

JCSD Continuous Learning Plan Phase 2



April 4, 2020

JCSD Continuous Learning Plan

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JCSD Continuous Learning Plan

Introduction:

The Johnston Community School District is committed to supporting students, families and staff during this period of school closure due to COVID-19. I want to publicly thank the following JCSD staff who have worked tirelessly to create Continuous Learning Plans representing the various areas of learning students in JCSD receive during a regular academic day. The Continuous Learning Task Force, as they have been called, includes:

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The Continuous Learning Plan (CLP), Phase 2 is intended to assist staff, students, and families in the provision of Voluntary Educational Experiences during the time of school closure, and build upon the Voluntary Educational Experiences previously offered by the district in the last several weeks. The plan is based upon work completed in Elkhorn Public Schools in Elkhorn, Nebraska, under the leadership of the Director of Instruction and Learning, Angie Wright. This plan involves flexibility for families by offering four half-days of instruction that occur Monday - Thursday, with office hours offered by teachers that may include Saturdays. Implementation of this plan will require collaboration, flexibility, and communication among staff, students and families. It is understood that families may face a variety of challenges during this period of school closure, and that all groups will need to work toward strong, open communication and problem-solving. The plan is **not** intended to replace processes that are used for individual student or staff absences when school is in session.

The Continuous Learning Plan (CLP), Phase 2, which includes a more structured approach to the provision of voluntary educational experiences, will be implemented the week of April 20, and will continue until

school resumes, or the end of the school year, whichever comes first. In order to accommodate the implementation of our continuous learning plan through voluntary educational experiences, our work will be centered around the [Iowa Core Parent Guide to Expected Outcomes](#) for core classes (K-12) and/or end of year expectations for elective coursework in the secondary schools. Some concepts will be more difficult to address in a distance learning format, and we will work diligently to provide optional experiences and new learning to the best of our ability.

This plan defines the:

- Essential functions of staff, students, and families within a voluntary online learning environment
- Implementation procedures around areas including communication, schedules, and priorities for voluntary educational experiences as outlined in Continuous Learning Plans for the district
- Desire of the district to promote engagement with our students in multiple voluntary venues including live instruction, recorded lessons, office hours, and meetings with advisory groups or classrooms. The provision of paper packets to support learning objectives will also be distributed as needed.

By choosing to access voluntary educational opportunities during the period of school closures related to the COVID-19 pandemic, you are agreeing to allow your student to participate in a recorded video conference session that may be shared with other students. Inherent in the use of this type of technology is the possibility that other outside parties, such as the parents of other students, may view or have access to your child's participation in these videoconferences. In allowing your child to participate in these educational offerings and use a Web camera or call-in feature, you are agreeing to consent to the disclosure of your student's participation in the videoconference to third parties. You may choose to participate by audio only or access the learning through the recorded link.

We understand staff, students, and families will be working through varying challenges in this time of school closure, and we want to emphasize that everyone's health and well-being is our primary focus during this time. This plan should act as a guide should you plan to engage in voluntary educational experiences, and we recognize that flexibility will be necessary during this time of school closure. You are uniquely positioned to know how much your family is able to take on during these unprecedented times. Our desire is to provide you with voluntary educational experiences and chances to interact with your child(ren)'s teacher(s), should it work within your life circumstances while school is closed. Once we return to school, we are ready and excited to support your learner, wherever they are in their educational journey. We look forward to our continued partnership in your child's education.

Please take care of yourself and those you love during this time of school closure. Until we see each other again face-to-face, be safe.

Sincerely,

Dr. Nikki Roorda
Executive Director of Teaching and Learning

School Roles and Responsibilities within Voluntary Educational Experiences

<p>Continuous Learning Plan Task Force</p>	<ul style="list-style-type: none"> ● Create and distribute the Continuous Learning Plan (CLP), Phase 2 ● Support Administrators, Teachers, Students, and Families as we implement Voluntary Educational Experiences ● Coordinate professional learning for teachers to assist in their use of digital learning platforms ● Monitor and adjust plan as it is implemented
<p>Technology Department</p>	<ul style="list-style-type: none"> ● Provide at least one school issued device per household for use during Voluntary Educational Experiences ● Provide support to staff, students, and families with their school-issued devices ● Provide ways for families to connect to internet through the <u>JCSD Driveup Wifi Network</u> ● Secure internet access for families that may need assistance
<p>Principals</p>	<ul style="list-style-type: none"> ● Monitor the development and provision of Voluntary Educational Experiences provided by teachers ● Support students, families, and staff as we work within a digital learning platform or the provision of packets to reinforce learning, distributed as needed ● Assist teachers in the implementation JCSD's Continuous Learning Plan, Phase 2 ● Coordinate and facilitate staff professional learning
<p>Core Classroom Teachers</p>	<ul style="list-style-type: none"> ● Collaborate with other members of team or department to design voluntary educational experiences for students ● Use district curriculum and resources (ex. SeeSaw, Google, Moodle, Zoom, online textbooks) to provide voluntary educational experiences for students ● Promote student engagement through the offering of at least one "live" interaction per week. ● Offer office hours for students and families to check in on voluntary educational experiences based on a flexible schedule, Monday - Thursday, and/or Saturday ● Communicate with students/families who reach out within 24 hours of your pre communicated work schedule ● Provide feedback to students on the voluntary educational experiences for which they are participating

School Roles and Responsibilities within Voluntary Educational Experiences

<p>Related Arts Teachers at Elementary</p>	<ul style="list-style-type: none"> ● Provide weekly activities that could be completed offline, being mindful of the resources families may or may not have in their home ● Collaborate to determine how to share this information with students and families ● Promote student engagement through participation in one grade level classroom meeting per week. The purpose will be to touch base with students. ● Offer office hours for students and families to check in on voluntary educational experiences based on a flexible schedule, Monday - Thursday, and/or Saturday ● Use district curriculum and resources (ex. Seesaw, Google, Moodle, Zoom, online textbooks) to communicate and deliver content
<p>Related Arts Teachers at Summit Middle School</p>	<ul style="list-style-type: none"> ● Provide activities that could be completed offline, being mindful of the resources families may or may not have in their home ● Collaborate to determine how to share this information with students and families ● Promote student engagement through the offering of at least one “live” interaction per week. ● Offer office hours for students and families to check in on voluntary educational experiences based on a flexible schedule, Monday - Thursday, and/or Saturday ● Use district curriculum and resources (ex. Seesaw, Google, Moodle, Zoom, online textbooks) to communicate and deliver content
<p>Electives Teachers at Johnston Middle School and Johnston High School</p>	<ul style="list-style-type: none"> ● Collaborate with other team members or department peers to determine priority content and design distance learning experiences ● Use district curriculum and resources (ex. SeeSaw, Google, Moodle, Showbie, Zoom, online textbooks, and packets) to communicate and deliver content ● Promote student engagement through the offering of at least one “live” interaction per week. ● Offer office hours for students and families to check in on voluntary educational experiences based on a flexible schedule, Monday - Thursday, and/or Saturday
<p>Special Education Teachers</p>	<ul style="list-style-type: none"> ● Communicate regularly with subject or classroom teachers for whom they share students ● Provide voluntary educational experiences that support student’s continued learning ● Use district curriculum and resources (ex. SeeSaw, Google, Moodle, Showbie, Zoom, online textbooks, and packets) to communicate and deliver content ● Communicate regularly with supported students and/or their families ● Promote student engagement through the offering of at least one “live” interaction per week. ● Offer office hours for students and families to check in on voluntary educational experiences based on a flexible schedule, Monday - Thursday, and/or Saturday

School Roles and Responsibilities within Voluntary Educational Experiences

<p>Reading and Math Intervention Teachers</p>	<ul style="list-style-type: none"> ● Communicate regularly with students and families ● Use district curriculum and resources (ex. SeeSaw, Google, Moodle, Showbie, Zoom, online textbooks, and packets) to communicate and deliver content ● Provide voluntary supplementary educational activities ● Promote student engagement through the offering of at least one “live” interaction per week. ● Offer office hours for students and families to check in on voluntary educational experiences based on a flexible schedule, Monday - Thursday, and/or Saturday
<p>English for Speakers of Other Languages (ESOL) Teachers</p>	<ul style="list-style-type: none"> ● Communicate regularly with the subject or classroom teachers who teach the students ● Communicate regularly with students and families ● Provide voluntary supplementary educational activities for students ● Use district curriculum and resources (ex. SeeSaw, Google, Moodle, Showbie, Zoom, online textbooks, and packets) to communicate and deliver content ● Promote student engagement through the offering of at least one “live” interaction per week. ● Offer office hours for students and families to check in on voluntary educational experiences based on a flexible schedule, Monday - Thursday, and/or Saturday
<p>Instructional Coaches</p>	<ul style="list-style-type: none"> ● Support staff as they work within a digital learning platform or the provision of packets to reinforce learning, distributed as needed ● Assist teachers in the implementation JCSD’s Continuous Learning Plan, Phase 2 ● Coordinate and facilitate staff professional learning
<p>Lead Teachers</p>	<ul style="list-style-type: none"> ● Support staff as they work within a digital learning platform or the provision of packets to reinforce learning, distributed as needed ● Assist teachers in the implementation JCSD’s Continuous Learning Plan, Phase 2 ● Coordinate and facilitate staff professional learning
<p>School Counselors</p>	<ul style="list-style-type: none"> ● Serve as a communication liaison with students & families ● Provide resources for students and families to support them while they are away from school ● Offer office hours for students and families to check in on voluntary educational experiences, support academic planning, or discuss social emotional needs based on a flexible schedule, Monday - Thursday, and/or Saturday

