

Willingboro Public Schools



Health Related School Closure Contingency Plan

BOE Approved: May 11, 2020
Revised: June 30, 2021

BOARD OF EDUCATION

Ms. DEBRA WILLIAMS, PRESIDENT

MRS. APRIL MAXWELL-HENLEY, VICE PRESIDENT

MR. MIKE BIRD

MRS. CORVENA FRANCIS-DENTON

Ms. LAURIE GIBSON-PARKER

Ms. ALEXIS HARKLEY

MRS. DAISY MAXWELL-CISSE

Ms. DANIELLE SPINNER

DR. CARLOS WORTHY

SUPERINTENDENT'S CABINET MEMBERS

DR. NEELY HACKETT

Superintendent of Schools

Ms. NADINE TRIBBETT

Assistant Superintendent for Curriculum and Instruction

MR. KELVIN SMITH, CPA

Assistant Superintendent for Business/Board Secretary

Ms. CHERELLE TOLER, Esq.

Director of Human Resources

TABLE OF CONTENTS

INTRODUCTION	4
REMOTE INSTRUCTION (SYNCHRONOUS INSTRUCTION)	5
CURRICULUM, INSTRUCTION, AND ASSESSMENT	7
MEALS	7
TECHNOLOGY	8
INFORMATION FOR STUDENTS & PARENTS	9
SPECIFIC GUIDELINES FOR ENGLISH LANGUAGE LEARNERS (ELLs)	9
SPECIFIC GUIDELINES FOR STUDENTS WITH DISABILITIES	10
INFORMATION FOR TEACHERS	10
ATTENDANCE	11
GRADING	12
HEALTH AND WELLNESS	12
INFORMATION FOR NON-INSTRUCTIONAL PERSONNEL	13
SPECIAL STAFF ASSIGNMENTS	14
Appendix A: Sample PreKindergarten Schedule	16
Appendix B: Sample Kindergarten Schedule	17
Appendix C: Sample Elementary Schedule	18
Appendix D: Sample Secondary Schedule (Intermediate, Middle and High Schools)	24

INTRODUCTION

The Willingboro Township Public Schools is a comprehensive community public school district that serves students in pre-kindergarten through twelfth grade from Willingboro Township, in Burlington County, New Jersey. The district is classified by the New Jersey Department of Education as being in District Factor Group "DE."

On March 5, 2020, the NJ Department of Education (NJDOE) provided all districts with a document titled, "Guidance Regarding Requirements for Public Health-Related School Closures." *This document indicated that districts providing distance learning opportunities during an absence can count those days towards the 180-day instructional mandate. In short, if students are learning at home during a health-related closure, the district will not need to make up these days later in the school year* (The Road Back: Restart and Recovery NJDOE, June 2020).

There are many issues to consider when faced with the possibility of prolonged school closures. The New Jersey Department of Education, New Jersey Department of Health, and Burlington County Health Department work in collaboration to consider these issues and to identify resources for the Willingboro Public Schools. Decisions regarding school dismissals and closures are determined at the local level, based on information from State, Local, and Federal authorities. Health-related school closures are determined in collaboration with the Burlington County Health Department.

REMOTE INSTRUCTION (SYNCHRONOUS INSTRUCTION)

Synchronous learning occurs in real-time. Teachers and students interact in a specific virtual place, through a specific online medium, at a specific time. Methods of synchronous online learning include video conferencing, live chatting, and live-streaming lessons.

Students will learn virtually for 5 days per week. Their instructional day will begin at 8:15 a.m. and conclude at 1:30 p.m. (8:15 a.m. to 8:30 a.m. is the homeroom period). Class periods will be approximately 45 minutes and students and staff will have a 30 minute (secondary) or 45 minute (elementary) recess/lunch period (see Appendix A for remote instruction schedules).

The five (5) days of live instruction must be recorded so that students who miss the class can watch at a later time. Recorded lessons will be posted in the google classroom so that not only students who missed class can watch the lesson, but also the students who need to view the lesson again.

The recorded lessons will be posted for one week. Lessons will consist of the following components:

- 10 to 12 minute mini lesson
- clear teaching point/objective
- modeling/demonstration
- wrap up with the teacher assigning independent work.

Students will be required to complete all unfinished assignments for homework. In addition, students may be issued a reading assignment for homework. Teachers must follow the district approved curriculum and pacing charts as closely as possible with a focus on the major standards.

The following synchronous learning guidelines will be implemented:

- Teachers will select a non-descript area of the house to conduct the lesson. They should remove anything from the screen/background that may serve as a potential distraction.
- Teachers will login ahead of students and greet them when they enter class.
- Teachers will set up chat parameters.
- Teachers will call roll to bring the class to order. Students can respond or type “here” in the chat.
- Teachers will establish shared norms, such as: muting microphones until called upon to speak and stating of names before speaking.
- Teachers will remind students that the same technology rules apply to a virtual classroom as to the physical classroom. For example, students cannot take or post images/videos of classmates and instructors to the web or to social media without permission.
- Teachers will plan their objectives for the virtual class to include expectations that they have for students during the live lesson (notes, participation, online responses, etc.).

