

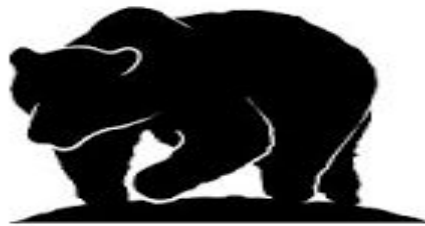


MARANACOOK
AREA SCHOOLS

A Caring School Community Dedicated to Excellence

RSU #38 Return To Learn Plan for Academics and Academic Recovery

August 2020



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RSU #38 Mission, Vision, and Guiding Principles

RSU #38

Mission Statement

“A caring school community dedicated to excellence”

Vision Statement

Maranacook Schools will be safe, dynamic learning communities where people of all ages will think, aspire, and participate as responsible citizens in an ever-changing global society.

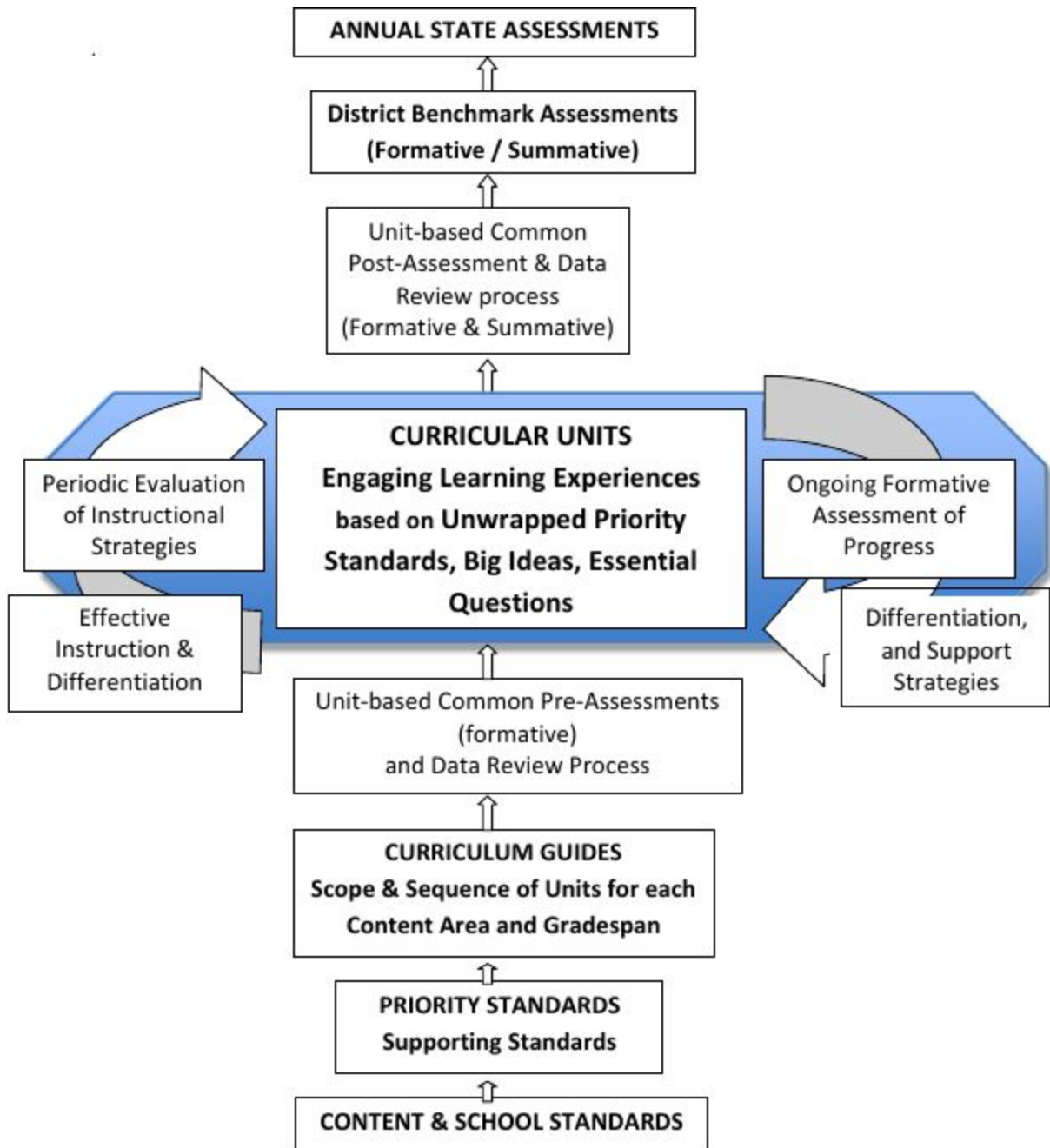
Guiding Principles

WE BELIEVE:

- Teachers, staff members, parents, and students are life-long learners with a dedication to excellence and an expectation of high achievement for all.
- All learners need a safe, respectful, positive environment to achieve.
- Students need an evidence based, rigorous curriculum:
 - that focuses on state standards
 - promotes engagement
 - provides a challenging range of courses, experiences, and extracurricular activities
 - recognizes the needs, interests, and abilities of all learners
 - blends the changing needs of society with the needs of individual learners
 - integrates technological advances and collaboration
- Parents and community members are a vital part of our schools
- The instruction and assessment process measures growth for all learners through feedback, collaboration, and problem solving.
- The supervision and evaluation process encourages and supports staff growth and development that is designed to promote our mission and vision.

Approved by RSU #38 Board of Directors: March 6, 2019

RSU #38 Model of Instruction¹



Adapted from Alignment Diagram in Ainsworth, L. (2010). Rigorous Curriculum Design. Updated by RSU #38 Administrative Team, 4/2/15.

¹ https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/376116/1.-Model-of-InstructionCurriculumDev.-4.2.15R.pdf

Role of Stakeholders

All stakeholders play a significant role, if the district is to be successful with teaching and learning. “The following competencies by role provide guidance on what to develop, expect, and support as partners for reimagining RSU #38 classrooms for all learners.”

Grade Span: K-12

What is expected of each stakeholder?	In-Classroom Instruction	Hybrid Instruction	Remote Instruction
Students	<p>Students actively attend and participate in district curriculum.</p> <ul style="list-style-type: none"> ● Students continuously reflect on their daily learning. ● Students set and revise goals based on their progress. ● Students take responsibility for their own learning, advocate for themselves when they need support or modifications. ● Students complete the independent assignments and assessments for feedback. ● Communicate with teachers in class or through email. 	<p>Students actively attend and participate in district curriculum.</p> <ul style="list-style-type: none"> ● Students continuously reflect on their daily learning. ● Students set and revise goals based on their progress. ● Students take responsibility for their own learning, advocate for themselves when they need support or modifications. ● Students participate in synchronous learning and complete the independent assignments and assessments for feedback. ● Communicate with teachers in class or through email. 	<p>Students actively attend and participate in district curriculum.</p> <ul style="list-style-type: none"> ● Students continuously reflect on their daily learning. ● Students set and revise goals based on their progress. ● Students take responsibility for their own learning, advocate for themselves when they need support or modifications. ● Students participate in synchronous learning, complete the independent assignments and assessments for feedback. ● Communicate with teachers through video conferencing or email.