School Roles and Responsibilities within Voluntary Educational Experiences

<p>Extended Learning Program (ELP) Teachers</p>	<ul style="list-style-type: none"> ● Communicate regularly with the subject or classroom teachers who teach the students ● Communicate regularly with students and families ● Provide voluntary supplementary educational activities for students ● Use district curriculum and resources (ex. SeeSaw, Google, Moodle, Showbie, Zoom, online textbooks, and packets) to communicate and deliver content ● Promote student engagement through the offering of at least one “live” interaction per week. ● Offer office hours for students and families to check in on voluntary educational experiences based on a flexible schedule, Monday - Thursday, and/or Saturday
<p>Information Literacy Specialists (Teacher Librarians)</p>	<ul style="list-style-type: none"> ● Collaborate with colleagues to find resources for high-quality online learning experiences ● Regularly check in with subject and classroom teachers to identify ways to support their design of online learning experiences ● Be available for teachers and students as needed for support and respond to identified technology issues
<p>Nurses</p>	<ul style="list-style-type: none"> ● Consultant with families of students who have chronic medical needs. Check in on students and talk with parents ● Reconcile student health records with school required immunizations and health forms for the 2020-2021 school year.
<p>Student Support Facilitators</p>	<ul style="list-style-type: none"> ● Use district curriculum and resources (ex. SeeSaw, Google, Moodle, Showbie, Zoom, online textbooks, and packets) to communicate and deliver content ● Communicate regularly with supported students and/or their families ● Complete associate evaluations ● Offer office hours for students and families to check in on voluntary educational experiences based on a flexible schedule, Monday - Thursday, and/or Saturday
<p>Associates</p>	<ul style="list-style-type: none"> ● Collaborate with teacher(s) they support to enhance voluntary educational experiences for students ● Support building needs under the direction of the principals

Student Roles and Responsibilities within Voluntary Educational Experiences


- Establish daily routines for engaging in the voluntary educational experiences
- Identify a space in your home where you can work effectively and successfully
- Identify a space in your home where you can participate in live online learning
- Practice and follow Digital Citizenship Skills
 - Digital Citizenship is the responsible use of information and technology. Safe, ethical and legal use of technology is a district and personal responsibility. Users are expected to advocate and practice:
 - 1. Rules of the institution (Responsible Use Policy)
 - 2. Etiquette, standards of conduct, cyberbullying
 - 3. Personal safety, security, knowledge of digital footprint
 - 4. Intellectual property, copyright, and plagiarism
 - 5. Legal and ethical behavior
- Monitor digital platforms and/or packets used by your teachers (SeeSaw, email, Google Classroom, Moodle, Showbie, Zoom, etc.)
- Engage in all learning with academic honesty
- Engage with your teachers using their office hours to ask questions or receive feedback
- Communicate proactively with your teachers if you need support with the voluntary educational experiences

For Questions About...	Contact...
a course, voluntary educational experience, or resource	the relevant teacher
a technology related problem or issue	the relevant teacher support ticket via the iPad Help icon email: techsupport@johnston.k12.ia.us Phone: 515-270-4926
a personal, academic or social-emotional concern	the relevant teacher or assigned counselor
other issues related to distance learning	the school principal



Family Roles and Responsibilities within Voluntary Educational Experiences

- Establishing routines and expectations around voluntary educational experiences
- Defining the physical space for your child to engage in voluntary educational experiences
- Monitoring communications from your child(ren)'s teachers
- Reaching out to your child(ren)'s teacher(s) if you have questions
- Beginning and ending each day with a check-in around voluntary educational experiences and social emotional well-being
- Taking an active role in helping your child process his/her learning by talking about what s/he did that day
- Establishing times for quiet and reflection
- Encouraging physical activity and/or exercise
- Remaining mindful of your child(ren)'s stress or worry
- Monitoring how much time your child is spending online
- Keeping your child(ren) social, but set rules around their social media engagement

For Questions About...	Contact...
a course, voluntary educational experiences, or resource	the relevant teacher
a technology related problem or issue	support ticket via the iPad Help icon email: techsupport@johnston.k12.ia.us Phone: 515-270-4926 <div style="text-align: right;">  </div>
a personal, academic or social-emotional concern	the relevant teacher or the child(ren)'s assigned counselor
other issues related to distance learning	the school principal

General Guidance for Teachers within Voluntary Educational Experiences

Phase 2 Implementation Date	<ul style="list-style-type: none"> ● Phase 2 begins April 20, 2020 ● Follow your current plan to offer resources the week of April 13
Grading & Feedback	<ul style="list-style-type: none"> ● Grades will not be given during this time period, as school is considered closed ● If schools close permanently for the year, students will receive credits and a grade for work completed up to March 13, 2020. More information about this topic will be made available at a later time. ● If a student had missing work prior to spring break, they are able to complete that work and turn it in ● Provide timely feedback, as it is essential to student learning; this is especially so in online learning environments ● Feedback can be provided during office hours, if students complete a task for your review, during live sessions, via email or one of our other digital platforms. It does not have to be one-on-one ● Provide clear communication regarding where/how students should ask questions and seek clarification ● Monitor your email daily and respond to questions and communications from students/families ● Return emails within 24 hours Monday - Thursday, and/or Saturday, depending on your pre-communicated work schedule.
Offline Work	<ul style="list-style-type: none"> ● Do not require students and families to print at home, as they would need a wifi printer at home. Voluntary educational experiences could include activities completed on a daily basis. For example, cooking a meal can involve math, science, and reading. ● Include offline voluntary educational experiences in your lessons that connect to district objectives such as reading, engaging in discussions with a family member or friend remotely, writing in a journal, taking pictures and/or making a video
Instruction	<ul style="list-style-type: none"> ● Voluntary Educational Experiences will be offered Monday-Thursday and/or Saturday ● Follow the guidelines for time and schedule provided by the district based on your grade level and subject area and contained in the following pages ● Consider how to use gradual release of responsibility to enhance learning for students ● Collaborate with your colleagues as appropriate
Online Learning	<ul style="list-style-type: none"> ● Use district supported platforms such as Google Classroom, Moodle, Showbie,

Environment	<p>SeeSaw, online textbooks, Google Drive, Zoom, etc.</p> <ul style="list-style-type: none"> ● Packets that reinforce the learning objectives for the week should be compiled for students without internet access ● For questions regarding approved tools, seek Teaching & Learning Coordinators ● Any tools requiring students to have an account need to be approved by Teaching & Learning coordinators
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General Guidance for Teachers within Voluntary Educational Experiences

Weekly Continuous Learning Plans	<ul style="list-style-type: none"> ● All Weekly Learning Plans will be posted to our building Google sites for students and families to access <ul style="list-style-type: none"> ○ Students receiving supplemental academic services such as Special Education, English for Speakers of Other Languages (ESOL), Extended Learning Program (ELP), and supplemental reading and math support services will receive information directly from their teacher via email.
Video Conferencing Guidelines	<ul style="list-style-type: none"> ● Students should be seated in an area conducive to learning ● School appropriate dress ● Maintain class etiquette ● Follow digital citizenship guidelines outlined in Student Roles/Responsibilities in this document
Student Engagement	<ul style="list-style-type: none"> ● As a district we are defining student engagement as a “live” voluntary interaction with students at least once a week through either live classes, office hours, advisory/class meetings, etc. ● Feedback is provided to students to help support voluntary educational experiences ● Use tools such as Google Forms, online textbook assessments (for practice), Moodle, Showbie, SeeSaw, Zoom, Google Classroom Tools, paper packets mailed home, etc.
Assessment	<ul style="list-style-type: none"> ● The Iowa Statewide Assessment of Student Progress (ISASP), ELPA21, and Iowa Alternate Assessment (Dynamic Learning Maps) are cancelled for the 2019-2020 school year ● Progress monitoring is suspended while school is closed
Planning and Communication	<ul style="list-style-type: none"> ● Voluntary Educational Experiences will be provided to students Monday-Thursday, and/or Saturday ● Professional Learning will be held for teachers on Friday ● Respond to emails within 24 hours during your pre communicated schedule ● Each teacher will set up one hour of “Office Hours” during the week, Monday-Thursday and/or Saturday, based on their building’s Continuous Learning Plan linked in this document. ● Office Hours should be recorded