- Teachers will create as many opportunities as possible for student engagement (refer to Kagan Cooperative Learning training).
- At the end of the lesson, teachers will be deliberate about next steps and expectations.

All normal-operating instructional requirements for teachers remain in force:

- Lesson planning/submission continues as normally scheduled
- Instruction will be delivered for every class
- Assignments will be created, posted via Google Classroom, collected, graded, and recorded in Genesis.

Students will be provided with a technology device to use at home and at school. Parents/Guardians can elect for students to turn their cameras off during remote instruction.

CURRICULUM, INSTRUCTION, AND ASSESSMENT

The district will provide all students with rigorous and relevant grade-level appropriate instruction with a focus on improving student achievement. The New Jersey Student Learning Standards (NJSLS) are designed to provide a universal framework for teaching and learning based upon international standards of excellence. The district will utilize the best research-based instructional practices as well as core and supplemental materials to achieve these standards. Content will be delivered via synchronous (live virtual) sessions. Materials and recordings from professional learning will be accessible from the district's website so that they can be used as an ongoing resource for staff.

During remote instruction, the district will endeavor to ensure the following:

1. Ensure that virtual learning environments are maximized to include contact time with teachers;
2. Ensure that progress monitoring (formative assessment) occurs frequently to assess the progress of students;
3. Ensure that data is analyzed regularly to determine if modifications are needed to curriculum pacing guides, instruction, and/or assessments;
4. Include the implementation of a new lesson plan template that contains the essential elements of the lesson design process;
5. Provide differentiated materials, accommodations, and modifications where appropriate to support the needs of all learners;
6. Ensure that lessons are relevant, rigorous, and grade-level appropriate;
7. Ensure that data is used to inform small group instruction (grouping of students, academic supports, and assessment criteria).

The district will use the Edgenuity on-line assessment program during remote instruction. The assessment program will monitor student progress in meeting their individual yearly benchmark goals. Edgenuity data will be used to inform the Assistant Superintendent for Curriculum and Instruction of the next steps or required revisions to the remote instructional program. The district will make every effort to ensure that when students are learning virtually, they are provided with engaging and authentic experiences.

The Willingboro Instructional Handbook will be revised to include the purpose of assessment, types of assessments, district assessment calendar, strategies to analyze assessments, reflection on assessment results, use of assessments to plan for small group instruction, and procedures for Student Growth Objectives (SGOs).

MEALS

Providing students with a healthy and nutritious meal is a priority for the district. During remote instruction, breakfast and lunch will be distributed between 8:00 a.m. and 2:00 p.m. on Monday through Friday at Levitt Intermediate School or Memorial Middle School. Weekend meals will be

included with the Friday distribution. Families will be assigned to a specific site for purposes of accounting for the meals. Meals will only be served at the assigned site.

Levitt Intermediate: Levitt, W.R. James, High School, Twin Hills, J.C. Stuart
 Memorial Middle: Memorial, Hawthorne, Garfield East

Both cold and hot meals will be served. Families can pick up two (2) days of meals at one time. It is not necessary for students to be present at the meal distribution site.

TECHNOLOGY

All students will have access to a Chromebook to use at home during remote instruction. Teachers and administrators will be provided with continuous training and support in the area of synchronous learning. Synchronous learning occurs in real-time. Teachers and students interact in a specific virtual place, through a specific online medium, at a specific time. Methods of synchronous online learning include video conferencing, live chatting, and live-streaming lessons.

Chromebooks that are kept at home and in need of repair will be brought to the Country Club Building by appointment only (see repair schedule below). Parents/Guardians who are in need of a Chromebook must email all requests to chromebook@wboe.net. Parents/Guardians are asked to include the student's identification number. Requests for technology assistance must be sent to techsupport@wboe.net and must include the student's identification number.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Hawthorne Elementary/ Twin Hills Elementary	Memorial Middle	At-home device repair at Country Club Administration Building	Willingboro High School/ Alternative School	Hawthorne Elementary/ Twin Hills Elementary
Week 2	W.R. James Elementary/ Levitt Intermediate	Memorial Middle	At-home device repair at Country Club Administration Building	Willingboro High School/ Alternative School	W.R. James Elementary/ Levitt Intermediate

INFORMATION FOR STUDENTS & PARENTS

- Students must log in daily via Genesis to complete attendance check-ins. Daily attendance is reviewed by school counselors, who make verification phone calls to parents of students who were marked absent the previous day. Once the information is verified, it is officially recorded. Chronic absenteeism is investigated by attendance officers through home visitations.
- It is expected that students will complete assignments for all classes during remote instruction in order to meet the requirement of 180 days of instruction.
- Students will be held accountable for work during this time. All assigned work will have an impact on course averages.
- All students (and/or parents depending on the grade level) should contact the teacher via email or Google Meet/Hangout with questions or concerns regarding assignments.
- When engaging in remote instruction, the same rules apply to a virtual classroom as to the physical classroom. Teachers will provide direction regarding muting microphones.
- When engaging in remote instruction, the school and the home will work collaboratively to promote student success.