<p>Parents & Families</p>	<p>Collaborate as partners with teachers for administrators in their child's education.</p> <ul style="list-style-type: none"> ● Keep communications open with teachers and administrators about their child's learning experience, progress, and growth. ● Parents will help students use instructional feedback to reflect on their learning. ● Identify workspaces in the home for students to engage in learning. ● Have an understanding of established routines in their student's school day. ● Develop a rotating schedule in shared workspaces and with devices, if needed (e.g. when multiple students or family members are working in the home). ● Check in with their student about learning engagement and active participation. 	<p>Collaborate as partners with teachers for administrators in their child's education.</p> <ul style="list-style-type: none"> ● Keep communications open with teachers and administrators about their child's learning experience, progress, and growth. ● Parents will help students use instructional feedback to reflect on their learning. ● Identify workspaces in the home for students to engage in learning. ● Have an understanding of established routines in their student's school day. ● Develop a rotating schedule in shared workspaces and with devices, if needed (e.g. when multiple students or family members are working in the home). ● Check in with their student about learning engagement and active participation. 	<p>Collaborate as partners with teachers for administrators in their child's education.</p> <ul style="list-style-type: none"> ● Keep communications open with teachers and administrators about their child's learning experience, progress, and growth. ● Parents will help students use instructional feedback to reflect on their learning. ● Identify workspaces in the home for students to engage in learning. ● Have an understanding of established routines in their student's school day. ● Develop a rotating schedule in shared workspaces and with devices, if needed (e.g. when multiple students or family members are working in the home). ● Check in with their student about learning engagement and active participation.
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	<ul style="list-style-type: none"> • Ask for assistance regarding how to use digital tools, devices, and resources. • Regularly monitor email for correspondence. 	<ul style="list-style-type: none"> • Ask for assistance regarding how to use digital tools, devices, and resources. • Regularly monitor email for correspondence. 	<ul style="list-style-type: none"> • Ask for assistance regarding how to use digital tools, devices, and resources. • Regularly monitor email for correspondence.
Teachers	<p>Facilitate the teaching/ learning process with students, by providing both digital and paper & pencil opportunities.</p> <p>Organize flexible small group instruction based on formative assessment data.</p> <p>Develop and deliver targeted instruction for multiple purposes.</p> <p>Use multiple data sources to group students in purposeful ways based on: interest; need; skill-level; for new formats and structure, e.g. virtual spaces.</p> <p>Support learners in their ability to collaborate by integrating digital tools and resources, building student skills while in the classroom.</p> <p>Provide office hour sessions.</p>	<p>Facilitate the teaching/ learning process with students, by providing both digital and paper & pencil opportunities.</p> <p>Organize flexible small group instruction based on formative assessment data.</p> <p>Develop and deliver targeted instruction for multiple purposes.</p> <p>Use multiple data sources to group students in purposeful ways based on: interest; need; skill-level; for new formats and structure, e.g. virtual spaces.</p> <p>Support learners in their ability to collaborate by integrating digital tools and resources, building student skills while in the classroom.</p> <p>Virtual office hour sessions are provided for live feedback, discussions, and support if necessary or possible.</p>	<p>Facilitate the teaching/ learning process with students, by providing both digital and paper & pencil opportunities.</p> <p>Organize flexible small group instruction based on formative assessment data.</p> <p>Develop and deliver targeted instruction for multiple purposes.</p> <p>Use multiple data sources to group students in purposeful ways based on: interest; need; skill-level; for new formats and structure, e.g. virtual spaces.</p> <p>Support learners in their ability to collaborate by integrating digital tools and resources.</p> <p>Virtual office hour sessions are provided for live feedback, discussions.</p>

	<p>Present clear learning targets, facilitate student learning utilize the district curriculum, and provide timely feedback to move students along a learning continuum.</p> <p>Special education teachers, interventionists, counselors, and support staff schedule individual check-in with students who need additional support and engagement.</p> <ul style="list-style-type: none"> • Each also participates in select, live lessons and teacher office hours. 	<p>Present clear learning targets, facilitate student learning utilize the district curriculum, and provide timely feedback to move students along a learning continuum.</p> <p>Special education teachers, interventionists, counselors, and support staff schedule individual check-in with students who need additional support and engagement.</p> <ul style="list-style-type: none"> • Each also participates in select, live lessons and teacher office hours. 	<p>Present clear learning targets, facilitate student learning utilize the district curriculum, and provide timely feedback to move students along a learning continuum.</p> <p>Special education teachers, interventionists, counselors, and support staff schedule individual check-in with students who need additional support and engagement.</p> <ul style="list-style-type: none"> • Each also participates in select, live lessons and teacher office hours.
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<p>School Leaders</p>	<p>Champion the implementation of learning not just in your building, but as a highly effective instructional model to support all learners.</p> <p>Prioritize and monitor assisting teachers and observing evidence of student engagement, ownership and agency of learning through “walkthroughs” and classroom check-ins.</p> <p>Seek feedback and check understanding of teachers, parents and students surrounding learning strategies.</p> <p>Empower learners to be active participants in the learning process.</p> <p>Provide feedback to teachers and students</p>	<p>Champion the implementation of Blended Learning not only in your building, but as a highly effective instructional model to support all learners.</p> <p>Prioritize and monitor assisting teachers and observing evidence of student engagement, ownership and agency of learning through Blended/virtual “walkthroughs” and classroom check-ins.</p> <p>Seek feedback and check understanding of teachers, parents and students surrounding blended learning strategies.</p> <p>Empower learners to be active participants in the learning process.</p> <p>Provide feedback to teachers and students</p>	<p>Champion the implementation of Distance Learning not only in your building, but as a highly effective instructional model to support all learners.</p> <p>Prioritize and monitor assisting teachers and observing evidence of student engagement, ownership and agency of learning through virtual “walkthroughs” and classroom check-ins.</p> <p>Seek feedback and check understanding of teachers, parents and students surrounding virtual learning strategies.</p> <p>Empower learners to be active participants in the learning process.</p> <p>Provide feedback to teachers and students</p>
<p>District Leaders</p>	<p>Provide time and support structures to implement new changes to instructional practice</p> <p>Policy for Attendance requirements</p>	<p>Provide time and support structures to implement new changes to instructional practice</p> <p>Policy for Attendance requirements</p>	<p>Provide time and support structures to implement new changes to instructional practice</p> <p>Policy for Attendance requirements</p>

Planning for Synchronous and Asynchronous Learning²

Assuring continuity of learning will require teaching and learning to look, feel and sound different. As districts develop reimagined instructional models, a discussion around expectations for synchronous and asynchronous learning should be transparent. Included is a description of each type of learning to deepen understanding and support professional discussions.

Synchronous learning is when classes **occur on set schedules and time frames**. Students and instructors are online at the same time in synchronous classes since lectures, discussions, and presentations take place at specific hours. When blended or remote, all students must be online at that exact time in order to participate in the class.

Asynchronous classes let students **complete their work assigned on their own time**. Students are given a time frame — it’s usually a one-week window — during which they need to connect to their class daily or as determined by the teacher. When asynchronous, students can access assignments and content at any time of the day (or night).

<u>Synchronous</u>	<u>Asynchronous</u>
Takes place in real-time with groups of learners each week	Learner-centered approach
Can be done online through webinars, discussion threads, virtual classrooms, videoconferencing	Can be done online through assigned course content, pre-recorded webinars, videos, discussion threads
Real-time collaboration can take place	Learners complete assignments and coursework independently and at their own pace
Learners receive immediate feedback	Teacher-student interaction is limited
Teacher-student interaction occurs often	Empowers independence, self-discipline and self-regulation of learning
Class takes place with the teacher	Class takes place anywhere
Communication can take place regularly with teachers	Communication can take place with teachers but is limited.
Students can develop networks and connections with classmates	Students can develop networks and connections with classmates

² Connecticut State Department of Education, 6/25/20, [Plan for Reimagining CT Classrooms for Continuous Learning](#).