	<ul style="list-style-type: none"> ● All packets must be completed by noon on Thursday and optional resources for packets must be sent to your building administrator and building instructional coach(es) ● Please follow your principal's guidance on when to turn in your weekly continuous learning plan to them
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<p style="text-align: center;">General Guidance for Teachers within Voluntary Educational Experiences</p>	
<p style="text-align: center;">Meetings and Professional Learning</p>	<ul style="list-style-type: none"> ● Required staff meeting every Friday morning at 9:00 a.m. ● Friday will be reserved for Professional Learning at the district or building level ● Professional Learning will be offered with a focus on digital learning tools and online teaching strategies ● The week of April 13 will be used for Teacher Professional Learning to prepare for implementation of Phase 2 on April 20, 2020 ● You will have designated Required and Priority Professional Learning topics for the week of April 13 ● A menu of instructional technology learning is available for teachers to access at any time <ul style="list-style-type: none"> ○ District teachers are posting tutorial videos, step guide documents ○ Additional learning resources are being planned and added ● Teachers may request specific professional learning from Digital Learning Environment team members - these could be individual, PLC, or small group learning sessions
<p style="text-align: center;">PLC/Collaborative Teams</p>	<ul style="list-style-type: none"> ● Each PLC/Collaborative Team will meet once a week for 60 minutes. <ul style="list-style-type: none"> ○ Please work with your building principal to determine your schedule

Preschool

Priorities

- Learning will be mainly focused around literacy and math to maintain current skills and build knowledge around prioritized content, [Iowa Early Learning Standards](#), and [IQQPS Standards and Criteria](#).
- PLC teams will work together to determine essential outcomes addressed each week. PLC team developed [weekly continuous learning plans](#) will be posted to the JELA Google Site on Fridays.
- Students will have both recorded direct instruction and independent practice. These opportunities are provided Monday through Thursday, are entirely optional for families, and can be completed at the families' convenience.
- Pre-K teachers will provide recorded online learning sessions (direct instruction) that will be made available to students to watch at any time.
- Feedback will be provided to students in various fashions. See page 11 for more details.
- The primary tools for communication between teachers, families, and students will be the [JELA Google Site](#), Seesaw and parent provided email addresses through Infinite Campus messaging.
- Pre-K teams will provide one weekly Live classroom meeting following a building schedule posted on the [JELA Google site](#) to focus on student connections. If a teacher is unable to participate due to unforeseen circumstances, the weekly classroom meeting will be canceled.
- Classroom teachers will communicate one hour where they will be available to support students/parents during an "[office hours](#)" type format. This will occur Monday-Thursday and/or Saturday.

Communication Platforms

- **Email** - Infinite Campus parent email
- **Seesaw** - source of lesson and activity delivery
- **Zoom** - weekly meeting and office hour; All sessions will be recorded.
- **JELA Google Site** - source of weekly learning plans
- **Paper Packets** as needed

Approximate Time Frames for Learning

Preschool

Suggested Time Frames for Learning - Including both Recorded Direct Instruction and Independent Practice

10-15 minutes per day	Emergent Literacy Activities, Games and Challenges focused on language development, vocabulary, comprehension, rhyming, scribbling, writing or drawing and phonological awareness
10-15 minutes per day	Emergent Math Activities, Games, and Challenges focused on counting, sorting, sequencing and patterning
10-15 minutes per day	Social Emotional Learning focused on self-help skills, self-regulation skills, taking turns and feelings.
10-15 minutes per day	Purposeful Play focused on connections to core learning and may include games, activities, sensory opportunities, & challenges. Art, music, science & movement will be incorporated.
60+ minutes per day	Exploratory Free Play focused on uninterrupted play directed entirely by the child. (examples include imagination, building blocks, outdoor play etc...)

Additional Learning Opportunities

Learning takes place in many ways for our youngest learners. The additional learning opportunities are intended to provide ideas for families on how to keep your child’s mind engaged while they are away from school. Ideas include:

- PLAY - Interactive play is the most important learning for preschool aged children. Ask questions - What? Where? When ? Why? How?
- Reading aloud and looking at books
- Board/card games and challenges
- Pretend play- Imaginary play
- Sensory play - Playdough, water, bubbles, sand, dirt
- Learning a new skill
- Puzzles
- Designing and building structures with blocks/legos or other available materials

Total Learning Time: approximately 1 hour per day of structured learning and 1 hour of free play

The time reflected in the table includes approximately 20 minutes of recorded direct instruction daily. The remaining learning time will be fulfilled through teacher provided activities and scheduled by families as independent learning & play.

Recorded Direct Instruction & Weekly Class Meeting Guidelines

- Recorded daily mini-lessons will take place in the areas of literacy, math and social emotional and purposeful play learning Monday -Thursday. The Preschool PLC will departmentalize the instruction. Parents should be aware that different teachers at JELA may be guest instructors during the week.
 - Must include an “I can” statement/teaching point
 - Must be connected to the prioritized content found in the prerequisite skills, and/or targeted skills remaining for the year.
 - Only one new learning target per video (5 minutes maximum for new learning)
- Communicate the links to the recorded direct instruction in advance - this will be communicated through the [weekly continuous learning plans](#) that are posted on the JELA Google Site.
- Live Whole Group or Small Group Class Meetings should end within 10-15 minutes.
- Live Class Meetings should be recorded and a link to the video communicated with students who are

unable to attend by the end of the day using Seesaw.

- The teacher should **end the meeting for all participants** at the conclusion of any Live Online learning session.

Elementary

Priorities

- Learning will be mainly focused around literacy and math to maintain current skills and build knowledge around prioritized content in the [Iowa Core Parent Guide to Expected Outcomes](#).
- [PLC teams](#) will work together to determine essential outcomes addressed each week. PLC team developed [weekly continuous learning plans](#) will be posted to each Elementary Building Google Site on Friday.
- Students will have both recorded direct instruction and independent practice. These opportunities are provided Monday through Thursday, are entirely optional for families, and can be completed at the families' convenience.
- Classroom teachers will provide recorded online learning sessions (direct instruction) that will be made available to students to watch at any time.
- Feedback will be provided to students in various fashions. See page 11 for more details.
- The primary tools for communication between teachers, families, and students will be each Elementary Building Google Site, Seesaw and parent provided email addresses through Infinite Campus messaging.
- Grade level teams will provide one weekly Live classroom meeting following a building schedule posted on each Elementary Building Google site to focus on student connections. If a teacher is unable to participate due to unforeseen circumstances, the weekly classroom meeting will be canceled.
- Classroom teachers will communicate one hour where they will be available to support students/parents during an ["office hours"](#) type format. The building level schedule can be found on each elementary building's Google site. Office hours will occur Monday-Thursday and/or Saturday.

Communication Platforms

- **Email** - Infinite Campus parent email
- **Seesaw** - source of independent practice delivery and submission
- **Zoom** - weekly meeting and office hour; All sessions will be recorded.
- **Elementary Building Google Site** - source of weekly learning plans
- **Paper Packets** as needed

DK, Kindergarten, First Grade, Second Grade

Suggested Time Frames for Learning - Including both Recorded Direct Instruction and Independent Practice

20-25 minutes per day	Reading
20-25 minutes per day	Writing including Phonics
20-25 minutes per day	Mathematics
45 minutes per week	Science
20-25 minutes per day	Art, Music, Guidance, Information Literacy (Library), and PE will provide one weekly lesson per content area that continues to support the current program.

Additional Learning Opportunities

Additional Learning Options contained in the weekly continuous learning plans are intended to provide ideas for families on how to keep your child's mind engaged while they are away from school. These opportunities could be online but also contain opportunities for offline work such as:

Reading aloud and independent reading; board/card games and challenges with math/strategy/critical thinking; puzzles; designing and building structures with legos, blocks or other available materials.

Total Learning Time: approximately 1.5 hours per day

The time reflected in the table includes approximately 40 minutes of recorded direct instruction daily. The remaining learning time will be fulfilled through teacher provided activities and scheduled by families as independent work time.

Recorded Direct Instruction & Weekly Class Meeting Guidelines

- Recorded daily mini-lessons will take place for reading, writing, and math Monday - Thursday. Grade level teams (PLCs) will departmentalize the instruction. Parents should be aware that different teachers from the child's grade level may be guest instructors during the week.
 - Must include an "I can" statement/teaching point
 - Must be connected to the prioritized content found in the [Iowa Core Parent Guide to Expected Outcomes](#), prerequisite skills, and/or targeted skills remaining for the year.
 - Only one new learning target per video (10 minutes maximum for new learning)
- Communicate the links to the recorded direct instruction in advance - this will be communicated through the [weekly continuous learning plans](#) that are posted on each Elementary Building Google Site.
- Live Class Meetings should end within 30 minutes.
- Live Class Meetings should be recorded and a link to the video communicated with students who are unable to attend by the end of the day using Seesaw.
- The teacher should **end the meeting for all participants** at the conclusion of any Live Online learning session.