SPECIFIC GUIDELINES FOR ENGLISH LANGUAGE LEARNERS (ELLs)

All ELLs in grades K-12 will continue to receive ESL services from a certified ESL teacher. A Google Classroom will be created by each student's ESL teacher. Assignments will be posted on a regular basis. ESL teachers will regularly provide feedback and offer additional support as needed. Instructional materials used (National Geographic Cengage series, IXL, Edgenuity, ReadTheory, readWorks, Learning A-Z) all have built-in resources such as leveled text sets, embedded audio, and translations that assist with the differentiation of remote instruction lessons. As these programs are regularly implemented prior to a school closure, thus students will have familiarity with them

The district uses Google Translate and Remind as needed to translate any communications, materials and directions. The district website allows families to translate all resources into several languages including: Spanish, Cantonese, French, German, Italian, Tagalog, Vietnamese, Korean, Russian and Hindi. The district's Supervisor of ESL will provide parents/guardians with communication related to available resources for remote instruction.

School Messenger communications are disseminated in both English and Spanish. The district's subscription to Para Plus (parent translation service) is available to all educators. This service provides document translations in numerous languages.

Elementary teachers trained in Sheltered English Instruction will continue to plan and implement these differentiated strategies within their remote classrooms. The Supervisor of ESL conducts regular check-ins with the district's ESL teachers. The Supervisor of ESL reaches out to other mainstream teachers of ELLs when issues arise. Two areas of focus include any access challenges that families are experiencing, as well as the degree of participation by students with online learning.

Students will be assessed regularly using Edgenuity and other on-line assessment platforms to determine progress. Extended day programs will be available to students who require additional support.

SPECIFIC GUIDELINES FOR STUDENTS WITH DISABILITIES

In its guidance, the Department of Education requires that districts must provide each student with a disability the special education and related services identified in the student's Individual Education Program (IEP) "to the greatest extent possible." The Department recognizes that "there may be exceptional circumstances that could affect how a particular service is provided."

The district must implement on-line disability-related modifications that may include extensions of time for assignments, speech and language services through video conferencing, and providing accessible reading materials to all. Once school resumes, the IEP team will determine whether a student is entitled to "compensatory education services" for the time that the student did not receive an adequate education, to make up for any skills that may have been lost or not advanced during the school closure. Of note, the Individual with Disabilities Education Act (IDEA) allows for flexibility in determining how to meet the individual needs of students with disabilities, so if a student was provided with substituted services (example: speech therapy services over Zoom rather than in person), the IEP team may decide that compensatory services may not be required.

The Child Study Team (CST) will hold initial and re-evaluations meetings virtually. Paraprofessionals will work with students remotely and students will be assessed regularly using Edgenuity and other on-line assessment platforms to determine progress. Extended day programs will be available to students who require additional support.

INFORMATION FOR TEACHERS

- Distance-learning days count toward the 180 required days of attendance. Days are fully-paid work days.
- All normal-operating instructional requirements for all teachers remain:

- lesson planning/submission continues as normally scheduled
- Instruction will be delivered for every class that you teach
- assignments will be created, pushed out via Google Classroom, collected, graded, and recorded in Genesis
- Use of Google Classroom is mandatory for all teachers
- Student expectations for online learning should be posted in the Google Classroom
- The building administrator(s), supervisors and department chairs (WHS only) must be added to the Google Classroom
- Select a non-descript area of your house to conduct the lesson. Remove anything from the screen/background that may serve as a potential distraction
- Determine length of the lesson. Holding attention online for too long is difficult. Consider this ahead of time
- Login ahead of students and greet them when they enter “class”
- Set up Chat parameters.
- Call roll to bring class to order. You can ask them to say here or type “here” in chat. Take attendance up front
- Establish shared norms, such as: mute your mic when not speaking, say your name before you participate (sometimes it’s hard to tell who is speaking)
- Remind students that the same technology rules apply to a virtual classroom as to the physical classroom. No taking or posting images/video of classmates and instructors to the web or to Social Media without permission
- Preview objectives for the virtual class and any expectations you have of them during the live lesson (notes, participation, response online after class, etc.)
- Create as many opportunities as possible for student participation

ATTENDANCE

Teachers will record attendance during the first 15 minutes of class. Students/Parents must log into Genesis to record attendance as tardy if students miss the first 15 minutes of class. The attached link provides instructions for logging into Genesis to record attendance ([Video Link](#)).