RSU #38 Return To Learn Models of Learning³

Required Health and Safety Measures For All Maine Schools

- Students and staff must conduct daily self-checks for symptoms prior to boarding buses or entering schools.
- Adults must maintain six feet of distance from others to the extent possible and students must maintain three feet of distance between and among each other. Six feet of distance is required between students eating breakfast and lunch.
- Groups in any one area of the classroom cannot exceed the governor's gathering size limits.
- Adults and students above the age of two are required to wear masks or face coverings, including on the school bus. Face shields can be used as an alternative for students or staff with health reasons or other challenges that would prohibit them from wearing masks.
- All students and staff must receive training on proper hand hygiene and wash hands or use sanitizing gel throughout the day.
- Additional personal protective equipment required for school nurses or staff who work in close proximity with students where social distancing is not possible.
- Sick staff members and students must isolate at home until they meet criteria for returning to school.

³ Maine Department of Education, 7/21/20, [Framework for Returning To The Classroom](#).

State of Maine CDC COVID Risk Level Designations⁴

On July 31, 2021, the State of Maine will designate the level of risk for each county using a “color” system that will drive decisions about how schools will operate. These designations will be updated EVERY TWO WEEKS, and schools will be expected to shift instructional models in line with such changes.

Level 1 (Red): 100% Virtual/At-Home Learning

Categorization as “red” suggests that the county has a high risk of COVID-19 spread and that in-person instruction should not be conducted. A Virtual Continuity of Learning Plan (at-home learning) will be activated when schools are at this level. This level could apply to a delay to the beginning of the school year and/or intermittent closure of school buildings for periods of time as needed.

Level 2 (Yellow): Hybrid In-School/Virtual Learning

Categorization as “yellow” suggests that the county has an elevated risk of COVID-19 spread and that hybrid instruction models should be adopted. This level would indicate that a hybrid model of learning being applied, where students are accessing learning at school on certain days and at-home learning on other days. A staggered schedule would be developed to ensure smaller groups of students are accessing facilities in order to provide social distancing. Virtual learning will be available for those students who need to remain in that environment.

Level 3 (Green): 100% In-School Learning*

Categorization as “green” suggests that the county has a relatively low COVID-19 risk and that in-person instruction can be adopted for all students, although a SAU may opt for hybrid instruction if its buildings or readiness make adhering to the required Health and Safety Measures for All Schools a challenge.

⁴ Lewiston Public Schools, July 2020, [Re-Entry Models and Considerations](#).

RSU #38 Return To Learn for In-Classroom, Hybrid, and Remote Learning

In-Classroom Learning with required safety protocols⁵

- School preparedness and response activities around surveillance and active mitigation continue of required safety protocols.
- Schools should remain prepared to implement social distancing measures.
- Short-term dismissal and suspension of extracurricular activities remain possible for cleaning and contact tracing purposes.
- Students and teachers at increased risk of severe illness should remain prepared to implement remote teaching and learning modalities.
- Schools must consider the judgement of the local health department for the sub-region of concern.

PreK-12 Instructional Checkpoints for In-Classroom Learning⁶

- Ensure that every student:
 - a) Has access to standards-aligned, grade-level instruction, including strategies to accelerate learning;
 - b) Is assessed to determine student readiness to engage in grade-level content; and
 - c) Is offered scaffolds and supports to meet their diverse academic and social-emotional needs.
- Conduct checkpoints around curriculum pacing and ongoing monitoring of student progress, specifically honing in on the growth of students who need acceleration.
- Review student data to identify overall trends and gaps in student learning to design systematic supports and interventions.
- Conduct a review of each students' 504 plan and IEP in partnership with teachers and parents to reflect each students' evolving needs based on time away from isolated services including OT, PT, and Speech while school buildings were closed. Ensure that student support plans (IEPs, 504s and/or RTI plans) are designed to support the various instructional transitions (in-person, hybrid and/or remote) that could occur during the year. These contingency plans will outline what will be provided during the different instructional options and how parents will be communicated with.
- Set expectations for schools and teachers to integrate high quality digital tools and resources that are appropriate and sustainable at each grade level, to

⁵ State of Michigan, 6/30/20, [MI Safe Schools: Michigan's 2020-21 Return to School Roadmap](#).

⁶ State of Michigan, 6/30/20, [MI Safe Schools: Michigan's 2020-21 Return to School Roadmap](#).

increase teachers' and students' familiarity with online learning in case of a return to remote learning.

- Communicate regularly with families about their child's progress and the targeted plans for students in need of additional support.



RSU #38 Elementary Schools Plan for In-Classroom Learning with required safety protocols

Instructional Expectations	Assessment and Data Expectations	Communication and Engagement Expectations
<ul style="list-style-type: none"> • Use district, grade-level curriculum with fidelity, in all content areas. • Prepare students to use online learning, utilizing district designated platforms and resources: IM (KH text), Dreambox, Lexia, Seesaw (K-5), and Google Classroom (3-5). • Grade level co-teaching, “guest-speaker” collaboration- to leverage expertise 	<ul style="list-style-type: none"> • Continue to use RSU 38 Curriculum Assessment as intended in all content areas. • Student instructional needs determined through regular formative, informal, and embedded assessments. • Schedule and perform formative and summative assessment on-site (i.e. DRA2 and NWEA, End of Unit assessments). • Use established, formative 	<ul style="list-style-type: none"> • Communication plan for what the year will/may look like. • Assessment expectations clearly conveyed to families. • Explicitly communicate student expectation to use online learning, utilizing district designated platforms and resources: IM (KH text), Dreambox, Lexia, Seesaw (K-5), and Google Classroom (3-5).

<p>and, maximize classroom lesson learning experience.</p> <ul style="list-style-type: none"> • Establish and offer repeated practice of synchronous and asynchronous learning routines. • Teachers integrate and incorporate digital tools and resources for a fluid transition in and out of blended learning. (i.e maintain and/or create a library of learning lessons and on-going practice resources, or utilize existing Seesaw Learning Library and IM resources). • Teachers and interventionists provide regular, ongoing feedback to students. • Will teach, guide and monitor short and long-term, student goal setting to empower independent learning. 	<p>instruments, (i.e. Foundational Skills Assessments, running records, cool-downs, fluency screeners).</p> <ul style="list-style-type: none"> • Use authentic, student work samples as on-going assessments (i.e. math cool-downs, writing samples, reading responses, science exit slips). • Continue working together in existing student data review, school improvement, and Rtl teams. • Will use student self-assessment, based on short and long term goals established. 	<ul style="list-style-type: none"> • Use of Seesaw (K-5) to provide timely, regular communications to families. • Limit other forms of communication to keep things simple for families (i.e. building newsletter, principal's desk, and Superintendent communications). • Maintain individual/specialized family communications by email/paper (i.e. discipline, meeting notifications).
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RSU #38 MCMS Plan for In-Classroom Learning with required safety protocols

Instructional Expectations	Assessment and Data Expectations	Communication and Engagement Expectations
<ul style="list-style-type: none"> ● Provide consistent expectations across the school in regards to attendance, engagement in learning, communications between school and home, and advisee time. ● Provide instruction and practice time for students to understand the use of digital tools and platforms to support classroom structures and routines. ● Every student will start the year with access to grade-level instruction or instruction appropriate based on IEP or other independent plans, and high quality, standards-aligned instructional materials in every subject. ● Support teachers to 	<ul style="list-style-type: none"> ● Every student will participate in district and teacher created assessments to help teachers determine their level of understanding of prerequisite skills and grade-level proficiencies (formative assessment tasks, screeners, or diagnostics). ● Teachers are provided time to collaboratively analyze district common assessments or standardized assessment data. ● Weekly team discussions about student achievement based on formative assessment data, and have collaborative planning discussions about how to support students moving forward. 	<ul style="list-style-type: none"> ● Communicate consistent expectations across the school in regards to attendance, engagement in learning, communications between school and home, and in advisee time. ● Work to build community in classrooms and strong connections with all students. ● Teams communicate with families via regular newsletters. ● Students supported in initiating communication to advocate for their own learning. Students will receive instruction on how to use email effectively for communication. ● Support parents in learning about how to use Google