Elementary: Third Grade, Fourth Grade, Fifth Grade

Priorities

- Learning will be mainly focused around literacy and math to maintain current skills and build knowledge around prioritized content in the [Iowa Core Parent Guide to Expected Outcomes](#).
- [PLC teams](#) will work together to determine essential outcomes addressed each week. PLC team developed [weekly continuous learning plans](#) will be posted to each Elementary Building Google Site on Friday.
- Students will have both recorded direct instruction and independent practice. These opportunities are provided Monday through Thursday, are entirely optional for families, and can be completed at the families' convenience.
- Classroom teachers will provide recorded online learning sessions (direct instruction) that will be made available to students to watch at any time.
- Feedback will be provided to students in various fashions. See page 12 for more details.
- The primary tools for communication between teachers, families, and students will be each Elementary Building Google Site, Seesaw and parent provided email addresses through Infinite Campus messaging.
- Grade level teams will provide one weekly Live classroom meeting following a building schedule posted on each Elementary Building Google to focus on student connections. If a teacher is unable to participate due to unforeseen circumstances, the weekly classroom meeting will be canceled.
- Classroom teachers will communicate one hour where they will be available to support students/parents during an ["office hours"](#) type format. The building level schedule can be found on each elementary building's Google site. Office hours will occur Monday-Thursday and/or Saturday.

Communication Platforms

- **Email** Infinite Campus parent email; Grades 4-5 jdragonmail email accounts
- **Seesaw** source of independent practice delivery and submission
- **Google Classroom** independent practice delivery and submission option for grades 4-5
- **Zoom** weekly meeting and office hour; All sessions will be recorded.
- **Elementary Building Google Site** - source of weekly learning plans
- **Paper Packets** as needed

Third Grade, Fourth Grade, Fifth Grade

Suggested Time Frames for Learning - Including both Recorded Direct Instruction and Independent Practice

25-30 minutes per day	Reading
25-30 minutes per day	Writing
25-30 minutes per day	Mathematics
60 minutes per week	Science
20-25 minutes per day	Art, Music (Band-5th grade), Guidance, Information Literacy (Library), and PE will provide a weekly lesson per content area that continues to support the current program

Additional Learning Opportunities

Additional Learning Options contained in the weekly continuous learning plans are intended to provide ideas for families on how to keep your child's mind engaged while they are away from school. These opportunities could be online but also contain opportunities for offline work such as:

Reading aloud and independent reading; board/card games and challenges with math/strategy/critical thinking; puzzles; designing and building structures with legos, blocks or other available materials.

Total Distance Learning Time: approximately 2 hours per day

The time reflected in the table includes approximately 40-50 minutes of recorded direct instruction daily. The remaining learning time will be fulfilled through teacher provided activities and scheduled by families as independent work time.

Recorded Direct Instruction & Weekly Class Meeting Guidelines

- Recorded daily mini-lessons will take place for reading, writing, and math Monday - Thursday. Grade level teams (PLCs) will departmentalize the instruction. Parents should be aware that different teachers from the child's grade level may be guest instructors during the week.
 - Must include an "I can" statement/teaching point
 - Must be connected to the prioritized content found in the [Iowa Core Parent Guide to Expected Outcomes](#), prerequisite skills, and/or targeted skills remaining for the year.
 - Only one new learning target per video (15 minutes maximum for new learning)
- Communicate the links to the recorded direct instruction in advance - this will be communicated through the [weekly continuous learning plans](#) that are posted on each Elementary Building Google Site.
- Live Class Meetings should end within 45 minutes.
- Live Class Meetings should be recorded and a link to the video communicated with students who are unable to attend by the end of the day using Seesaw or Google Classroom.
- The teacher should **end the meeting for all participants** at the conclusion of any Live Online learning session.

Summit Middle School

Priorities

- Learning will be focused to maintain current skills and build knowledge around prioritized content in the [Iowa Core Parent Guide to Expected Outcomes](#) for core classes and **end of year expectations** for elective coursework. Core teachers should use the bulleted examples in the guide to prioritize student continuous learning.
- PLC (content) teams will work together to determine essential outcomes addressed each week. [Online Learning Plans](#) for the following week will be posted to the [Summit Google Site](#) on Friday.
- Students will have both recorded direct instruction and independent practice learning activities. These opportunities will be provided Monday through Thursday, are entirely optional for students, and can be completed at the families' convenience.
- Feedback will be provided to students in various fashions. See page 11 for more details.
- The primary tools for communication between teachers, families, and students will be the SMS Google Site, Moodle and parent-provided email addresses through Infinite Campus messaging. Packets will be provided as needed.
- All teachers will provide two learning sessions that will be available on a weekly basis. A suggested student schedule to follow for families is listed below.
- Basecamp teachers will schedule one weekly live basecamp meeting a week following [this schedule](#) to focus on student connections. If a teacher is unable to participate due to unforeseen circumstances, the weekly basecamp meeting will be canceled.
- All teachers will communicate two 30-minute time periods when they will be available to support students/parents during an "office hours" type format. This will occur between Monday-Thursday and/or Saturday. **[This form](#) will be used for teachers to schedule and communicate their Office Hours.**

Communication Platforms

- **Email** Infinite Campus parent email; student jdragonmail email accounts
- **Moodle** - serve as the starting point for students and the primary tool for sharing information, resources, posting links, etc.
- **Zoom** - office hours and weekly basecamp meetings; all sessions will be recorded
- **Google Site** - SMS specific site with weekly learning plans
- **Paper Packets** as needed

Approximate Time Frames for Learning - Including both Direct Instruction and Independent Practice

Grades 6 & 7	
40-45 minutes two times per week	English Language Arts
40-45 minutes two times per week	Social Studies
40-45 minutes two times per week	Mathematics
40-45 minutes two times per week	Science
40-45 minutes two times per week	Electives & Related Arts will provide a range of activities that continue to support the current program

Total Distance Learning Time: approximately 3-4 hours per day. The time reflected in the table includes a total of **approximately 45 minutes of recorded direct instruction daily.** The remaining learning time will be fulfilled through teacher provided learning activities and scheduled by families as independent work time.

Grades 6 & 7 **Sample SMS Voluntary Educational Experiences Schedules**

Day	Core Content	Related Arts Content	Weekly Basecamp Meeting
Monday	Language Arts/Science	PE/Health, Band, Choir, PLTW, Media Literacy	As scheduled and communicated by each basecamp teacher.
Tuesday	Math/Social Studies	Art, FCS, Spanish, STEM, Digital Literacy, General Music	
Wednesday	Language Arts/Science	PE, Band, Choir, PLTW, Media Literacy	
Thursday	Math/Social Studies	Art, FCS, Spanish, STEM, Digital Literacy, General Music	
Friday	Staff Professional Learning		

Each teacher will schedule and communicate twice-weekly Office Hours. Students can contact teachers directly during this time to make a connection or to ask for help and/or feedback on their learning. Students and parents can also send emails with questions outside of Office Hours and expect a response within 24 hours, Monday - Thursday.

Potential Student Work: Approximately 3-4 hours per day

Recorded Direct Instruction & Weekly Basecamp Meeting Guidelines

Recorded Direct Instruction

- Recorded direct instruction will be available to students following the above schedule Monday - Thursday. Students might expect a guest teacher for direct instruction if a classroom teacher is unable to record instruction due to unforeseen circumstances.
 - Must include “I can” statement/teaching point
 - Must be connected to the prioritized content found in the [Iowa Core Parent Guide to Expected Outcomes](#), prerequisite skills, and/or targeted skills remaining for the year.
 - Only one new learning target per video (20 minutes maximum recording for new learning)
- Communicate the links to the recorded direct instruction in advance - this will be communicated through the weekly [continuous learning plans](#) that are posted on the [Summit Google Site](#). The learning plan template is embedded on each content area’s Google Site page.

Weekly Basecamp Meetings

- Weekly live Basecamp Meetings should be no longer than 45 minutes.
- Live Basecamp Meetings should be recorded and a link to the video communicated with students who are unable to attend by the end of the day using Moodle.
- The teacher should **end the meeting for all participants** at the conclusion of any Live Online learning session.