The steps to record attendance are as follows:

1. Students must log into their homeroom (through Google Meets) between 8:15 a.m. and

8:30 a.m. The homeroom teacher will record attendance. Students who do not log into homeroom, will be marked absent.

2. Students or parents/guardians must log into Genesis to record attendance after 8:30 a.m. and before 3:00 p.m. and click "Tardy"
3. All teachers will be required to maintain an Attendance Record Book for each class.
4. A student whose attendance is marked "Tardy" for the day is subject to have his/her attendance confirmed through a review of Attendance Record Books of all teachers assigned to the student.

Daily attendance will be reviewed by school attendance clerks, who will make verification phone calls to parents/guardians of students who were marked absent on the previous day. The names of students who attendance clerks are unable to contact will be provided to the District's attendance officers to initiate a chronic absenteeism investigation. Parents/Guardians and students are encouraged to contact the school if they are experiencing problems with recording attendance.

GRADING

The Uniform Grading Profile (UGP) will outline how students should be assessed across subject and grade levels. The UGP will ensure consistency of grading practices across the district and include a provision for reassessment. When examining the need to prepare our students for college and career readiness, we must remember that as adults we are often provided with multiple opportunities to take performance and summative assessments. One well-known example is the multiple measures that are used to determine who receives driving privileges in our country. Every individual desirous of obtaining a driver's license must sit for a summative examination (written test) that assesses a person's basic knowledge of the rules of the road. If successfully passed, individuals are able to schedule a performance assessment (a road test) that measures how well he or she can apply the information previously learned.

HEALTH AND WELLNESS

Teachers were provided with training on Trauma Infused Learning in the 2019-2020 school year. The district will continue to implement the strategies taught during the training sessions.

Teachers will be exposed to Restorative Practices in the 2021-2022 school year. The International Institute for Restorative Practices (IIRP) defines Restorative Practices as a social science that studies how to build social capital and achieve social discipline through participatory learning and decision making. The use of restorative practices helps to:

- reduce bullying
- improve human behavior

- strengthen civil society
- provide effective leadership
- restore relationships
- repair harm (Source: International Institute for Restorative Practices-website).

The combination of Trauma Infused Learning and Restorative Practices will provide our students with a host of strategies and practices to alleviate the stress and anxiety caused by health related school closures and will provide them with the skills necessary for success.

Counseling services will be provided by the district’s Student Assistance Counselor (SAC) and Social Workers who may solicit the assistance of outside counseling agencies when necessary. The SAC and Social Workers will focus on mindfulness concepts when working with students.

The current COVID-19 pandemic has affected the families of Willingboro in many ways. In regards to education, families must have real-time access to health/safety and instruction/assessment information. The district will provide parents/guardians with timely updates regarding health related school closures.

The Supervisor of Guidance/Family Liaison will schedule monthly virtual training sessions for parents/guardians that cover topics ranging from health and wellness to curriculum, instruction, and assessment. The district will work toward implementing virtual family support groups to discuss school-related topics. The Superintendent will also conduct quarterly forums to provide information to parents/guardians and receive their feedback.

INFORMATION FOR NON-INSTRUCTIONAL PERSONNEL

Expectations

- Respond to voicemails and emails within an hour
- Check voicemail remotely
- Use Google Hangouts or Meet to return phone calls and meet with other staff as needed
- Perform other tasks as assigned by your supervisor

Note: With Google Hangouts, staff can contact anyone outside of the WBOE domain using a computer or telephone. Staff must not associate personal cell phone numbers with Google accounts. The personal cell phone number will come up as "Restricted" on the Caller ID. Google Meet solely works within the WBOE domain. However, Google Meet is connected to Google Calendar, and automatically sets up a Google Meeting when a calendar invite is created.

Maintenance of Building Facilities

- Two custodians will be assigned to each school building

- The custodians will work a modified schedule
- Each day, the school buildings will be thoroughly cleaned with approved cleaning supplies/substances specifically intended to combat the spread of health related illness
- Building landscaping (lawn maintenance, etc.) is conducted by outside vendors that use approved health and safety measures such as social distancing

Comprehensive List of Essential Employees

- Superintendent
- Business Administrator
- Payroll Services
- Director of Human Resources
- Buildings and Grounds Supervisors
- Food Services Manager and Whitsons Food Services Staff
- Building Principals and Assistant Principals
- Custodians and Maintenance Staff
- Transportation Coordinator
- Attendance and Security Officers

SPECIAL STAFF ASSIGNMENTS

The information below is not exhaustive. An administrator can revise at any time.