<p>utilize priority standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction.</p> <ul style="list-style-type: none"> • Teachers monitor student progress, identify students not making adequate progress, and provide classroom or team based intervention, plan collaboratively with team teachers and content interventionists. • Facilitate collaborative learning among small groups or pairs of students. 		<p>Classroom, PowerSchool, and any other relevant digital tools used for classroom learning.</p>
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RSU #38 MCHS Plan for In-Classroom Learning with required safety protocols

<p>Instructional Expectations</p>	<p>Assessment and Data Expectations</p>	<p>Communication and Engagement Expectations</p>
<ul style="list-style-type: none"> • Use a consistent form across grade spans and content, e.g. Distance Learning Weekly Planner & Distance Learning Log, that identifies and draws connections between clarity of 	<ul style="list-style-type: none"> • Pre-assessments are used to gain information on background knowledge or pre-requisite skills. • Use current data to create flexible groupings. 	<ul style="list-style-type: none"> • Use a consistent form across grade spans and content, e.g. Distance Learning Weekly Planner & Distance Learning Log, that identifies and draws connections between clarity of

<p>standards, learning targets, directions, tasks and assignments, and success criteria.</p> <ul style="list-style-type: none"> ● Flexible groupings will be used. ● Use HS grading guide. ● Pre-assessments should be done at the start of every new unit. These are used to determine students' pre-requisite skills and background knowledge prior to starting a unit, so instruction can be differentiated as needed. ● Rubrics or scales will be provided. 	<ul style="list-style-type: none"> ● Formative assessments will be to be given regularly. ● Common assessments need to be used across content areas. ● Use HS grading guide. 	<p>learning targets, directions, tasks and assignments, and success criteria.</p> <ul style="list-style-type: none"> ● Connect learning to make it relevant, purposeful and durable. ● Provide timely & explicit feedback. ● Use google classroom to communicate assignments and other associated tasks and the option of turning in assignments. ● Establish regular routines within the advisor group, which includes weekly grade checks and provides communication between home and school as needed (see grading guidebook).
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Maine Department of Education - Overall Components of a Hybrid or Remote Learning Plan – (SAU and school-level expectations)⁷

1. A plan for instruction that provides students with learning opportunities aligned to, and which result in demonstration of achievement towards, the MLR. Plans must include forward movement along learning progressions or through grade level expectations as well as reinforcement of prior learning and necessary intervention.
2. A daily schedule to include age-appropriate engagement expectations for students; live daily contact between teachers and students (and/or caregiver); direct instruction (either synchronously or asynchronously); independent student work; opportunity for questions and feedback during teacher office hours.
3. The daily schedule offers sufficient educational service/interaction to be reasonably expected to promote student progress toward quarterly/semester/trimester grade-level educational goals and objectives.
4. A plan to equitably provide students with necessary materials and resources to support engagement in lessons.
5. A plan to certify student attendance each day, and a plan to address lack of attendance/engagement. Mandated reporter requirements remain in place in remote learning environments, so school staff should also be familiar with these policies and protocols.
6. A plan for identifying and addressing social/emotional, behavioral, and mental health concerns.
7. A plan for coordination of schedules, assignments, and workload when students have different teachers for different subjects.
8. A plan for regular/ongoing formative assessment of student learning and engagement to inform and guide instruction and pacing.
9. A multi-tiered system of supports (MTSS) plan for ensuring differentiation, IEP implementation, and equitable access for special populations. Services and accommodations must be adapted for a remote learning environment.
10. A plan for grading and for certifying achievement. This plan should take into consideration the uneven/inequitable conditions in which students will be accessing their educational experiences – including inequitable access to: supervision, technology, materials, quiet study space, adult support, and other basic needs.
11. A plan for providing student nutrition.
12. A communication plan to assist students and caregivers of students in understanding what to expect, how to engage in remote learning, where to get questions answered.
13. School-board approval of the hybrid or remote learning plan.

⁷ Maine Department of Education, 7/21/20, [Framework for Returning To The Classroom](#).

Hybrid Learning Model⁸

- School preparedness and response activities continue - conducting ongoing surveillance and executing a series of active mitigation measures.
- Schools should be prepared to implement social distancing measures.
- Short-term dismissal and suspension of extracurricular activities should be expected for cleaning and contact tracing purposes.
- Students and teachers at increased risk of severe illness should remain prepared to implement remote teaching and learning modalities.
- Schools must consider the judgement of the local health department for the sub-region (i.e. county) of concern.

PreK-12 Instructional Checkpoints for Hybrid Learning⁹:

- Ensure that every student:
 - d) Has access to standards-aligned, grade-level instruction, including strategies to accelerate learning;
 - e) Is assessed to determine student readiness to engage in grade-level content; and
 - f) Is offered scaffolds and supports to meet their diverse academic and social-emotional needs.
- Conduct checkpoints around curriculum pacing and ongoing monitoring of student progress, specifically honing in on the growth of students who need acceleration.
- Review student data to identify overall trends and gaps in student learning to design systematic supports and interventions.
- Conduct a review of each students' 504 plan and IEP in partnership with teachers and parents to reflect each students' evolving needs based on time away from isolated services including OT, PT, and Speech while school buildings were closed.
- Set expectations for schools and teachers to integrate high quality digital tools and resources that are appropriate and sustainable at each grade level, to increase teachers' and students' familiarity with online learning in case of a return to remote learning.
- Communicate regularly with families about their child's progress and the targeted plans for students in need of additional support.
- If hybrid, activate plans to monitor and assess the following:
 - a) Connectivity and Access: Ensure all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.
 - b) Attendance: Develop systems to monitor and track students' online attendance on a daily basis.

⁸ State of Michigan, 6/30/20, [MI Safe Schools: Michigan's 2020-21 Return to School Roadmap](#).

⁹ State of Michigan, 6/30/20, [MI Safe Schools: Michigan's 2020-21 Return to School Roadmap](#).

- c) Students will self-assess the quality of work, reflect on teacher feedback, and learning progress.



RSU #38 Elementary Schools Plan for Hybrid Learning

Wednesdays:

- A blend of online and paper pencil instruction components
- When students aren't in front of us, they work off an established schedule (to be posted daily on SeeSaw) working remotely.
- Following schedule for independent student work; opportunities for questions and feedback will be provided during teacher office hours.

Mondays-Tuesdays and Thursdays-Fridays:

- In Person Classroom Instruction
- 7:30-8:30 am: Meeting with Interventionist/Intervention groups online
- 8:30 am-1:00 pm (student day)
- 7:30 am-3:00 pm (teacher day)
- Breakfast and Lunch provided for students at school.
- Schedules posted on SeeSaw each morning.

Instructional Expectations	Assessment and Data Expectations	Communication and Engagement Expectations
<ul style="list-style-type: none"> • A daily schedule to include age-appropriate engagement expectations for students. 	<ul style="list-style-type: none"> • Attendance will be certified. • Teachers will use district assessments, formative assessments, and grade-level 	<ul style="list-style-type: none"> • All students attend classes as scheduled, including remote learning. • Attendance will be taken at the beginning of all classes, whether in