Priorities

- Learning will be focused to maintain current skills and build knowledge around prioritized content in the [Iowa Core Parent Guide to Expected Outcomes](#) for core classes and end of year expectations for elective coursework.
- PLC teams will work together to determine essential outcomes addressed each week. [Weekly Learning Plans](#) will be posted to the [JMS Google site](#) on Friday.
- Students will have both live and/or recorded direct instruction and independent practice learning activities. These opportunities are provided Monday through Thursday are entirely optional for students, and can be completed at the families' convenience.
- Feedback will be provided to students in various fashions. See page 11 for more details.
- The primary tools for communication between teachers, parents, and students will be the JMS Google Site, Moodle and parent provided email addresses through Infinite Campus messaging.
- All teachers will provide two learning sessions, either recorded and/or live (direct instruction) per week that will be made available to students to watch at any time. A sample schedule to follow for families is listed below.
- PRIDE class teachers will provide one weekly Live classroom meeting following this schedule to focus on student connections. If a teacher is unable to participate due to unforeseen circumstances, the weekly classroom meeting will be canceled.
- Classroom teachers will communicate one hour where they will be available to support students/parents during an "office hours" type format twice a week for 30 minutes. This will occur between Monday-Thursday and/or Saturday **[This form](#) will be used for teachers to record their "Office Hours," as well as enter when their live instruction (should they choose to do some of their instruction "live) will occur.**

Communication Platforms

- **Email** - Infinite Campus parent email; student jdragonmail email accounts
- **Moodle** - serve as the starting point for students and the primary tool for sharing information, resources, posting links, etc.
- **MyHomework** - Teachers create a common description for all members of the PLC to post into assignments.
- **Zoom** - office hour; All sessions will be recorded
- **Google Site** - JMS specific site with weekly learning plans
- **Paper Packets** as needed

Grades 8 & 9
Approximate Time Frames for Learning
Including both Direct Instruction and Independent Practice

40-45 minutes two times per week	English Language Arts
40-45 minutes two times per week	Social Studies
40-45 minutes two times per week	Mathematics
40-45 minutes two times per week	Science
40-45 minutes two times per week	Electives & Related Arts will provide a range of activities that continue to support the current program
Friday	Staff Professional Learning

Each teacher will schedule and communicate twice-weekly Office Hours. Students can contact teachers directly during this time to make a connection or to ask for help and/or feedback on their learning. Students and parents can also send emails with questions outside of Office Hours and expect a response within 24 hours, Monday - Thursday.

Total Distance Learning Time: approximately 3-4 hours per day

The time in the table reflects approximately 15-20 minutes of recorded direct instruction for two lessons per week. The remaining learning time of approximately 20-25 minutes will be fulfilled with independent work time through teacher provided activities.

Grades 8 & 9 Sample JMS Voluntary Educational Experiences Schedules

Day	Core	Related Arts/Elective Courses	PRIDE
Monday	Language Arts & Science	PE/Financial Literacy/Choir/FCS/ Engineering/PLTW/Journalism	8th Grade - Purple, White, Gray Houses
Tuesday	Social Studies & Math & Foreign Language	Health/Art/Band/Woodworking/Business / Creative Writing	8th Grade - Black, Gold Houses
Wednesday	Language Arts & Science	PE/Financial Literacy/Choir/FCS/ Engineering/PLTW/Journalism	9th Grade - Purple, White, Gray Houses
Thursday	Social Studies & Math & Foreign Language	Health/Art/Band/Woodworking/Business Creative Writing	9th Grade - Black, Gold Houses
Friday	Staff Professional Learning		

Recorded/Live Direct Instruction & Weekly PRIDE Meeting Guidelines

- Recorded direct instruction will take place following the above schedule Monday - Thursday. Parents might expect a guest teacher for direct instruction if a classroom teacher is unable to record instruction due to unforeseen circumstances.
 - Must include a purpose statement/teaching point
 - Must be connected to the prioritized content found in the [Iowa Core Parent Guide to Expected Outcomes](#), prerequisite skills, and/or targeted skills remaining for the year.
 - Only one new learning target per video (20 minutes maximum for new learning)
- Communicate the links to the recorded direct instruction in advance - this will be communicated through the weekly continuous learning plans that are posted on the JMS Google Site.

Weekly PRIDE Meetings

- Live PRIDE Meetings should be no longer than 45 minutes
- [PRIDE Schedule Sign Up](#)
- Live PRIDE Meetings should be recorded and a link to the video communicated with students who are unable to attend by the end of the day using Moodle.
- The teacher should **end the meeting for all participants** at the conclusion of any Live Online learning session.

Johnston High School

Priorities

- Learning will be focused to maintain current skills and build knowledge around prioritized content in the [Iowa Core Parent Guide to Expected Outcomes](#) for core classes and end of year expectations for elective coursework.
- PLC teams will work together to determine essential outcomes addressed each week. [Weekly Continuous Learning Plans](#) will be posted to the [JHS Google site](#) on Friday.
- Students will have both live and/or recorded direct instruction and independent practice learning activities. These opportunities are provided Monday through Thursday, are entirely optional for students, and can be completed at the families' convenience.
- Feedback will be provided to students in various fashions. See page 11 for more details.
- The primary tools for communication between teachers, parents, and students will be the JHS Google Site, Google Classroom, Moodle, student email addresses, and parent provided email addresses.
- All teachers will provide two learning sessions, either recorded and/or live (direct instruction) per week that will be made available to students to watch at any time. A sample schedule to follow for families is listed below.
- Advisory classroom teachers will provide one weekly Live classroom meeting following this schedule to focus on student connections. Advisory classroom meetings will last no longer than 45 minutes. If a teacher is unable to participate due to unforeseen circumstances, the weekly classroom meeting will be canceled.
- All teachers will communicate two 30 minute sessions where they will be available to support students/parents during an "office hours" type format. This will occur between Monday-Thursday and/or Saturday. **This Form will be used for teachers to record their "Office Hours," as well as enter when their live instruction (should they choose to do some of their instruction "live") will occur.**

Communication Platforms

- **Email** (Infinite Campus parent email; student jdragonmail email accounts)
- **Moodle** - serve as the starting point for students and the primary tool for sharing information, resources, posting links, etc.
- **Zoom** - office hour; All sessions will be recorded
- **Google Site** - JHS specific site with weekly learning plans
- **Paper Packets** as needed

Grades 10, 11, 12 Approximate Time Frames for Learning Including both Recorded/Live Online Learning and Independent Practice

30-45 minutes twice a week	Each scheduled high school course
Friday	Staff Professional Learning

Each teacher will schedule and communicate twice-weekly Office Hours. Students can contact teachers directly during this time to make a connection or to ask for help and/or feedback on their learning. Students and parents can also send emails with questions outside of Office Hours and expect a response within 24 hours, Monday - Thursday.

Total Distance Learning Time: approximately 3.5-4 hours per day

Grades 10, 11, 12 Sample JHS Voluntary Educational Experiences Schedules

	M/W	T/TH	
1st Hour	✓		The schedule reflected in the table will include approximately 30-45 min of Recorded/Live Online learning and Independent Practice per week per class.
2nd Hour	✓		
3rd Hour	✓		
4th Hour	✓		
5th Hour		✓	
6th Hour		✓	
7th Hour		✓	
8th Hour		✓	

Recorded/Live Direct Instruction & Weekly Advisory Meeting Guidelines

- Recorded/live direct instruction will take place following the above schedule Monday - Thursday. Students might expect a guest teacher for direct instruction if a classroom teacher is unable to record instruction due to unforeseen circumstances.
 - Must include a purpose statement/teaching point
 - Must be connected to the prioritized content found in the [Iowa Core Parent Guide to Expected Outcomes](#), prerequisite skills, and/or targeted skills remaining for the year.
 - Only one new learning target per video (20 minutes maximum for new learning)
- Communicate the links to the recorded direct instruction and/or schedule for live instruction in advance - this will be communicated through the [Weekly Learning Plans](#) that are posted on the JHS Google Site.

Weekly Advisory Meetings

- Live Advisory Meetings should be no longer than 45 minutes in length.
- Live Advisory Meetings should be recorded and a link to the video communicated with students who are unable to attend by the end of the day using Moodle.
- The teacher should **end the meeting for all participants** at the conclusion of any Live Online learning session.

ELP - Elementary K-2nd

Priorities

- Learning will be mainly focused around supplemental and independent learning to maintain current skills and build knowledge beyond Core instruction.
- Elementary ELP team will work together to determine essential outcomes addressed each week. ELP team developed [weekly continuous learning](#) plans will be posted to each Elementary Building Google Site on Friday.
- Students will have both recorded direct instruction and independent projects. These opportunities are provided Monday through Thursday, are entirely optional for families, and can be completed at the families' convenience.
 - ELP teachers will provide recorded online learning sessions (direct instruction) that will be made available to students to watch at any time.
- Feedback will be provided to students in various fashions. See page 11 for more details.
- The primary tools for communication between teachers, families, and students will be the JCSD Continuous Learning Plan Google Site, Seesaw, Google Classroom, and parent provided email addresses through Infinite Campus messaging.
- ELP teachers will communicate one hour where they will be available to support students/parents during an "office hours" type format. Office hours will occur Monday-Thursday and/or Saturday.

