BCPS Continuity of Learning Plan  
*Updated April 24, 2020*

Learning materials for preschool through high school are available on the [Student Learning Resources webpage](#).

**Overall plan of delivery**

Baltimore County Public Schools is offering a print and digital pathway to remote learning that is differentiated by Preschool, Grades K–5 and Grades 6-12. There is alignment between the print and digital resources based on essential learning objectives anchored in the content and course standards. Additionally, BCPS-TV is broadcasting supplemental resources that are aligned to the learning objectives. Scheduled programming is available in the [BCPS-TV Continuity of Learning schedule](#).

---

**Contents**

**BCPS Continuity of Learning Plan**

- Phase I: March 16 – 27, 2020 ................................................................. 3
- Phase II: March 30 – April 24, 2020 ....................................................... 3
- Phase III: Beginning April 27, 2020 ........................................................ 5
  - Preschool ................................................................................................. 5
  - Grades K – 5 .......................................................................................... 6
  - Grades 6 – 12 ......................................................................................... 7
- Specialized Services .................................................................................. 8
  - Students receiving Special Education services ...................................... 8
  - Students receiving ESOL services (English for Speakers of Other Languages) ............... 9
  - Students receiving Advanced Academic Services .................................... 10
  - Students experiencing homelessness ....................................................... 10
- Roles and Responsibilities ......................................................................... 11
  - Central Office Administrators ................................................................ 11
  - Principals .............................................................................................. 11
  - Teachers .............................................................................................. 12
  - ESOL Teachers .................................................................................... 13
  - Students ............................................................................................. 13
  - Parents ............................................................................................... 13
Sample Teacher Schedules .................................................................................................................. 14
Elementary Teacher Sample Schedule ............................................................................................... 14
Middle and High School Teacher Sample Schedule ........................................................................... 15
Typical Student Week/Day ..................................................................................................................... 16
Elementary students in Preschool ....................................................................................................... 16
Elementary students Grades K-5 ........................................................................................................... 16
Sample Suggested Student Schedule—Grades K-5 ........................................................................... 17
Students in Grades 6-12 ....................................................................................................................... 18
Sample Suggested Student Schedules—Grades 6-12......................................................................... 19
Attendance/Engagement ......................................................................................................................... 21
Progress Monitoring ............................................................................................................................. 21
Grading and Reporting .......................................................................................................................... 21
Resources .............................................................................................................................................. 21
Phase I: March 16 – 27, 2020

- Schools and offices are closed. Essential staff are working from home.
- Print and digital materials designed for practice, reinforcement, and enrichment are available for preschool through high school to cover March 16 through April 3.

Phase II: March 30 – April 24, 2020

- Students may still access materials online, via the Student Learning Resources website or Schoology, designed for practice, reinforcement, and enrichment.

Professional Learning
- BCPS staff are working from home to participate in professional development and to plan and to prepare for remote learning that will cover April 6 through 24.

Starting April 6, 2020 – Schools reopen for remote learning

PreK – Grade 2
- Print materials will be available in three-week learning cycles. All materials will be printed and mailed to students’ homes. Additionally, the print materials will be available on the web site in printable form.
- Students will have an opportunity to participate in weekly online class meetings.
- Students will have opportunities to demonstrate their new learning based on curriculum goals.

Grades 3 – 5 - Starting April 6, 2020
- Each week, students will be exposed to new curriculum goals.
- Students will have an opportunity to participate in weekly online class meetings.
- Students will have opportunities to demonstrate their learning based on curriculum goals.
- Due to the Governor’s most recent order on March 30, 2020, Baltimore County Public Schools is working through a revised plan to provide students with devices, as requested through the online survey, in compliance with that order. Consequently, the first three weeks of learning for students will use printed materials. Those materials will be mailed to students’ homes.
Grades 6 – 12 - Starting April 6, 2020

- Each week, students will be exposed to new curriculum goals.
- Students will have an opportunity to participate in one class meeting per class per week with their teachers as scheduled by the teacher.
- Students will have opportunities to demonstrate their learning based on curriculum goals.