<ul style="list-style-type: none"> • Consistent schedules posted on Seesaw. • Grade span time frames to be determined • Teachers will provide opportunities for students to use online learning platforms in the classroom (no more than 20 min. online on any given in-person day). • During days not in school, students may engage in online learning platforms for 20-30 min. per day, per platform, i.e. Lexia and Dreambox) • We will certify student attendance (5 days). • Prioritize district curriculum to teach the major work of the grade (all students have access to their grade-level content) • Access developmentally appropriate, differentiated 	<p>foundational skills assessments to assess student growth and drive teacher instruction.</p> <ul style="list-style-type: none"> • Continue to meet in Rtl groups to measure student progress/growth and plan for student needs. • When possible, formative and summative assessments done in person (discussions at grade-level meeting to prioritize formative assessment use for the year) • Teachers will use formative assessment data collected, including through online learning platforms (Lexia and DreamBox), to plan for future instruction. • Follow the district assessment calendar. • Progress reports and trimester report cards will be issued. 	<p>school or remote.</p> <ul style="list-style-type: none"> • If a student is absent for 2 consecutive days, the teacher will call home. • Any additional absences, teacher will refer to administration and follow up will happen in accordance with our attendance plan. • Ongoing collaboration between interventionists, special education teachers and classroom teachers. • Parents can access daily schedules for hybrid learning and office hours for teachers through Seesaw. • Parent communication through Seesaw. • Mondays, teachers will plan and prepare materials, engage in professional development, and check in with students as needed.
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<p>instruction along with interventionist. (meeting students where they are) to meet student educational disruption.</p> <ul style="list-style-type: none"> ● Promote student learning progression of district curriculum. ● Celebrating success (e.g. shout-outs) ● Teachers will prioritize best practices and plan intentionally, while considering the constraints of in-person instruction. <p>Monay-Use Plan</p> <ul style="list-style-type: none"> ● Formative assessment and data review meeting. ● Professional Development as needed ● Grade level meetings 		
<ul style="list-style-type: none"> ● Flexible Grouping to differentiate instruction. 		

RSU #38 MCMS Plan for Hybrid Learning

Wednesdays:

- A blend of online and paper pencil instructional components.
- When students aren't in front of us, they work off an established schedule, working remotely and asynchronously.
- Following schedule for independent student work; opportunity for questions and feedback during teacher office hours.

Mondays-Tuesdays and Thursdays-Fridays:

- In Person Classroom Instruction.
- 8:30-1:00 (student day)
- 7:30-3:00 (teacher day)
- Breakfast and Lunch provided for students at school.

Instructional Expectations	Assessment and Data Expectations	Communication and Engagement Expectations
<ul style="list-style-type: none"> • Provide consistent expectations across the school in regards to attendance, engagement in learning, communications between school and home, and advisee time. • Provide in person instruction and practice time for students to understand the use of digital tools and platforms to support classroom structures and routines when 	<ul style="list-style-type: none"> • Every student will participate in district and teacher created assessments to help teachers determine their level of understanding of prerequisite skills and grade-level proficiencies (formative assessment tasks, screeners, or diagnostics). • Assessments should be used sparingly and intentionally, prioritizing in-person time for instruction. 	<ul style="list-style-type: none"> • Communicate consistent expectations across the school in regards to attendance, engagement in learning (remote and in person), communications between school and home, and in advisee time. • Work to build community in classrooms and strong connections with all students both on teams and within advisee groups.

<p>students are working remotely.</p> <ul style="list-style-type: none"> • Every student will start the year with access to grade-level instruction or instruction appropriate based on IEP or other independent plans, and high quality, standards-aligned instructional materials in every subject. 	<ul style="list-style-type: none"> • Teachers are provided time to collaboratively analyze district common assessments or standardized assessment data. • Teachers will have weekly team discussions about student achievement, based on formative assessment data, and have collaborative planning discussions about how to support students moving forward. • As student concerns arise, team teachers will communicate with appropriate interventionists to provide or plan for student support. • Assessment is ongoing and regular to inform instruction and pacing. • Grading and certification of achievement must be equitable and intentional in considering access to supervision, 	<ul style="list-style-type: none"> • Teachers communicate with families via regular newsletters and/or weekly schedules or work assignments. • Students will be supported in initiating communication to advocate for their own learning. • Students will receive instruction on how to use email effectively for communication. • Support parents will be provided in learning about how to use Google Suite, PowerSchool, and any other relevant digital tools used for classroom learning. • Students would be cohorted within their team as much as possible. • Administrators and the leadership team should look at scheduling to limit the amount of mixing between teams (students would stay within their team cohort for
<ul style="list-style-type: none"> • Support teachers to utilize priority standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction. • Teachers monitor student progress, identify students not making adequate progress, and provide classroom or team based intervention, planned collaboratively with team teachers and content interventionists. • Facilitate collaborative 		

<p>learning among small groups or pairs of students. Students may work in-person, on a digital platform, or combination.</p> <ul style="list-style-type: none"> • Students engage in in-person, synchronous, or asynchronous learning activities 5 days per week. Routines, schedules, and expectations for work completion will be provided by team teachers. On week days when students are not in school, they will engage in productive learning outside of school approximately 4hrs per day. • Team teachers should use consistent planning and scheduling structures, advisors will support students in ensuring work is completed and students are engaged. • Teachers will provide opportunities for feedback in a timely manner, this could 	<p>materials, adult support, and other basic needs (including quiet study space).</p>	<p>UA and FL). Teams should work to keep students within cohorts on the team when possible.</p> <ul style="list-style-type: none"> • The Middle School will track student engagement and contact with families and students. • Staff will work together to ensure students remain engaged and maintain contact with families.
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<p>include comments on student work, graded assignments in PowerSchool (within 2 weeks), 1:1 or small group conferencing with students, rubrics, student to student feedback, etc.</p> <ul style="list-style-type: none"> ● On Mondays (or other days in which students are not in school), advisors will provide a check-in time for their advisees, teachers will provide asynchronous work for students and feedback on student work. 		
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RSU #38 MCHS Plan for Hybrid Learning

<p>Wednesdays:</p> <ul style="list-style-type: none"> ● A blend of online and paper pencil instructional components. ● When students aren't in front of us, they work off an established schedule, working remotely and asynchronously. ● Following schedule for independent student work; opportunity for questions and feedback during teacher office hours. <p>Mondays-Tuesdays and Thursdays-Fridays:</p> <ul style="list-style-type: none"> ● In Person Classroom Instruction. ● 8:30-1:00 (student day) ● 7:30-3:00 (teacher day) ● Breakfast and Lunch provided for students at school. 		
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Instructional	Assessment and Data	Communication and
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Expectations	Expectations	Engagement Expectations
<ul style="list-style-type: none"> ● Use a consistent form across grade spans and content, e.g. Distance Learning Weekly Planner & Distance Learning Log, that identifies and draws connections between clarity of standards, learning targets, directions, tasks and assignments, and success criteria. ● Flexible groupings will be used. ● Use HS grading guide. ● Pre-assessments should be done at the start of every new unit. These are used to determine students' pre-requisite skills and background knowledge and skills prior to starting a unit, so instruction can be differentiated as needed. ● Rubrics or scales are provided. ● All students will be provided 	<ul style="list-style-type: none"> ● Use current and up-to-date data to create flexible groupings. ● Use HS grading guide. ● Formative assessments need to be given regularly and include information gathered through the Distance Learning Log. ● Common formative assessments need to be used across content areas. ● Pre-assessments are used to gain information on background knowledge or pre-requisite skills. ● Grades, including HOW (Habits of Work), should be regularly updated to reflect student progress (goal: every 2 weeks). 	<ul style="list-style-type: none"> ● Use a consistent form across grade spans and content, e.g. Distance Learning Weekly Planner & Distance Learning Log, that identifies and draws connections between clarity of learning targets, directions, tasks and assignments, and success criteria. ● Teachers will use pre-assessment data to connect learning, making it relevant, purposeful and durable. ● Provide explicit feedback on all learning targets within each distance learning log. ● Use google classroom to communicate assignments and other associated tasks and the option of turning in assignments. ● Establish Daily check-in with the advisor group, which includes