Communication Platforms

- **Email** (Infinite Campus parent email)
- **Seesaw** (source of lesson and activity delivery)
- **Zoom** (office hours) All sessions will be recorded.
- **JCSD Continuous Learning Google Site** (source of weekly learning plans)
- **Paper Packets** (for identified families)

Kindergarten, First Grade, Second Grade

10-15 minutes twice per week	Recorded Direct Instruction based on Strength Area
10-15 minutes per day	Independent Supplemental Extensions

Additional Learning Options

Additional Learning Options are intended to provide ideas for families on how to keep your child's mind engaged with strength areas while they are away from school. These opportunities could be online but we also want to create space for offline work such as:

Reading aloud and independent reading; board/card games and challenges with math/strategy/critical thinking; puzzles; designing and building structures with legos, blocks or other available materials.

Total Learning Time: approximately 10-15 minutes per day

Recorded Direct Instruction & Weekly Class Meeting Guidelines

- Recorded weekly mini-lessons will take place for STEM and Humanities. ELP teachers will departmentalize the instruction. Parents should be aware that different teachers from the district may be guest instructors during the week.
 - Must include an “I can” statement/teaching point
 - Only one new learning target per video
- Communicate the links to the recorded direct instruction in advance - this will be communicated through Seesaw.

ELP - Elementary 3rd-5th

Priorities

- Learning will be mainly focused around supplemental and independent learning to maintain current skills and build knowledge beyond Core instruction.
- Elementary ELP team will work together to determine essential outcomes addressed each week. ELP team developed weekly continuous learning plans will be posted to the JCSD Continuous Learning Plan Google Site on Friday.
- Students will have both recorded direct instruction and independent projects. These opportunities are provided Monday through Thursday, are entirely optional for families, and can be completed at the families' convenience.
- ELP teachers will provide recorded online learning sessions (direct instruction) that will be made available to students to watch at any time.
- Feedback will be provided to students in various fashions. See page 11 for more details.
- The primary tools for communication between teachers, families, and students will be the JCSD Continuous Learning Plan Google Site, Seesaw, Google Classroom and parent provided email addresses through Infinite Campus messaging.
- ELP teachers will communicate a minimum of one hour where they will be available to support students/parents during an "office hours" type format. This will occur Monday-Thursday and/or Saturday.

Communication Platforms

- **Email** (Infinite Campus parent email)
- **Seesaw** (source of lesson and activity delivery)
- **Google Classroom** (source of lesson and activity delivery)
- **Zoom** (office hours) All sessions will be recorded.
- **Elementary Building Google Site** (source of weekly learning plans)
- **Paper Packets** (for identified families)

Third Grade, Fourth Grade, Fifth Grade

10-15 minutes twice per week

Recorded Direct Instruction

15-20 minutes twice per week

Independent Study Project work

Additional Learning Opportunities

Additional Learning Options are intended to provide ideas for families on how to keep your child's mind engaged with strength areas while they are away from school. These opportunities could be online but we also want to create space for offline work such as:

Reading aloud and independent reading; board/card games and challenges with math/strategy/critical thinking; puzzles; designing and building structures with legos, blocks or other available materials.

Total Learning Time: approximately 15 minutes per day

Recorded Direct Instruction & Weekly Class Meeting Guidelines

- Recorded weekly mini-lessons will take place for STEM and Humanities jointly. ELP teachers will departmentalize the instruction. Parents should be aware that different teachers from the district may be guest instructors during the week.
 - Must include an “I can” statement/teaching point
 - Only one new learning target per video
- Communicate the links to the recorded direct instruction in advance - this will be communicated through Seesaw or Google Classroom.

ELP - Secondary

Priorities

- Learning will be mainly focused around supplemental and independent learning to maintain current skills and build knowledge beyond Core instruction.
- PLC teams will work together to determine essential outcomes addressed each week.
- Students will have both recorded direct instruction and independent projects. These opportunities are provided Monday through Thursday, are entirely optional for families, and can be completed at the families' convenience.
- ELP teachers will provide recorded online learning sessions (direct instruction) that will be made available to students to watch at any time.
- Feedback will be provided to students in various fashions. See page 11 for more details.
- The primary tools for communication between teachers, families, and students will be the JCSD Continuous Learning Plan Building Google Sites, Moodle, and parent provided email addresses through Infinite Campus messaging.
- ELP teachers will communicate a minimum of two hours per week where they will be available to support students/parents during an "office hours" type format. This will occur Monday-Thursday and/or Saturday.

Communication Platforms

- **Email** (Infinite Campus parent email; student jdragonmail email accounts)
- **Moodle** - serve as the starting point for students and the primary tool for sharing information, resources, posting links, etc.
- **Zoom** - office hours
- **Google Site** - Building specific site with weekly learning plans
- **Packets** as needed

Approximate Time Frames for Learning - Including both Live Online Learning and Independent Practice

Secondary	
30 minutes per week	ELP teachers will provide a range of activities that continue to support the current program (recorded direct instruction)
30-45 minutes twice per week	Independent study project work

Total Distance Learning Time: approximately 30 minutes per day

The time in the table reflects approximately a total of 10-15 minutes of recorded direct instruction for one lesson per week. The remaining learning time of approximately 15-20 minutes will be fulfilled with independent work time through teacher provided activities.

ESOL Elementary

Priorities

- Learning will be mainly focused around prioritized [English Language Proficiency \(ELP\) standards](#) for students at Emerging and/or Emerging-Progressing language proficiency levels
- ESOL teachers should communicate regularly with subject or classroom teachers for whom they share students to ensure accommodations and modifications are being met. **Tips for Making Online Instruction Accessible to Diverse Learners**
- Students will have both online and off-line learning activities. These opportunities are provided Monday through Thursday, and are entirely optional for families.
 - Students will have both recorded direct instruction and independent practice. These opportunities are provided Monday through Thursday, are entirely optional for families, and can be completed at the families' convenience.
 - Classroom teachers will provide recorded online learning sessions (direct instruction) that will be made available to students to watch at any time.
 - Teachers will keep track of student engagement and can reach out via Talking Points or phone/email to offer support in connecting if needed.
 - Elementary ESOL PLC will collaborate to prepare grade-level [Weekly Learning Plans](#).
 - Direct Instruction will be sent out by ESOL teachers to students/parents
 - Plans will be sent out to students/parents on **Friday** containing independent practice opportunities for Mon -Thurs.
- Feedback will be provided to students in various fashions. See page 11 for more details.
- ESOL teachers that co-teach will meet/collaborate with classroom teacher(s) weekly for lesson planning and lesson execution as well as ensure accommodations and modifications are being met.
- The primary tools for communication between teachers and families will be SeeSaw, parent provided email addresses, and Talking Points with parent provided phone numbers. All ESOL teachers are set up as co-teachers in SeeSaw.
- ESOL teachers will provide one weekly live classroom meeting for each group to focus on student connections. These will be scheduled around the grade level classroom meetings as determined by buildings. If a teacher is unable to participate due to unforeseen circumstances, the weekly classroom meeting will be canceled.
- ESOL teachers will communicate a minimum of two 30 minute sessions a week where they will be available to support students/parents during an "office hours" type format. This will occur between Monday-Thursday and/or Saturday. **Teachers will record their "Office Hours," as well as enter when their live classroom meetings will occur on their building's form.**

Communication Platforms

- **Email** (Infinite Campus parent email)
- **Talking Points** (Infinite Campus parent phone number)
- **Seesaw** (main source of activity delivery)
- **Zoom** (weekly live lesson and office hour)
- **Packets** as needed (consistent across all elementary buildings)

Approximate Time Frames for Learning - Including both Recorded Online Learning and Independent Practice

ESOL Targeted English Instruction Grades K-5

Suggested Time Frames for Learning - Including both Recorded Direct Instruction and Independent Practice
Total Learning Time: approximately 15-20 minutes per day beyond core instruction

20-25 minutes once per week	Recorded Direct Targeted English Instruction (one per week per grade level)
10-15 minutes per day (Mon-Thurs)	Independent Practice

Independent Practice Guidance

To support learning for each day the child is NOT receiving their recorded direct instruction (10-15 minutes)

- Varied skill work balanced between the four domains (reading, writing, listening, speaking)
- Grade-level appropriate

Additional Learning Options

Additional Learning Options are intended to provide ideas for families on how to keep your child's mind engaged while they are away from school. These opportunities could be online but we also want to create space for offline work such as:

Reading aloud and independent reading; board/card games and challenges with math/strategy/critical thinking; puzzles; designing and building structures with legos, blocks or other available materials

Recorded Direct Instruction Guidelines

Recorded Direct Instruction

- Recorded direct instruction will be available to students each week
- Parents might expect a guest teacher for direct instruction if a classroom teacher is unable to record instruction.
 - Must include "I can" statement/teaching point
 - Must be connected to the [English Language Proficiency \(ELP\) standards](#)
 - Only one new learning target per video (20 minutes maximum recording for new learning)
- Communicate the links to the recorded direct instruction in advance - this will be communicated through the [Weekly Learning Plans](#) that are sent out each week by the ESOL teacher

Weekly Classroom Meetings

- Each ESOL pull out group meets one time for a Live Classroom Meeting during the week (Mon-Thurs)
- Weekly Live Classroom Meetings should be no longer than 30 minutes.
- ESOL teachers will develop a personal schedule of support for their groups that involves a consistent weekly live meeting time for students developed around building grade level schedules
- Live Classroom Meetings should be recorded and a link to the video communicated with students who are unable to attend by the end of the day
- The teacher should **end the meeting for all participants** at the conclusion of any Live Online learning session.