Nurses- Nurses will make telephone calls for the following: student non-engagement, student attendance issues, student wellness checks, and monitor 504 students. Nurses will update charts and create charts for incoming students. Nurses will also keep abreast of the most current medical mandates and maintain records of contact tracing and mandatory quarantine timelines for students and staff.

Recess Aides-Recess aides, will assist the Whitsons Food Service Program to distribute breakfast and lunch at Memorial Middle School and Levitt Intermediate School. Recess aides will work under the direction of the Principal whenever they are not assisting the Whitsons staff. Such assignments given by the principal can include light cleaning of high touch surface areas and telephone calls to parents regarding student non-engagement or student attendance issues. During remote instruction, recess aides will work from 11:00 a.m. to 2:00 p.m.

Guidance Counselors- Guidance Counselors will make telephone calls for student non-engagement, student attendance issues, and student wellness checks. Guidance counselors will conduct character education classes or group sessions as needed. Secondary guidance counselors will engage in monitoring student schedules, conducting transcript reviews, organizing college/career

fairs, and scheduling college virtual tours. All counselors will prepare for upcoming events such as a virtual Week of Respect and Violence Awareness events.

Student Assistance Coordinator-The SAC will conduct wellness checks, conduct virtual lessons, conduct virtual group sessions, and plan for upcoming events such as a virtual Red Ribbon Week.

Behaviorist-The Behaviorist will conduct wellness checks, ensure implementation of behavior plans, schedule virtual meetings with parents/guardians and students to discuss behavior plans, write behavioral plans, and incorporate incentive programs as needed.

Child Study Team Members- CST members will engage in scheduling, testing, and wellness checks.

Occupational Therapist, Physical Therapist, Speech Therapist-The OT, PT and Speech Therapist will have small group sessions and 1:1 sessions with students.

Inclusion Teachers- Inclusion teachers will work alongside the general education teacher. They will create their own Google Classroom, post and modify assignments for their students, and be responsible for their students' grades and completion of IEP progress reports.

Paraprofessionals- The 1:1 paraprofessionals will create behavior charts according to the RBT training that they received, support teachers, conduct student wellness checks, take attendance, and monitor Class Dojo.

TOPS Teachers- The TOPS teachers will conduct screenings for students, elicit recommendations from previous teachers, co-teach with the classroom teacher, review progress data, and teach gifted and talented classes as per the school schedule.

English Language Arts/Math Coaches- ELA/Math Coaches will work with teachers to unpack academic standards, observe teachers and provide feedback on the academic instructional program, monitor and analyze progress data, provide professional development workshops, and provide coaching and modeling in various classrooms

Reading Specialist- The Reading Specialist will provide support to the classroom teacher as per each student's Individual Educational Program (IEP). The specialist may pull out students for intensive academic support.

Appendix A: Sample PreKindergarten Schedule

Time	Activity: Pre-Kindergarten
8:00 a.m.-8:15 a.m.	Teachers Arrive. Teachers post additional instructional materials for the day and prepare for instruction. Office hours to contact or email parents.
8:15 a.m. – 8:30 a.m.	Student Check-In and Daily Attendance Taken
8:30 a.m. – 8:45 a.m.	Morning Meeting
8:45 a.m. – 9:00 a.m.	Choice Activities for Students (2 to 3 activities)
9:00 a.m. – 9:30 a.m.	Guided Learning: Language Arts Literacy using Creative Curriculum Intentional Teaching Cards
9:30 a.m. – 9:45 a.m.	Movement Activity/Mighty Minutes/Toileting Break/Hand Washing/Snack
9:45 a.m. – 10:00 a.m.	Message Time Plus Shared Reading and Writing
10:00 a.m. – 10:15 a.m.	Creative Curriculum Read Aloud
10:15 a.m. – 10:45 a.m.	Gross Motor Activity
10:45 a.m. – 11:15 a.m.	Guided Learning: Mathematics using Creative Curriculum Intentional Teaching Cards
11:15 a.m. – 11:30 a.m.	Read Aloud Incorporating Science and Social Studies
11:30 a.m. – 11:45 a.m.	Music and Movement
11:45 a.m. – 12:00 p.m.	Foundations: Systematic Phonics, Spelling and Handwriting Program
12:00 p.m. – 12:45 p.m.	Lunch/Recess
12:45 p.m.-1:30 p.m.	Naptime/Teacher Preparation Period
1:30 p.m.	Student Dismissal
1:30 p.m. - 1:45 p.m.	Teacher Break
1:45 p.m. - 2:45 p.m.	Principal Meetings, Content Supervisor/Director Meetings, Technology Support, Lesson Plans
2:45 p.m.	Teacher Dismissal