Remote Learning

- New eLearning lessons posted each week to complete during that week.
  - Two new lessons per course will be shared on Monday.
  - Students will self-pace through learning.
  - Assignments for feedback will be submitted by your student through Schoology by Friday.
- For students without internet access, a way to request materials will be provided.
Phase III: Beginning April 27, 2020

Preschool

- Print materials will be available in three-week learning cycles. All materials will be printed and mailed to students’ homes. Additionally, the print materials will be available on the web site in printable form.
- Print materials will provide the following lessons: 2 English Language Arts, 2 Math, One Content lesson (Science, Social Studies, or Health) on rotation and Four Special Area lessons; one per special area class (Art, Music, Physical Education, Library).
- Students will have an opportunity to participate in daily learning opportunities through virtual class meetings.
- Teachers will be provided with professional learning and models for these daily learning opportunities that outline expectations for class meeting times to include:
  - Social Emotional Check Ins
  - Direct Teaching (Modeling Instruction/Explaining Content/Clarifying Misconceptions)
  - Closure (Q&A, Sharing Student Work)
- Teachers will offer the opportunity for flexible small group instruction during teacher’s designated office hours.
- Students will have opportunities to demonstrate their new learning based on curriculum goals.
Grades K – 5

- Each week, students will be exposed to new curriculum goals.
- Teachers will work with families of students in Grades K-2 to provide a device to students in need of one. Devices will be mailed directly to students’ homes.
- Students will have an opportunity to participate in daily learning opportunities through virtual class meetings.
- Teachers will be provided with professional learning and models for these daily learning opportunities that outline expectations for class meeting times to include:
  - Social Emotional Check-Ins
  - Direct Teaching (Modeling Instruction/Explaining Content/Clarifying Misconceptions)
  - Closure (Q&A, Sharing Student Work)
- Teachers will offer the opportunity for flexible small group instruction during teacher’s designated office hours.
- Students will have opportunities to demonstrate their new learning based on curriculum goals.

### Options for Students in Grades K-5

<table>
<thead>
<tr>
<th>Print Pathway (Students without digital access)</th>
<th>Digital Pathway (Students with digital access)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Print materials (three weeks at a time) will be posted on the website and in Schoology.</td>
<td>• New eLearning lessons posted each week to complete during that week as follows:</td>
</tr>
<tr>
<td>• For students without internet access, a way to request materials will be provided.</td>
<td>- Two English Language Arts lessons</td>
</tr>
<tr>
<td></td>
<td>- Two Math lessons</td>
</tr>
<tr>
<td></td>
<td>- One Content lesson (Science, Social Studies, or Health) on rotation</td>
</tr>
<tr>
<td></td>
<td>- Four Special Area lessons; one per special area class (Art, Music, Physical Education, Library)</td>
</tr>
<tr>
<td></td>
<td>- One Read-Aloud lesson</td>
</tr>
</tbody>
</table>
Grades 6 – 12

- Each week, students will be exposed to new curriculum goals.
- Students will have an opportunity to participate in a minimum of one class meeting per class per week with their teachers as scheduled by the teacher.
- Teachers will be provided with professional learning and models for these daily learning opportunities that outline expectations for class meeting times to include:
  - Social Emotional Check-Ins
  - Direct Teaching (Modeling Instruction/Explaining Content/Clarifying Misconceptions)
  - Closure (Q&A, Sharing Student Work)
- Teachers will offer the opportunity for flexible small group instruction during teacher’s designated office hours.
- Students will have opportunities to demonstrate their learning based on curriculum goals.

Remote Learning

- New eLearning lessons posted each week to complete during that week.
  - Two new lessons per course will be shared on Monday.
  - Students will self-pace through learning.
  - Assignments for feedback will be submitted by your student through Schoology by Sunday.
- For students without internet access, a way to request materials will be provided.
Specialized Services

Students receiving Special Education services

- **Overall service process**
  - Special educators will contact each family and work with parents in amending IEP based on remote learning context
  - Weekly parent contact is recommended for all families
  - IEP teams may continue to be held depending on the availability of data for required documents and at parent’s request
  - IEP teams will reconvene when school returns to determine impact on student progress

- **For services that are typically provided within the inclusion setting**
  - Special educators will collaborate with the general educator in differentiating materials, providing supplementary materials, and for all other supports based on the amended IEP
  - Special educators may provide parallel lesson or small group lesson implemented through recorded or face-to-face lesson with students based on the amended IEP

- **For services that are typically provided outside of general education**
  - Special educators may provide 1-2 video recorded or face-to-face video intervention lessons per week based on the amended IEP
  - Special educators may provide 1 session of supplemental intervention-related work based on the amended IEP

Find more information about [Special Education services](#).
Students receiving ESOL services (English for Speakers of Other Languages)

- Overall print materials and online lessons are available for the following:
  - Elementary School Students – Newcomer, Elementary 1-5, Kindergarten
  - Middle School Students – ESOL I, ESOL II, ESOL III, Literacy for English Learners
  - High School Students– Newcomer, ESOL I, ESOL II, ESOL III, ESOL IV, American Culture, ESOL Math

- Co-Teaching Support
  - ESOL teachers who are co-teachers or provide push in support during regular instruction will collaborate with the general educator to provide additional support.