ESOL Targeted English Instruction - Grades 6-12

Priorities

- Learning will be mainly focused around prioritized [English Language Proficiency \(ELP\) standards](#) for students at Emerging and/or Emerging-Progressing language proficiency levels
- Students will have live and/or recorded direct instruction and independent practice. All live lessons will be recorded to be available for students that do not participate live. These opportunities are provided Monday through Thursday, and are entirely optional for students.
 - Live direct instruction will be recorded in Zoom and uploaded into Google Drive and shared with students. This will allow the instruction to be available for students to watch at any time. Each class period will receive two live/recorded lessons weekly.
 - Teachers will keep track of student engagement in live direct instruction and can reach out via Talking Points or phone/email to offer support in connecting if needed.
 - [Weekly Learning Plans](#) will be sent to parents/students on **Friday** containing independent practice opportunities for the following Mon -Thurs.
- Feedback will be provided to students in various fashions. See page 11 for more details.
- ESOL teachers that co-teach will meet/collaborate with classroom teacher(s) weekly for lesson planning and lesson execution as well as ensure accommodations and modifications are being met.
- The primary tools for communication between teachers, families, and students will be the Summit, JMS, and Google Site, Moodle, parent provided email addresses through Infinite Campus messaging, and Talking Points via parent provided phone numbers in Infinite Campus.
- ESOL Teachers will communicate a minimum of two 30 minute sessions per week where they will be available to support students/parents during an “office hours” type format. This will occur between Monday-Thursday and/or Saturday. **Teachers will record their “Office Hours,” as well as enter when their live classroom instruction will occur on their building’s form.**

Communication Platforms

- **Email** (Infinite Campus parent email; student jdragonmail email accounts)
- **Talking Points** (Infinite Campus parent phone number)
- **Zoom** - office hour
- **Google Site**
- **Paper Packets** as needed

ESOL Targeted English Instruction - Grades 6-12

Suggested Time Frames for Learning - Including both Live Direct Instruction and Independent Practice
Total Learning Time: approximately 20-25 minutes per day beyond core instruction

20-25 minutes 2 days per week	Live/Recorded Direct Instruction (2 lessons/week per class period)
15-20 minutes per day (Mon-Thurs)	Independent Practice

Independent Practice Guidance

To support learning for each day the child is NOT receiving their live direct instruction

- Varied skill work balanced between the four domains (reading, writing, listening, speaking)
- Grade-level appropriate

Additional Learning Options

Additional Learning Options are intended to provide ideas for families on how to keep your child’s mind engaged while they are away from school. These opportunities could be online but we also want to create space for offline work such as:

Reading aloud and independent reading; board/card games and challenges with math/strategy/critical thinking; puzzles; designing and building structures with legos, blocks or other available materials

Secondary ESOL Sample Live Online Learning Schedule

1st Hour	<p>ESOL teachers will develop a skill-based, targeted schedule of support for their class periods that involve two recorded direct instruction opportunities for students each week as well as additional learning opportunities.</p> <p>Teachers will communicate with skill-group students and their parents via email to share a consistent schedule for direct instruction and support.</p>
2nd Hour	
3rd Hour	
4th Hour	
5th Hour	
6th Hour	
7th Hour	
8th Hour	

Live/Recorded Direct Instruction Guidelines

Recorded Direct Instruction

- Each ESOL class period meets two times for a live lesson during the week (Mon-Thurs)
- Recorded direct instruction will be available to students each week
- Parents might expect a guest teacher for direct instruction if a classroom teacher is unable to record instruction.
 - Must include “I can” statement/teaching point
 - Must be connected to the [English Language Proficiency \(ELP\) standards](#)
 - Only one new learning target per video (20 minutes maximum recording for new learning)
- Communicate the links to the recorded direct instruction in advance - this will be communicated through the [Weekly Learning Plans](#) that are sent out each week by the ESOL teacher
- Live Classroom Instruction should be recorded and a link to the video communicated with students who are unable to attend by the end of the day
- The teacher should **end the meeting for all participants** at the conclusion of any Live Online learning session.

Reading Support - Grades K-5

Priorities

- Learning will be focused to maintain current literacy skills and build knowledge towards end of grade level guided reading expectations.
- Students will have both live direct instruction and independent practice. These opportunities are provided Monday through Thursday, are entirely optional for families, and can be completed at the families' convenience.
 - Live direct instruction will be recorded in Zoom and uploaded into Seesaw via a Google link. This will allow the instruction to be available for students to watch at any time. Each group will receive one live lesson weekly.
 - Independent practice will consist of a daily reading log. Students may share their reading log back with their reading support teacher through Seesaw.
- Feedback will be provided to students in various fashions. See page 11 for more details.
- The primary tools for communication between teachers and families will be Seesaw and parent provided email addresses. All reading support teachers are set up as co-teachers in Seesaw.
- Reading Support Teachers will communicate one hour where they will be available to support students/parents during an "office hours" type format. This will occur between Monday-Thursday and/or Saturday. Reading support teachers will record their "Office Hours" on their elementary building document to be shared with families on each building's Google site.

Communication Platforms

- **Email** Infinite Campus parent email
- **Seesaw** main source of recorded lesson delivery and independent practice check-in
- **Zoom** weekly live lessons and office hour; All sessions will be recorded
- **Paper Packets** as needed
- **Elementary Building Google Site** - source of teacher office hour information and grade level learning opportunities

Reading Support K-5

Suggested Time Frames for Learning - Including both Live Direct Instruction and Independent Practice
Total Learning Time: approximately 15-20 minutes per day beyond core instruction

20-25 minutes per week	Live Direct Reading Support Instruction
15 minutes per day (Mon-Thurs)	Independent Reading Practice

Independent Practice Guidance

To support continued literacy learning each day NOT in live instruction

- Independent Reading (15 minutes per day)
 - Students will keep a reading log to share with their reading support teacher

Elementary Sample Live Direct Instruction Schedule

Monday	Tuesday	Wednesday	Thursday	Live Recorded Online Learning (Direct Instruction) Guidelines
Group 1	Group 4	Group 7	Group 10	<ul style="list-style-type: none"> ● Each reading support group meets one time for a live lesson during the week (Mon-Thur). ● Live Online learning should be recorded and a link to the video communicated with students who are unable to attend via Seesaw. ● Reading Support teachers will develop a personal schedule of support for their groups that involves a consistent weekly “live” lesson time for families. Group times will be communicated to families through email. ● The teacher should end the meeting for all participants at the conclusion of the Live Online learning session. ● Communicate the link to your live direct instruction session in advance. ● Live Online learning should start and end on time.
Group 2	Group 5	Group 8	Group 11	
Group 3	Group 6	Group 9	Group 12	

Reading & Math Support - Grades 6-9

Priorities

- Learning will be focused to maintain current literacy and math skills and build knowledge towards end of grade level expectations as outlined in the [Iowa Core Parent Guide to Expected Outcomes](#).
- Students will have both recorded direct instruction and independent practice learning activities. These opportunities will be provided Monday through Thursday, are entirely optional for students, and can be completed at the families' convenience.
- Weekly [online learning plans](#) for the following week will be shared with parents/students via email on Friday.
- Feedback will be provided to students in various fashions. See page 11 for more details.
- The primary tools for communication between teachers, families, and students will be Moodle and parent-provided email addresses through Infinite Campus messaging. Packets will be provided as needed.
- Reading/Math Support Teachers will communicate two 30-minute time periods when they will be available to support students/parents during an "office hours" type format. This will occur between Monday-Thursday and/or Saturday. Reading and math support teachers will record their "Office Hours" on their building "office hours" document to be shared with families on each building's Google site.