Appendix B: Sample Kindergarten Schedule

Time	Activity: Kindergarten
8:00 a.m.-8:15 a.m.	Teachers Arrive. Teachers post additional instructional materials for the day and prepare for instruction. Office hours to contact or email parents.
8:15 a.m. – 8:30 a.m.	Student Check-In and Daily Attendance Taken
8:30 a.m. – 8:45 a.m.	Morning Meeting
8:45 a.m. – 9:00 a.m.	Writing
9:00 a.m. – 9:15 a.m.	Read Aloud
9:15 a.m. – 9:30 a.m.	Student Brain Break/Movement Activity/Toileting/Handwashing
9:30 a.m. – 10:00 a.m.	Eureka Mathematics
10:00 a.m. – 10:05 a.m.	Student Brain Break/Movement Activity
10:05 a.m. – 11:05 a.m.	English Language Arts
11:05 a.m.-11:15 a.m.	Student Brain Break/Movement Activity/Snack
11:15 a.m. – 12:00 p.m.	Science/Social Studies/IXL Preparation (Social Studies and Science will be taught on a 3 day/2 day split week)
12:00 p.m. – 12:45 p.m.	IXL English Language Arts and Mathematics/Teacher Preparation Period/Special Subject
12:45 p.m. – 1:30 p.m.	Recess/ Lunch
1:30 p.m.	Student Dismissal
1:30 p.m. - 1:45 p.m.	Teacher Break
1:45 p.m. - 2:45 p.m.	Principal Meetings, Content Supervisor/Director Meetings, Technology Support, Lesson Plans
2:45 p.m.	Teacher Dismissal

Appendix C: Sample Elementary Schedule

- Welcome/ Daily Attendance: Includes Morning Meeting (Restorative Practices)
- Transitions allow the students ample time to log in and out of different sessions and provide the teachers with the opportunity to reset technology or change curricular materials

Grades 1 and 2

Time		Period	Grade 1	Grade 2
8:00 a.m.-8:15 a.m. Teachers arrive and post assignments				
8:15 a.m.-8:35 a.m.	20 minutes		Daily Welcome Attendance	Daily Welcome Attendance
8:35 a.m.- 9:20 a.m.	45 minutes	1	ELA	ELA
9:20 a.m.-9:25 a.m.	5 minutes		Transition/Break	Transition/Break
9:25 a.m.-10:10 a.m.	45 minutes	2	Special	ELA
10:10 a.m.-10:15 a.m.	5 minutes		Transition/Break	Transition/Break
10:15 a.m.-11:00 a.m.	45 minutes	3	ELA	Special
11:00 a.m.-11:05 a.m.	5 minutes		Transition/Break	Transition/Break
11:05 a.m.-11:50 a.m.	45 minutes	4	Lunch/Recess	Lunch/Recess
11:50 a.m.-11:55 a.m.	5 minutes		Transition/Break	Transition/Break
11:55 a.m.-12:40 p.m.	45 minutes	5	Math	Math
12:40 p.m.-12:45 p.m.	5 minutes		Transition/Break	Transition/Break
12:45 p.m.-1:30 p.m.	45 minutes	6	Science/Social Studies	Science/Social Studies
1:30 p.m.	Student Dismissal			
1:30 p.m. - 1:45 p.m.	Teacher Break			
1:45 p.m. - 2:45 p.m.	Principal Meetings, Content Supervisor/Director Meetings, Technology Support, Lesson Plans			
2:45 p.m.	Teacher Dismissal			

- Welcome/ Daily Attendance: Includes Morning Meeting (Restorative Practices)
- Transitions allow the students ample time to log in and out of different sessions and provide the teachers with the opportunity to reset technology or change curricular material

**Grade 3 Two -Teacher Team Departmentalized
90 Minutes of ELA effective 12/21/20**

			Teacher 1	Teacher 2
8:00 a.m. – 8:15 a.m.			Teachers arrive and post assignments	Teachers arrive and post assignments
8:15 a.m. – 8 :35 a.m.	20 minutes		Daily Welcome/ Attendance	Daily Welcome/ Attendance
8:35 a.m. – 9:20 a.m.	45 minutes	1	ELA - Reading (Class 1)	Math (Class 2)
9:20 a.m. – 9 :25 a.m.	5 minutes		Transition/Break	Transition/Break
9:25 a.m. – 10:10 a.m.	45 minutes	2	ELA - Writing (Class 1)	Social Studies/Science (Class 2)
10:10 a.m. – 10:15 a.m.	5 minutes		Transition/Break	Transition/Break
10:15 a.m. – 11:00 a.m.	45 minutes	3	ELA - Reading (Class 2)	Math (Class 1)
11:00 a.m. – 11:05 a.m.	5 minutes		Transition/Break	Transition/Break
11:05 a.m. – 11:50 a.m.	45 minutes	4	Lunch/Recess	Lunch/Recess
11:50 a.m. – 11:55 a.m.	5 minutes		Transition/Break	Transition/Break
11:55 a.m. – 12:40 p.m.	45 minutes	5	Special	Special
12:40 p.m. – 12:45 p.m.	5 minutes		Transition/Break	Transition/Break
12:45 p.m. – 1:30 p.m.	45 minutes	6	ELA - Writing (Class 2)	Social Studies/Science (Class 1)
1:30 p.m.			Student Dismissal	Student Dismissal
1:30 p.m. – 1:45 p.m.	15 minutes		Teacher Break	
1:45 p.m. – 2:45 p.m.	60 minutes		Principal Meetings, Content Supervisor/Director Meetings, Technology Support, Lesson Plans	
2:45 p.m.			Teacher Dismissal	Teacher Dismissal