<p>appropriate instructional materials and resources.</p> <ul style="list-style-type: none"> ● Students need to be able to access both black and gold days in person and remote learning. ● Remote learning may include: instructional time, independent work and support if needed. ● Established virtual office hours will be provided. ● Establish common best practices as determined by departments will be used. ● Accountability is built into completion and turned in the Distance Learning Log. 		<p>weekly grade checks and provides communication between home and school as needed (see guidebook).</p> <ul style="list-style-type: none"> ● All students attend classes as scheduled, including remote learning. ● Attendance will be taken at the beginning of all classes, whether in school or remote. ● If a student is absent for 2 consecutive black or gold days, the teacher will call home. Any additional absences, teacher will refer to administration and follow up will happen in accordance with our attendance plan. ● Established virtual office hours for every classroom. ● All teachers will collaborate with special education teachers and interventionists, if they have students receiving services.
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High School's 4 x4 Hybrid Schedule

First day of school until 11/6 is "Black" (Black day classes every day)

11/9 to 1/22 is "Gold" (Gold day classes every day)

1/25 to 4/2 is "Black" (Black day classes every day)

4/5 to last day is "Gold" (Gold classes every day)

Black Schedule

Group A- 1st half of school (Last name A-K)					
Group B- 2nd half of the School (Last name L-Z)					
	Monday	Tuesday	Wednesday	Thursday	Friday
		Group A	Group B	Group A	Group B
8:30-8:45		ADVISE E	ADVISEE	ADVISE E	ADVISEE
8:50-9:30		Period 1	Period 1	Period 1	Period 1
9:35-10:25		Period 2	Period 2	Period 2	Period 2
10:28-11:08		LUNCH	LUNCH	LUNCH	LUNCH
11:13-12:03		Period 3	Period 3	Period 3	Period 3
12:08-12:58		Period 4	Period 4	Period 4	Period 4

Gold Schedule

Group A- 1st half of school (Last name A-K)					
Group B- 2nd half of the School (Last name L-Z)					
	Monday	Tuesday	Wednesday	Thursday	Friday
		Group A	Group B	Group A	Group B
8:30-8:45		ADVISE E	ADVISEE	ADVISE E	ADVISE E
8:50-9:30		Period 5	Period 5	Period 5	Period 5

9:35-10:25		Period 6	Period 6	Period 6	Period 6
10:28-11:08		LUNCH	LUNCH	LUNCH	LUNCH
11:13-12:03		Period 7	Period 7	Period 7	Period 7
12:08-12:58		Period 8	Period 8	Period 8	Period 8

NOTES: Students come to school ONLY when their assigned Group is in school according to the calendar. On the other days, students will be at home and connecting at the posted times, via ZOOM/Google Meet, to participate online asynchronously. Any students completely remote will connect each day at the posted times via ZOOM/Google Meet to participate synchronously.

*Teachers may need a 2nd device (personal laptop, phone, tablet, etc.) to connect to ZOOM/Google Meet each class, if they plan to use their laptop for instruction.

*Mondays would be used for PD, prep time, virtual office hours, extra help for students virtually & collaborating with other teachers, teams, groups.



Remote Learning Model

- No in-person instruction, remote only.

PreK-12 Instructional Checkpoints for Remote Learning¹⁰:

- Ensure that remote learning plans are distributed to all involved stakeholders and create opportunities for feedback.
- Activate remote learning programs at scale to deliver standard-aligned curricula and high-quality instructional materials. Integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation.
- Review students' IEPs and 504 plans in coordination with general and special education teachers to reflect the child's needs based on assessment data and parent feedback, and design accommodations and match services accordingly.
 - a) Commence online intervention and support services.
 - b) Establish structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, where possible.
- Conduct checkpoints around curriculum and instruction and ongoing monitoring of student progress, specifically honing in on the progress of students in need of additional support.
- Remain connected with MDOE about policies and guidance.
- Develop a continuation of services plan for students needing OT/PT/Speech, including evaluations by school psychologists and social workers.

¹⁰ State of Michigan, 6/30/20, [MI Safe Schools: Michigan's 2020-21 Return to School Roadmap](#).

RSU #38 Elementary Schools Plan for Remote Learning

Instructional Expectations	Assessment and Data Expectations	Communication and Engagement Expectations
<ul style="list-style-type: none"> ● Students will engage in a combination of synchronous and asynchronous learning. ● Routines, schedules, and expectations for work completion will be provided by the classroom teacher. ● Synchronous learning is not to exceed 120 minutes per day. ● A daily schedule (on SeeSaw) to include age-appropriate engagement expectations for students. ● Every student will have access to grade-level instruction or instruction appropriate based on IEP or other independent plans, and high quality, standards-aligned instructional materials in every subject. 	<ul style="list-style-type: none"> ● Every student will participate in district and teacher created assessments, to help teachers determine their level of understanding of prerequisite skills and grade-level proficiencies (formative assessment tasks, screeners, or diagnostics). ● Assessments should be used sparingly and intentionally, leaving time for instruction. ● Seesaw will be used for online assessments (e.g. IM assessments, district assessments, IM mini- assessments, or check-ins). ● Agreements will be made with families that students are taking their assessments independently, to ensure valid and reliable results, 	<ul style="list-style-type: none"> ● All students will attend classes as scheduled. ● Established virtual office hours for every classroom. ● All teachers will collaborate with special education teachers and interventionists if they have students receiving services. ● Communicate consistent expectations across the school in regards to attendance, engagement in remote learning, communications between school and home. ● Student attendance policies will be communicated with students and families. The school will take a collaborative approach in supporting students' consistent attendance.

<ul style="list-style-type: none"> ● The district will follow current attendance policies. We will certify attendance by student daily platform usage, work completion, or being present at daily meetings/lessons. ● Teachers monitor student progress, identify students not making adequate progress, and provide intervention, planned collaboratively with team teachers and content interventionists. ● Teachers will create classroom norms and standard operational procedures (SOPS). ● The district curriculum will guide the creation of aligned instructional lessons and use of resources. ● Part of the day, morning, will be used for direct instruction between the hours of 8AM-12PM). 	<p>which can be used to inform instruction.</p> <ul style="list-style-type: none"> ● Uniform common formative and summative assessment expectations will be determined by RSU 38 grade-level teams, to include but may not be limited to: ELA Fluency screeners, Foundational Skills, Running Records. 	<ul style="list-style-type: none"> ● Communication will be made to parents about assessment and grade level expectations through seesaw and through scheduled office hours. ● Seesaw will be the primary form of daily communication between students, teachers, and parents. Zoom/Google Meets links will be posted to Seesaw. ● Expectations for Zoom/Google Meet will be used for live lessons. ● Seesaw library for later access of recorded lessons. ● Work to build community in virtual classrooms and strong connections with all students. ● Teachers and students will work to build norms for safe and productive participation in virtual meetings. ● Agreements will be made with families
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<ul style="list-style-type: none"> ● Live meetings to establish and continue daily routines. ● Regular daily direct instruction both live and asynchronous ● Scheduled office hours available. Times for remote meetings with teachers and interventionists. ● Interventionists will be working with students, providing supplemental instructions in break out rooms. ● All students will receive small group (guided) instruction. ● Paper/pencil options will be provided for families with scheduling conflicts for synchronous instruction. ● Non-instructional time will be used by staff for: professional development, conferring with colleagues, office hours for families, supply delivery. 		<p>that students are taking their own assessments.</p> <ul style="list-style-type: none"> ● *Establish protocols for family meetings: (i.e. location, phones, meeting with families).
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RSU #38 MCMS Plan for Remote Learning