Communication Platforms

- **Email** (Infinite Campus parent email; student jdragonmail email accounts)

- **Moodle** - serve as the starting point for students and the primary tool for sharing information, resources, posting links, etc.
- **MyHomework** - option for grades 8-9
- **Zoom** - Live instruction (if applicable) and office hours; all sessions will be recorded.
- **SMS/JMS Google Site** - location of office hours and core/elective/related arts instructional opportunities
- **Paper Packets** as needed

Reading & Math Support - Grades 6-9

Suggested Time Frames for Learning - Including both Live Direct Instruction and Independent Practice

Total Learning Time: approximately 20-25 minutes per day beyond core instruction

20-25 minutes 2 days per week

Live/Recorded Direct Instruction & Independent Practice

15-20 minutes per day

Additional Learning Opportunities

Independent Practice Guidance

To support learning for each day the child is NOT receiving their live direct instruction

- Reading
 - Independent Reading (15 minutes per day)
 - Skill Work Practice Opportunities (5 minutes per day)
- Math
 - Skill Work Practice Opportunities (15 minutes per day)

Middle School Reading/Math Support Sample Live Online Learning Schedule

1st Hour	Reading & Math Support teachers will develop a skill-based, targeted schedule of support for their class periods that involve two recorded direct instruction opportunities for students each week as well as additional learning opportunities. Teachers will communicate with skill-group students and their parents via email to share a consistent schedule for direct instruction and support.
2nd Hour	
3rd Hour	
4th Hour	
5th Hour	
6th Hour	
7th Hour	
8th Hour	

Professional Learning

Priorities

- Professional Learning will be offered with a focus on digital learning tools and distance learning teaching strategies
 - Digital Learning Tools: Communication tools, Digital Etiquette, Video Conferencing, Content Delivery, and other specific technology topics
 - Tips for Distance Learning Teaching and Distance Learning Student Experiences
- Focused Professional Learning will be available for teachers on priority skill topics
 - Teacher Technology Skills Checklist (Elementary - Secondary)
 - Teacher self assessment of technology skills
 - 2-step Professional Learning process
 - Teachers view Video Step Tutorials
 - Additional support with Open Tech Office Hours
- A menu of instructional technology learning is available for teachers to access at any time
 - [JCSD Virtual Tech PL Site](#) ----- [PL Tech Extended Menu](#)
 - District Digital Learning Environment Team members are posting tutorial videos, step guide documents
 - Additional learning resources are being planned and added for future teacher learning
- Teachers may request specific professional learning from Digital Learning Environment Support Team members - these could be individual, PLC, or small group learning sessions
 - [DLE Tech Support Team](#) - lists specialties, contact information
- Professional Learning topics will also be determined by building CIP goals and continued topics
 - Coordinated and led by building principals and staff

Professional Learning Options	
Required Learning April 13-17	Video Conferencing: Zoom Meeting management options, Hosting techTips, Etiquette
Priority Learning April 13-17	Parent/Student Communication: Infinite Campus Messenger, Moodle News Forums, Seesaw Posting Google Suite Document Sharing: Setting privileges on files Weekly Learning Plans: editing, posting/uploading Instructional Videos: recording, posting Tips for Making Online Instruction Accessible to Diverse Learners Tips for Distance Learning Experiences
Continued PL - Tech Skills	Video tutorials, step guides, Tech Support Open Office Hours Resource Site: JCSD Virtual Tech PL Site
Tech Support Team	Individual, PLC or small group learning available Email a DLE Tech Support Team member to set up a time
Building Designated Times & Topics	TBD by buildings

Special Education

Priorities

- Learning will be mainly focused around literacy and math to maintain current skills and build knowledge around prioritized content in the [Iowa Core Parent Guide to Expected Outcomes](#).
- Special Education teachers will communicate regularly with subject or classroom teachers for whom they share students to ensure accommodations and modifications are being met. **Tips for Making Online Instruction Accessible to Diverse Learners**
- Special Education teachers that co-teach will meet/collaborate with classroom teacher/s weekly for lesson planning and lesson execution as well as ensure accommodations and modifications are being met.
- Students will have live and/or recorded direct instruction and independent practice that will focus on the student's IEP goals. All live lessons will be recorded to be available for students that do not participate live. These opportunities are provided Monday through Thursday, and are entirely optional for students.
- Special education teachers will plan with other special education teachers to create activities and lessons. [Weekly Learning Plans](#) will be communicated to parents on Friday.
- Feedback will be provided to students in various fashions. See page 11 for more details.
- Teachers will utilize the communication platforms identified in their buildings.
- Special Education teachers will provide recorded online learning sessions or live instruction that is recorded (direct instruction) that will be made available to students to watch at any time.
- If your students are participating in a general education weekly classroom meeting (basecamp, PRIDE, Advisory), try to join at least one a week. Co-teachers are expected to join with the classroom they support.
- If your students are not participating in a general education weekly classroom meeting, you must provide one live zoom meeting a week to focus on student connections. If a teacher is unable to participate due to unforeseen circumstances, the weekly classroom meeting will be canceled.
- All teachers will communicate one hour (or two 30-minute) where they will be available to support students/parents during an "office hours" type format. This will occur between Monday-Thursday and/or Saturday. **This Form will be used for teachers to record their "Office Hours," as well as enter when their live instruction (should they choose to do some of their instruction "live) will occur.**

Communication Platforms

- **Email** Infinite Campus parent email
- **Seesaw, Elementary** source of lesson and activity delivery
- **Zoom** (weekly meeting and office hour); All sessions will be recorded
- **Moodle, Secondary** - serve as the starting point for students and the primary tool for sharing information, resources, posting links, etc.
- **myHomework App** - JMS only
- **Google Site**
- **PaperPackets** as needed

Special Education
Suggested Time Frames for Learning
Including both Recorded Direct Instruction and Independent Practice
 For each IEP goal area

20-25 minutes 1 time per week for direct instruction for reading goal 20-25 minutes 1 time per week for direct instruction for math goal 15-20 minutes 1 time per week for direct instruction for writing goal 15-20 minutes 1 time per week for direct instruction for behavior goal 10-15 minutes per day (Mon-Thur) Independent Practice for each goal area	DK-12 Supplemental Instruction in addition to core delivered in general education setting
15 minutes per day for direct instruction for reading goal elementary 15 minutes per day for direct instruction for math goal elementary 20 minutes per day for direct instruction for reading goal secondary 20 minutes per day for direct instruction for math goal secondary 20 minutes two times per week for direct instruction for goal writing 20 minutes two times per week for direct instruction for goal behavior 10-15 minutes per day (Mon-Thur) Independent Practice for each goal area	DK-12 Total Core instruction in Special Education- Not on alternate assessment
10 minutes per day for direct instruction for reading goal elementary 10 minutes per day for direct instruction for math goal elementary 15 minutes per day for direct instruction for reading goal secondary 15 minutes per day for direct instruction for math goal secondary 10 minutes two times per week for direct instruction for writing goal 10 minutes two times per week for direct instruction for behavior goal 10 minutes per day (Mon-Thur) Independent Practice for each goal area	DK-12 Total Core instruction in Special Education- alternate assessment week
20 minutes per week.	DK-12 Students in group homes and ChildServe
10-15 minutes 1 time per week for direct instruction for reading goal 10-15 minutes 1 time per week for direct instruction for math goal 10 minutes 1 time per week for direct instruction for writing goal 10 minutes 1 time per week for direct instruction for behavior goal 5-10 minutes per day (Mon-Thur) Independent Practice for each goal area	Preschool

Additional Learning Options

Additional Learning Options are intended to provide ideas for families on how to keep your child's mind engaged while they are away from school. These opportunities could be online but we also want to create space for offline work such as:

Reading aloud and independent reading; board/card games and challenges with math/strategy/critical

Recorded Direct Instruction Guidelines

Recorded Direct Instruction

- Recorded direct instruction will be available to students following the above schedule Monday - Thursday. Parents might expect a guest teacher for direct instruction if a classroom teacher is unable to record instruction. Parents should be aware that different teachers may be guest instructors during the week.
 - Must include "I can" statement/teaching point
 - Must be connected to the prioritized content found in the [Iowa Core Parent Guide to Expected Outcomes](#), prerequisite skills, and/or targeted skills remaining for the year.
 - Only one new learning target per video (20 minutes maximum recording for new learning)
- Communicate the links to the recorded direct instruction in advance - this will be communicated through the [Weekly Learning Plans](#) that are posted on the Summit Google Site. The learning plan template is embedded on each content area's Google Site learning plan page.

Weekly Classroom Meetings (If provided in accordance with Priorities listed above.)

- Weekly live Classroom Meetings should be no longer than 30 minutes.
- Live Classroom Meetings should be recorded and a link to the video communicated with students who are unable to attend by the end of the day using Moodle.
- The teacher should **end the meeting for all participants** at the conclusion of any Live Online learning session.