- Welcome/ Daily Attendance: Includes Morning Meeting (Restorative Practices)
- Transitions allow the students ample time to log in and out of different sessions and provide the teachers with the opportunity to reset technology or change curricular materials

**Grade 4 Two-Teacher Team Departmentalized
90 Minutes of ELA effective 12/21/20**

			Teacher 1	Teacher 2
8:00 a.m. – 8:15 a.m.	15 minutes		Teachers arrive and post assignments	Teachers arrive and post assignments
8:15 a.m. – 8:35 a.m.	20 minutes		Daily Welcome/ Attendance	Daily Welcome/ Attendance
8:35 a.m. – 9:20 a.m.	45 minutes	1	ELA - Reading (Class 1)	Math (Class 2)
9:20 a.m. – 9:25 a.m.	5 minutes		Transition/Break	Transition/Break
9:25 a.m. – 10:10 a.m.	45 minutes	2	ELA - Writing (Class 1)	Social Studies/Science (Class 2)
10:10 a.m. – 10:15 a.m.	5 minutes		Transition/Break	Transition/Break
10:15 a.m. – 11:00 a.m.	45 minutes	3	ELA - Reading (Class 2)	Math (Class 1)
11:00 a.m. – 11:05 a.m.	5 minutes		Transition/Break	Transition/Break
11:05 a.m. – 11:50 a.m.	45 minutes	4	Lunch/Recess	Lunch/Recess
11:50 a.m. – 11:55 a.m.	5 minutes		Transition/Break	Transition/Break
11:55 a.m. – 12:40 p.m.	45 minutes	5	ELA - Writing (Class 2)	Social Studies/Science (Class 1)
12:40 p.m. – 12:45 p.m.	5 minutes		Transition/Break	Transition/Break
12:45 p.m. – 1:30 p.m.	45 minutes	6	Special	Special
1:30 p.m.			Student Dismissal	Student Dismissal
1:30 p.m. – 1:45 p.m.	15 minutes		Teacher Break	Teacher Break
1:45 p.m. – 2:45 p.m.	60 minutes		Principal Meetings, Content Supervisor/Director Meetings, Technology Support, Lesson Plans	
2:45 p.m.			Teacher Dismissal	Teacher Dismissal

- Welcome/ Daily Attendance: Includes Morning Meeting (Restorative Practices)
- Transitions allow the students ample time to log in and out of different sessions and provide the teachers with the opportunity to reset technology or change curricular materials

**Grade 4 Three-Teacher Team Departmentalized
90 Minutes of ELA effective 12/21/20**

			Teacher 1	Teacher 2	Teacher 3
8:00 a.m. – 8:15 a.m.	15 minutes		Teachers arrive and post assignments	Teachers arrive and post assignments	Teachers arrive and post assignments
8:15 a.m. – 8:30 a.m.	15 minutes		Daily Welcome/ Attendance	Daily Welcome/ Attendance	Daily Welcome/ Attendance
8:30 a.m. – 9:35 a.m.	65 minutes	1	Reading/Writing (Class 1)	Math (Class 1)	Social Studies/Science (Class 1)
9:35 a.m. – 9:40 a.m.	5 minutes		Transition/Break	Transition/Break	Transition/Break
9:40 a.m. – 10:45 a.m.	65 minutes	2	Reading/Writing (Class 2)	Math (Class 2)	Social Studies/Science (Class 2)
10:45 a.m. – 10:50 a.m.	5 minutes		Transition/Break	Transition/Break	Transition/Break
10:50 a.m. – 11:55 a.m.	65 minutes	3	Reading/Writing (Class 3)	Math (Class 3)	Social Studies/Science (Class 3)
11:55 a.m. – 12:40 p.m.	45 minutes	4	Lunch/Recess	Lunch/Recess	Lunch/Recess
12:40 p.m. – 12:45 p.m.	5 minutes		Transition/Break	Transition/Break	Transition/Break
12:45 p.m. – 1:30 p.m.	45 minutes	5	Special	Special	Special
1:30 p.m.			Student Dismissal	Student Dismissal	Student Dismissal
1:30 p.m. – 1:45 p.m.	15 minutes		Teacher Break	Teacher Break	Teacher Break
1:45 p.m. – 2:45 p.m.	60 minutes		Principal Meetings, Content Supervisor/Director Meetings, Technology Support, Lesson Plans		
2:45 p.m.			Teacher Dismissal	Teacher Dismissal	Teacher Dismissal

