lessons from each teacher through “whiteboard” app. For students who do not have a device or access to the internet, the school will provide hardcopy assignments to be complete and virtual submitted to teachers.</p> <p>How will I scaffold instruction for students who are not yet ready to access a specific grade-level text independently and meet the requirements of FAPE?</p>

	<p>Exact Path allows teachers to separate students into differentiated categories. It provides individualized lessons to students who are above grade level, at grade level and below grade level. Teachers can then access work for each group to move onto in their next challenge.</p>
<p>Reading the text or engaging in weekly learning opportunities</p>	<p>How will I pose text-dependent questions for students to respond to?</p> <p>Through the exact path reading program, student will take a diagnostic test to determine their reading level by reading passages and test comprehension by answering questions. Once they have taken the diagnostic test, student will be given an individualized learning path to answer text dependent questions in their learning.</p> <p>How will I assess my students?</p> <p>Student will be accessed through the data provided by Exact Path. This program will provide data for teachers to be able access what grade level students have reached in each subject area provide by the data.</p>

Monday			
Time	Content Area	Activity	Student Timeline and Calendar
<p>30 min</p>	<p>Math Block Issue weekly Math assignment</p> <ul style="list-style-type: none"> • Exact Path <p>Math Feedback: 10 min. of reviewing teacher feedback and adjusting work</p> <ul style="list-style-type: none"> • Exact Path 	<p>Math Course subject cohorts create weekly learning opportunities for all students taking a specific course.</p>	<p>Learning Path is developed for each individual student through exact path based on the needs of the student.</p> <p>Timeline aligns to current course progress, needed remediation of topic areas and potential topics to explore for the remainder of the year.</p>

<p>30 min</p>	<p>ELA Block Issue weekly ELA assignment</p> <ul style="list-style-type: none"> Exact Path <p>ELA Feedback: 10 min. of reviewing teacher feedback and adjusting work</p> <ul style="list-style-type: none"> Exact Path 	<p>ELA Course subject cohorts create weekly learning opportunities for all students taking a specific course.</p>	<p>Learning Path is developed for each individual student through exact path based on the needs of the student.</p> <p>Timeline aligns to current course progress, needed remediation of topic areas and potential topics to explore for the remainder of the year.</p>
<p>30 min</p>	<p>Science Block Issue weekly science assignment</p> <ul style="list-style-type: none"> Study Island <p>Determine how students will access text and reading assignments:</p> <ul style="list-style-type: none"> Study Island 	<p>Science Course subject cohorts create weekly learning opportunities for all students taking a specific course.</p>	<p>Study Island Common Core Grade Level Lessons: Timeline aligns to current course progress, needed remediation of topic areas and potential topics to explore for the remainder of the year.</p>
<p>30 min</p>	<p>Elective Block Issue weekly elective assignment</p> <p>Gym</p> <ul style="list-style-type: none"> Cardio, Core, Sports <p>Art</p> <ul style="list-style-type: none"> YouTube Videos 	<p>Elective Course subject cohorts create weekly learning opportunities for all students taking a specific course.</p>	<p>Timeline aligns to current course progress, needed remediation of topic areas and potential topics to explore for the remainder of the year.</p>
<p>Tuesday</p>			
<p>Time</p>	<p>Content Area</p>	<p>Activity</p>	<p>Student Timeline and Calendar</p>
<p>30 min</p>	<p>Math Block Issue weekly Math assignment</p>	<p>Math Course subject cohorts create weekly learning opportunities for all</p>	<p>Learning Path is developed for each individual student through exact path</p>

	<ul style="list-style-type: none"> Exact Path <p>Math Feedback: 10 min. of reviewing teacher feedback and adjusting work</p> <ul style="list-style-type: none"> Exact Path 	students taking a specific course.	<p>based on the needs of the student.</p> <p>Timeline aligns to current course progress, needed remediation of topic areas and potential topics to explore for the remainder of the year.</p>
30 min	<p>ELA Block Issue weekly ELA assignment</p> <ul style="list-style-type: none"> Exact Path <p>ELA Feedback: 10 min. of reviewing teacher feedback and adjusting work</p> <ul style="list-style-type: none"> Exact Path 	<p>ELA Course subject cohorts create weekly learning opportunities for all students taking a specific course.</p>	<p>Learning Path is developed for each individual student through exact path based on the needs of the student.</p> <p>Timeline aligns to current course progress, needed remediation of topic areas and potential topics to explore for the remainder of the year.</p>
30 min	<p>Social Studies Block Issue weekly Social Studies assignment</p> <ul style="list-style-type: none"> Study Island <p>Determine how students will access text and reading assignments:</p> <ul style="list-style-type: none"> Study Island 	<p>Social Studies Course subject cohorts create weekly learning opportunities for all students taking a specific course.</p>	<p>Study Island Common Core Grade Level Lessons: Timeline aligns to current course progress, needed remediation of topic areas and potential topics to explore for the remainder of the year.</p>
30 min	<p>Elective Block Issue weekly elective assignment</p> <p>Gym</p> <ul style="list-style-type: none"> Cardio, Core, Sports <p>Art</p>	<p>Elective Course subject cohorts create weekly learning opportunities for all students taking a specific course.</p>	<p>Timeline aligns to current course progress, needed remediation of topic areas and potential topics to explore for</p>