Instructional Expectations	Assessment and Data Expectations	Communication and Engagement Expectations
<ul style="list-style-type: none"> ● Provide consistent expectations across the school in regards to attendance, engagement in learning, communications between school and home, and advisee time. ● Continue instruction and practice time for students to understand the use of digital tools and platforms to support classroom structures and routines when students are working remotely. ● Every student will have access to grade-level instruction or instruction appropriate based on IEP or other independent plans, and high quality, standards-aligned instructional materials in every subject. 	<ul style="list-style-type: none"> ● Every student will participate in district and teacher created assessments to help teachers determine their level of understanding of prerequisite skills and grade-level proficiencies (formative assessment tasks, screeners, or diagnostics). Assessments should be used sparingly and intentionally, leaving time for instruction. ● Teachers are provided time to collaboratively analyze district common assessments or standardized assessment data. ● Weekly team discussions will occur about student achievement based on formative assessment data, and teams will follow standard Rtl 	<ul style="list-style-type: none"> ● All students will attend classes as scheduled. ● Established virtual office hours for every classroom. ● All teachers will collaborate with special education teachers and interventionists if they have students receiving services. ● Communicate consistent expectations across the school in regards to attendance, engagement in remote learning, communications between school and home, and in advisee time. ● Student attendance policies will be communicated with students and families. The school will take a collaborative approach in

<ul style="list-style-type: none"> • Support will be provided teachers, to utilize priority standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction. • Teachers monitor student progress, identify students not making adequate progress, and provide intervention, planned collaboratively with team teachers and content interventionists. • Teachers will facilitate collaborative learning among small groups or pairs of students. Students may work on a variety of digital platforms. • Students will engage in a combination of synchronous and asynchronous learning activities 5 days per week. Routines, schedules, and expectations for 	<p>protocols.</p> <ul style="list-style-type: none"> • Assessment is ongoing and regular to inform instruction and pacing. • Grading and certification of achievement must be equitable and intentional in considering access to supervision, materials, adult support, and other basic needs (including quiet study space). • HOW Grades and data review. 	<p>supporting students' consistent attendance.</p> <ul style="list-style-type: none"> • Work to build community in virtual classrooms and strong connections with all students. Teachers and students will work to build norms for safe and productive participation in virtual meetings. • Teachers/teams and advisors communicate with families via regular newsletters and/or weekly schedules or work assignments, and regular email communication (or other modes of communication depending on family need). • Students are supported in initiating communication to advocate for their own learning. • Students will receive instruction on how to use email effectively for communication. • Support parents in
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<p>work completion will be provided by team teachers. Students will engage in productive learning approximately 4hrs per day.</p> <ul style="list-style-type: none"> • Teachers will take attendance at the beginning of each synchronous class meeting. • Team teachers should use consistent planning and scheduling structures; advisors will support students in ensuring work is completed and students are engaged. • Teachers will provide opportunities for feedback in a timely manner; this could include comments on student work, graded assignments in PowerSchool, 1:1 or small group conferencing with students, rubrics, student to student feedback, etc. • Advisors work with students to ensure they are attending sessions, 		<p>learning about how to use Google Suite, PowerSchool, and any other relevant digital tools used for remote learning.</p> <ul style="list-style-type: none"> • The Middle School will keep track of student engagement and contact with families and students. Staff will work together to ensure students remain engaged and maintain contact with families.
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<p>completing work, and participating in ways that further their learning, including communicating for help when needed.</p>		
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RSU #38 MCHS Plan for Remote Learning

<p>Instructional Expectations</p>	<p>Assessment and Data Expectations</p>	<p>Communication and Engagement Expectations</p>
<ul style="list-style-type: none"> ● Use a consistent form across grade spans and content, e.g. Distance Learning Weekly Planner & Distance Learning Log, that identifies and draws connections between clarity of standards, learning targets, directions, tasks and assignments, and success criteria. ● Use HS grading guide. ● Pre-assessments-Will be done at the start of every new unit. These are used to determine students' pre-requisite skills and background knowledge and skills prior to starting 	<ul style="list-style-type: none"> ● Use HS grading guide. ● Formative assessments need to be given regularly and include information gathered through the Distance Learning Log. ● Common formative and assessments need to be used across content areas. ● Pre-assessments are used to gain information on background knowledge or pre-requisite skills. ● Grades, including HOW (Habits of Work) should be regularly updated to 	<ul style="list-style-type: none"> ● Use a consistent form across grade spans and content, e.g. Distance Learning Weekly Planner & Distance Learning Log, that identifies and draws connections between clarity of learning targets, directions, tasks and assignments, and success criteria. ● Connect learning to make it relevant, purposeful and durable. ● Provide explicit feedback on all learning targets within each distance learning log. ● Use google classroom to communicate

<p>a unit, so instruction can be differentiated as needed.</p> <ul style="list-style-type: none"> ● Rubrics or scales are provided. ● All students will be provided appropriate instructional materials and resources, online if possible, based on student needs. ● Remote learning will include instructional time, independent work & support if needed. ● Flexibility and modifications will be built into assignments and expectations based on student need. ● Remote learning schedule will follow regular school day, which includes: <ul style="list-style-type: none"> ○ Advisee time ○ Block schedule ○ Lunch ○ Start at 8:30am, ends at 1:00pm ● Follow the modified instructional model for remote learning. 	<p>reflect student progress (goal: every 2 weeks).</p>	<p>assignments and other associated tasks and the option of turning in assignments.</p> <ul style="list-style-type: none"> ● Establish Daily check-in with the advisor group, which includes weekly grade checks and provides communication between home and school as needed (see guidebook). ● All students attend classes as scheduled. ● Attendance will be taken at the beginning of all classes. If a student is absent for 2 consecutive black or gold days, the teacher will call home. Any additional absences, teacher will refer to administration and follow up will happen in accordance with our attendance plan. ● Established virtual office hours for every classroom. ● All teachers will collaborate with
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<p>Each class will include:</p> <ul style="list-style-type: none"> ○ Instructional time ○ Student work time ○ Extra time for help <p>* Remote schedule will include 4 days of student instruction and 1 day of teacher prep, meetings, teacher collaboration, etc.</p> <ul style="list-style-type: none"> ● Establish virtual office hours. ● Establish common best practices as determined by departments. ● Accountability is built into completion & turned in of the Distance Learning Log 		<p>special education teachers and interventionists if they have students receiving services.</p>
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Planning for Instructional Time¹¹:

In-classroom and remote learning plans must include forward movement along learning standards aligned with learning progressions or through grade level outcome, as well as acceleration and reinforcement of prior learning and necessary interventions. To support planning for the instructional day, consider the following questions and guidance:

- 1) What are the essential learning targets and skills and ideas students need to engage while at home?
- 2) What routines will provide helpful structures? Keep it clear, simple, and consistent. Be mindful not to overwhelm staff and families with too many resources. Provide specific advice about when and how to use the materials you recommend. Maintaining Teacher-to-student relationships is critical for connecting and engaging learners, delivering feedback, and demonstrating learning.
- 3) Plan for consistency and flexibility. Suggest day-by-day schedules with recommended durations for activities and clear and consistent routines.
- 4) When synchronous learning is part of the plan, provide flexibility (i.e.-web-based video, recordings) and keep it short and structured, as well as live daily contact between teachers and students (and/or caregiver).
- 5) Prioritize the most important staff actions (PLC, common planning) and consider what instructional routines need to be supported by the teacher directly (student discussions or feedback), determine what can be done independently, and how non-instructional staff can also support families.
- 6) Consider the needs of all students, including English Language Learners and students with IEPs, and plan ways for counselors, special education, and language support teachers to collaborate virtually and engage with their regular students.

¹¹ Connecticut State Department of Education, 6/25/20, [Plan for Reimagining CT Classrooms for Continuous Learning](#).