- Welcome/ Daily Attendance: Includes Morning Meeting (Restorative Practices)
- Transitions allow the students ample time to log in and out of different sessions and provide the teachers with the opportunity to reset technology or change curricular materials

Grade 3 Self-Contained Classroom			
8:00 a.m.-8:15 a.m. Teachers arrive and post assignments			Teacher
8:15 a.m.- 8:35 a.m.	20 minutes		Daily Welcome/ Attendance
8:35 a.m. - 9:20 a.m.	45 minutes	1	ELA
9:20 a.m.- 9:25 a.m.	5 minutes		Transition/Break
9:25 a.m.-10:10 a.m.	45 minutes	2	ELA
10:10 a.m.-10:15 a.m.	5 minutes		Transition/Break
10:15 a.m.-11:00 a.m.	45 minutes	3	Math
11:00 a.m.- 11:05 a.m.	5 minutes		Transition/Break
11:05 a.m.- 11:50 a.m.	45 minutes	4	Lunch
11:50 a.m.- 11:55 a.m.	5 minutes		Transition/Break
11:55 a.m.- 12:40 p.m.	45 minutes	5	Special
12:40 p.m.-12:45 p.m.	5 minutes		Transition/Break
12:45 p.m.- 1:30 p.m.	45 minutes	6	Social Studies/Science
1:30 p.m.	Student Dismissal		
1:30 p.m. - 1:45 p.m.	15 minutes		Teacher Break
1:45 p.m. - 2:45 p.m.	60 minutes		Principal Meetings, Content Supervisor/Director Meetings, Technology Support, Lesson Plans
2:45 p.m.	Teacher Dismissal		

- Welcome/ Daily Attendance: Includes Morning Meeting (Restorative Practices)
- Transitions allow the students ample time to log in and out of different sessions and provide the teachers with the opportunity to reset technology or change curricular materials

Grade 4 Self-Contained Classroom			
8:00 a.m.-8:15 a.m. Teachers arrive and post assignments			Teacher
8:15 a.m.- 8:35 a.m.	20 minutes		Daily Welcome/ Attendance
8:35 a.m.- 9:20 a.m.	45 minutes	1	ELA
9:20 a.m.- 9:25 a.m.	5 minutes		Transition/Break
9:25 a.m.- 10:10 a.m.	45 minutes	2	ELA
10:10 a.m.- 10:15 a.m.	5 minutes		Transition/Break
10:15 a.m.- 11:00 a.m.	45 minutes	3	Math
11:00 a.m.- 11:05 a.m.	5 minutes		Transition/Break
11:05 a.m.- 11:50 a.m.	45 minutes	4	Lunch
11:50 a.m.- 11:55 a.m.	5 minutes		Transition/Break
11:55 a.m.- 12:40 p.m.	45 minutes	5	Social Studies/Science
12:40 p.m.-12:45 p.m.	5 minutes		Transition/Break
12:45 p.m.- 1:30 p.m.	45 minutes	6	Special
1:30 p.m.	Student Dismissal		
1:30 p.m. - 1:45 p.m.	15 minutes		Teacher Break
1:45 p.m. - 2:45 p.m.	60 minutes		Principal Meetings, Content Supervisor/Director Meetings, Technology Support, Lesson Plans
2:45 p.m.	Teacher Dismissal		

Appendix D: Sample Secondary Schedule (Intermediate, Middle and High Schools)

8:00 a.m.	Teachers arrive and post additional instructional materials for the day.						
Homeroom Attendance 8:15 a.m. to 8:30 a.m.	Students check in with the teacher. Attendance will be recorded by the teacher						
Rotation Days							
	A	B	C	D	E	F	G
Block 1 8:30 a.m. - 9:15 a.m.	1	6	4	2	7	5	3
Block 2 9:25 a.m.- 10:10 a.m.	2	7	5	3	1	6	4
Block 3 10:20 a.m.-11:05a.m.	3	1	6	4	2	7	5
Lunch/Recess 11:05 a.m.-11:35 a.m.							
Block 4 11:45 a.m.-12:30p.m.	4	2	7	5	3	1	6
Block 5 12:40 p.m.-1:25 p.m.	5	3	1	6	4	2	7
1:30 p.m. Student Dismissal 1:30 p.m.-1:45 p.m. (15 minutes) Teacher Break 1:45 p.m.-2:45 p.m. (60 minutes) Principal Meetings, Content Supervisor/Director Meetings, Technology Support, Lesson Plans 2:45 p.m. Teacher Dismissal							