	<ul style="list-style-type: none"> • YouTube Videos 		the remainder of the year.
Wednesday			
Time	Content Area	Activity	Student Timeline and Calendar
30 min	<p>Math Block Issue weekly Math assignment</p> <ul style="list-style-type: none"> • Exact Path <p>Math Feedback: 10 min. of reviewing teacher feedback and adjusting work</p> <ul style="list-style-type: none"> • Exact Path 	<p>Math Course subject cohorts create weekly learning opportunities for all students taking a specific course.</p>	<p>Learning Path is developed for each individual student through exact path based on the needs of the student.</p> <p>Timeline aligns to current course progress, needed remediation of topic areas and potential topics to explore for the remainder of the year.</p>
30 min	<p>ELA Block Issue weekly ELA assignment</p> <ul style="list-style-type: none"> • Exact Path <p>ELA Feedback: 10 min. of reviewing teacher feedback and adjusting work</p> <ul style="list-style-type: none"> • Exact Path 	<p>ELA Course subject cohorts create weekly learning opportunities for all students taking a specific course.</p>	<p>Learning Path is developed for each individual student through exact path based on the needs of the student.</p> <p>Timeline aligns to current course progress, needed remediation of topic areas and potential topics to explore for the remainder of the year.</p>
30 min	<p>Office Hours Issue weekly Class Meeting/Office Hours:</p> <ul style="list-style-type: none"> • Teams/Canvas 	<p>Office Hours Course subject cohorts lead weekly class meetings to check in on student's wellbeing and address any questions of subject material</p>	

30 min	Elective Block Issue weekly elective assignment Gym <ul style="list-style-type: none"> • Cardio, Core, Sports Art <ul style="list-style-type: none"> • YouTube Videos 	Elective Course subject cohorts create weekly learning opportunities for all students taking a specific course.	Timeline aligns to current course progress, needed remediation of topic areas and potential topics to explore for the remainder of the year.
Thursday			
Time	Content Area	Activity	Student Timeline and Calendar
30 min	Math Block Issue weekly Math assignment <ul style="list-style-type: none"> • Exact Path Math Feedback: 10 min. of reviewing teacher feedback and adjusting work <ul style="list-style-type: none"> • Exact Path 	Math Course subject cohorts create weekly learning opportunities for all students taking a specific course.	Learning Path is developed for each individual student through exact path based on the needs of the student. Timeline aligns to current course progress, needed remediation of topic areas and potential topics to explore for the remainder of the year.
30 min	ELA Block Issue weekly ELA assignment <ul style="list-style-type: none"> • Exact Path ELA Feedback: 10 min. of reviewing teacher feedback and adjusting work <ul style="list-style-type: none"> • Exact Path 	ELA Course subject cohorts create weekly learning opportunities for all students taking a specific course.	Learning Path is developed for each individual student through exact path based on the needs of the student. Timeline aligns to current course progress, needed remediation of topic areas and potential topics to explore for the remainder of the year.

30 min	Science Block Issue weekly science assignment <ul style="list-style-type: none"> • Study Island Determine how students will access text and reading assignments: <ul style="list-style-type: none"> • Study Island 	Science Course subject cohorts create weekly learning opportunities for all students taking a specific course.	Study Island Common Core Grade Level Lessons: Timeline aligns to current course progress, needed remediation of topic areas and potential topics to explore for the remainder of the year.
30 min	Elective Block Issue weekly elective assignment Gym <ul style="list-style-type: none"> • Cardio, Core, Sports Art <ul style="list-style-type: none"> • YouTube Videos 	Elective Course subject cohorts create weekly learning opportunities for all students taking a specific course.	Timeline aligns to current course progress, needed remediation of topic areas and potential topics to explore for the remainder of the year.
Friday			
Time	Content Area	Activity	Student Timeline and Calendar
30 min	Math Block Issue weekly Math assignment <ul style="list-style-type: none"> • Exact Path Math Feedback: 10 min. of reviewing teacher feedback and adjusting work <ul style="list-style-type: none"> • Exact Path 	Math Course subject cohorts create weekly learning opportunities for all students taking a specific course.	Learning Path is developed for each individual student through exact path based on the needs of the student. Timeline aligns to current course progress, needed remediation of topic areas and potential topics to explore for the remainder of the year.
30 min	ELA Block Issue weekly ELA assignment <ul style="list-style-type: none"> • Exact Path 	ELA Course subject cohorts create weekly learning opportunities for all	Learning Path is developed for each individual student through exact path