Sample of Weekly Schedules for Teachers for Remote Learning¹²:

	Monday	Tuesday	Wednesday	Thursday	Friday
7:35 - 8:05 am	Office Hours	Office Hours	Office Hours	Office Hours	Office Hours
8:05 - 9:05 am	Support struggling students; provide clarity on assignments; independent practice.	Support struggling students; provide clarity on assignments; independent practice.	Support struggling students; provide clarity on assignments; independent practice.	Support struggling students; provide clarity on assignments; independent practice.	Support struggling students; provide clarity on assignments; independent practice.
9:05 - 9:15 am	Check-in with students by zoom.	Check-in with students by zoom.	Check-in with students by zoom.	Check-in with students by zoom.	Check-in with students by zoom.
9:15 - 10:15 am	Facilitate virtual class sessions	Facilitate virtual class sessions	Facilitate virtual class sessions	Facilitate virtual class sessions	Facilitate virtual class sessions
10:15 - 11:15 am	Facilitate virtual class sessions	Facilitate virtual class sessions	Facilitate virtual class sessions	Facilitate virtual class sessions	Facilitate virtual class sessions
11:15 am - 12:00 pm	Specials	Specials	Specials	Specials	Specials
12:30 - 3 pm	Connect with colleagues	Connect with colleagues	Connect with colleagues	Connect with colleagues	Connect with colleagues
	Faculty Meeting 1st and 3rd Mondays of the month		Afternoon Session - Buildings cleaned and Teacher Flex-Day to	Plan next week: Use student work and engagement to inform	Prepare and deliver a Friday newsletter including: next week's

¹² Connecticut State Department of Education, 6/25/20, [Plan for Reimagining CT Classrooms for Continuous Learning](#).

			meet with grade level colleagues, communicate with parents, support struggling learners, and PD opportunities.	instructional decisions.	schedule, next week's office hours, student recognitions, mindfulness strategies, and links to resources.
				Meet with support services, i.e., coach, literacy specialist, math interventionist, special education teachers.	

A weekly schedule should become predictable to support a consistent environment of learning for the student at home.

Schedule for Remote Learning

Please follow this schedule when meeting with students, this will avoid students having to choose between two (or more) classes

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:45	Teacher Office Hours and Leadership Team Meeting	Teacher Office Hours And MAP Meeting	Grade Level Meetings	Teacher Office Hours and Freshmen Team Meeting	Teacher Office Hours and RTI
10:00-10:45	B1	G5	CPT / Office Hours (Eng, Math, SS, Sci, WL, Tech and Career, Health, Guidance, JMG, and VPA)	B1	G5
11:00-11:45	B2	G6	Office Hours	B2	G6
11:45-12:15	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:15-1:00	B3	G7	Office Hours	B3	G7
1:15-2:00	B4	G8	Staff Meeting	B4	G8
	<p>Monday/Tuesday: "Possible" Instruction Google Hangouts/Meets must be used with students. You can present material to students and answer their questions. Students should not be recorded, lessons maybe pre-taped and posted to google classroom.</p> <p>The name of the game is flexibility. It is not a typical class and we cannot expect/require every student to attend.</p>		<p>While teachers are in meetings, students could be practicing skills independently and posting questions for <i>Clarification and Intervention Thur/Fri.</i></p>	<p>Thursday/Friday: Clarification and Intervention</p>	

Please use Google Meets for all meetings.

A Glossary¹³

Asynchronous Learning: Students complete their work assigned on their own time. Students are given a timeframe — usually a one-week window – during which they need to connect to their class daily or as determined by the teacher. When asynchronous, students can access assignments and content at any time of the day (or night). Prior to remote and distance learning, students engaged in asynchronous learning when completing projects assigned to complete at home over an extended period.

Assessment: The process of assessing student learning includes multiple means for demonstrating learning which results in an evaluation or inference. Demonstrations of learning are aligned to the benchmarks and standards that allow students to show you what they know through products, performance and evidence of learning, skill development and content understanding. Specific assessments referenced throughout this plan include: NWEA, DRA2, Foundational Skills, Running Records and units assessments.

Blended Learning: Learning that combines online digital tools, resources and media with technology and classroom methods, with some element of student control over time, place, path or pace. Blended Learning can take place on site, on campus, in a single classroom or in remote settings. A Blended Learning environment that provides face-to-face and online learning opportunities. The blended learning environment is designed to provide teachers with the resources necessary to both innovate and differentiate instruction according to the needs and strengths of each student.

Continuous Learning: Learning that continues regardless of time, space and location to ensure continuity and minimize learning gaps during extended school closures.

Curriculum: Curriculum is different from state and national academic standards in that standards define what students are expected to learn by subject and grade. The curriculum combines how teachers will teach to develop skills, content knowledge and assess students' ability to transfer learning. Curriculum is the central roadmap for communicating essential learning outcomes for mastery by the end of a grade or grade band. The structure and organization of curriculum is guided by a curriculum framework that must include standards aligned concepts, skills, high impact instructional methods, high quality materials and multiple means of assessment aligned to standards.

Differentiated Learning (DI): The process of modifying or delineating some aspect of instruction: the content, process, product, and/or learning environment to address the needs of the learners by the teacher. DI differs from personalized learning as it is a facilitated process that moves the learner to the center of the planning.

¹³ Connecticut State Department of Education, 6/25/20, [Plan for Reimagining CT Classrooms for Continuous Learning](#).

Digital Learning: Digital learning is any instructional practice (onsite/on campus or remote) that effectively uses technology to strengthen a student's learning experience. It emphasizes high-quality, high-impact instruction and provides access to challenging content, feedback through formative assessment, opportunities for learning anytime and anywhere, advancing equity through personalized or individualized instruction to ensure all students reach their full potential to succeed in college and a career. A digital learning environment includes the use of tools and applications to promote online or blended learning.

Digital Platforms: Digital platforms are online applications that allow teachers, students and families to communicate and access instructional material, i.e. learning management systems such as Seesaw (K-5) and Google Classroom (6-12), or video conferencing through Zoom or Google Meets.

Digital Programs: Digital programs refer to online learning applications accessible to students at school and at home, i.e Lexia (literacy) and Dreambox (mathematics) for all K-5 students.

Distance Learning: The education of students who may not be physically present at a school. Instruction and courses are delivered via the Internet (or other forms of digital technologies that may evolve from the Internet without face-to-face interaction between student and instructor.

Educational Standards: The learning goals for what students should know and be able to do at each grade level. Educational standards are not a curriculum. Educational standards are adopted by the Connecticut State Board of Education to guide the development of high-quality curriculum and high impact instruction. Local communities and educators customize and personalize the development of curriculum aligned to the approved educational standards, district needs and portrait of the learner.

Evidence of Learning: Student artifacts, assignments, projects that students use to demonstrate that they have made progress or mastered certain knowledge or skills. Evidence of learning may be compiled in a portfolio that can be in hard copy or a digital file, to include formative and summative test scores over time.

Formative Assessments: Formative assessment gauge a student's knowledge, skills, or proficiency in relation to a goal. These assessments occur with regular frequency throughout an instructional period and help to inform instruction.

Illustrative Mathematics (IM): IM is a problem based math program currently used to support the RSU #38 curriculum in grade K-5.

Mastery-Based Learning: Systems of instruction, assessment grading, and academic reporting that are based on students demonstrating that they have learned the

knowledge and skills they are expected to learn as they progress through their education. In public schools, mastery-based systems use state learning standards to determine academic expectations and define “mastery” in a given course, subject area, or grade level.

Personalized Learning: The term *personalized* learning, or personalization, refers to a diverse variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

Remote Learning: Students and educators are not physically present in a traditional classroom environment. Instruction is relayed through technology, such as a learning management system with embedded tools like discussion boards, video conferencing, online assessments and teacher/administrator dashboards to monitor progress from remote locations.

Response To Intervention (RTI): RTI is a multi tiered system of support to help struggling students in literacy and mathematics.

Summative Assessments: Assessments given to understand what knowledge and skills a student has, typically occurring at the conclusion of an instructional period.

Synchronous Learning: Face to face teaching (on site/on campus). Classes and learning occur on set schedules and time frames. Students and teachers are online at the same time in synchronous classes. When blended or remote, all students must be online at that exact time in order to participate in the class.

Unified Arts (UA): Unified arts includes courses taught outside core academic classes, e.g. chorus, band, physical education, etc.