	<p>ELA Feedback: 10 min. of reviewing teacher feedback and adjusting work</p> <ul style="list-style-type: none"> Exact Path 	<p>students taking a specific course.</p>	<p>based on the needs of the student.</p> <p>Timeline aligns to current course progress, needed remediation of topic areas and potential topics to explore for the remainder of the year.</p>
<p>30 min</p>	<p>Social Studies Block Issue weekly Social Studies assignment</p> <ul style="list-style-type: none"> Study Island <p>Determine how students will access text and reading assignments:</p> <ul style="list-style-type: none"> Study Island 	<p>Social Studies Course subject cohorts create weekly learning opportunities for all students taking a specific course.</p>	<p>Study Island Common Core Grade Level Lessons: Timeline aligns to current course progress, needed remediation of topic areas and potential topics to explore for the remainder of the year.</p>
<p>30 min</p>	<p>Elective Block Issue weekly elective assignment</p> <p>Gym</p> <ul style="list-style-type: none"> Cardio, Core, Sports <p>Art</p> <ul style="list-style-type: none"> YouTube Videos 	<p>Elective Course subject cohorts create weekly learning opportunities for all students taking a specific course.</p>	<p>Timeline aligns to current course progress, needed remediation of topic areas and potential topics to explore for the remainder of the year.</p>

KINDERGARTEN ELEMENTARY REMOTE LEARNING PROPOSAL

	Minimum total learning time	Maximum total learning time	Recommended Length of Sustained Attention	Daily Learning time options (provided by school via Amazon)
	45 minutes per day	120 minutes per day	10 minutes	
				<ul style="list-style-type: none"> • Supplied math workbook (Mimeo and/or Amazon*) • Assigned book from supplied reading bundle (Mimeo and/or Amazon*) • Supplied assigned sight word practice page (Mimeo and/or Amazon*) • Supplemental student engagement via class Dojo and Canvas* and at home activities.

Whole Child

How can we meet the comprehensive needs of each student?

Academic

- Supply workbooks for math & reading (Amazon Big Kindergarten, Mimeo*)

- Language development (Amazon First Little Readers**).
- Supplemental enrichment through DOJO programs (Canvas**)

Social/emotional

- Offer DOJO check ins and conferences.
- Offer Canvas phone calls during office hours.

Physical

- Scheduled large muscle activities supplied by Coach Baker.

Nutritional

- Food service supplied at GLA, Tues. 11 – 2.

Equity/ Culturally Responsive Sustaining Practice

How can we ensure multiple expressions of diversity are recognized and used in our structure?

- Hands on material provided through amazon* or mimeo to every student to ensure each unique individual student has access to all materials.
- Students with families who speak a language other than English will be supplied with versions of materials in each language required for the teaching of educational needs.
- If a child is struggling with anxiety due to the inability to complete assigned coursework
- special office hours to speak one-on-one with that student and/or parents.

Learning (Staff and Students)

What resources are we given to our families to meet all students' individual needs?

- **Foundation Tier:** prioritizing constant communication and contact through class DOJO will ensure that we exceed each individual need.
- Create and share our new class learning plan for the remainder of the year as well as a week by week goals and objectives
- Establish a new pupil participation plan (completion of packets, logging of all contact during office hours, class DOJO participation for those with technological support)
- Online book reading once or twice a week via
- **Supplemental Tier:** Constant availability VIA class Dojo/Canvas* to ensure translation of content goals are met.
- Various modes of supplemental learning will be universal at home activities, reading for fun, journaling, digital lessons VIA class DOJO, board games, and movie journaling.
- We will also allow students to record themselves to DOJO class story to discuss videos, books, and assignments as well as FaceTime (website to be chosen).
- **New Learning Tier:** Once a week conference with parents to ensure child's needs are met.

Monitoring, Feedback, and Grading

How can we enrich our children's learning continuum by monitoring and feedback, without emphasis on grades?

- Being available during office hours and parents conference will able are families to ask questions, receive feedback, and encourage participation.
- Documentation of attempts made to contact all students and parents as well as meetings are logged.
- The academic standing both before and prior to remote at home learning is taken into consideration when grading of passing or failing scores into the 2020/2021 school year will be considered.
- Focus will be on learning and student involvement.
- Teachers get support from board and staff members for additional needs and questions.