- BCPS-TV Lessons
  - Elementary Newcomer
  - Secondary Newcomer

- Communication resources for students and parents
  - Translating official communications into up to 8 languages
  - Updating website with Spanish page, Chinese page, etc.
  - Developed support documents for parents with limited English to access BCPS One, Schoology, and Google Meets: How to Communicate with your Teacher or School (In 8 languages); How to Communicate with Families Who Speak Limited English
  - Voicemail Lines for Spanish, Chinese, Russian, and Urdu
  - FAQs on Remote Learning Readiness for EL Parents (in 8 languages)
  - Ongoing Training to Support Video Remote Interpreting (VRI)

(All interpreters are available as Over-the-Phone. We’re expanding the list of VRI-ready interpreters.)
Students receiving Advanced Academic Services

- Elementary Students have access to:
  - Enrichment menus are available for K-5 in the print pathway
  - Differentiated digital content is available for 3-5
  - Advanced 4 Mathematics

- Secondary Students have access to:
  - Middle School & High School GT ELA
  - Middle School & High School GT Science

Students experiencing homelessness

- Wi-Fi Hotspots will be made available to families experiencing homelessness and in need of internet access.
- A Caregiver Resource Sheet, including contact information for continuum of care support services, is available online in English and Spanish and was included in the Continuity of Learning packets shipped to families.
- Using email communications and the Google Meets platform, the Homeless Program High School Mentors continue to provide direct assistance to students experiencing homelessness in support of college and career preparations/plans.
- BCPS continues to collaborate with Baltimore County Government and nonprofit organizations to support families experiencing homelessness with access to food, shelter and safety.
- Pupil Personnel Workers flag newly identified students experiencing homelessness for conditional enrollment and offer families information to access the BCPS Continuity of Learning resources and materials.
- Pupil Personnel Workers are continuously contacting and responding to families in order to determine necessary supports and offer resources.
Roles and Responsibilities

Central Office Administrators

- Develop and provide curricular, instructional, social-emotional, and professional learning resources and support
- Support and provide human resources, business services, communication services and research and accountability services
- Community Superintendents will serve as liaisons between schools and central services
- Establish systems and structures to support virtual school-based leadership

Principals

- Ensure communication to all families is consistent between and among teachers
- As appropriate, use established communication vehicles to keep parents and students abreast of system and school messages
- Communicate teacher and staff “office hours” to families
- Monitor email and respond promptly
- Establish a predictable schedule for faculty and school-based instructional team meetings
- Monitor feedback being provided to students through Schoology
Teachers

- All certified faculty and staff
  - Monitor email and respond promptly
  - Hold “office hours” for a total of 2 hours per day to be available to students and families
  - Participate in on-going virtual professional learning as directed
  - Use Google Hangout Meet to facilitate class meetings with students

- Preschool Teachers
  - Monitor Schoology regularly for curricular updates
  - Communicate weekly with families
  - Hold daily class meetings using Google Hangout Meet

- Grades K-5 and Special Area Teachers
  - Use curricular resources with students accessing Schoology
  - Grades K-5
    - Assign 5 mini-lessons per week
      - Two ELA
      - Two Math
      - One Science/ Social Studies/ Health (rotating each week)
  - Special Areas
    - Assign one mini-lesson per week per grade level per week
  - Hold daily class meetings using Google Hangout Meet
  - All assignments should be posted on Monday morning
  - Provide feedback on student work at least once per week

- Grades 6-12
  - Use curricular resources with students accessing Schoology
  - Assign two-mini lessons per content per week
  - Hold weekly class meetings using Google Hangout Meet
  - All assignments should be posted on Monday morning
  - Provide feedback on student work at least once per week

- Special Education Teachers
  - Maintain communication with families regularly
  - Provide direct instruction, as appropriate, through video conferencing
  - Collaborate with the general educator, as appropriate
  - Plan instruction as it aligns to content standards and IEP goals and objectives
  - Case management services will continue through phone calls or video conferencing with families
  - Special educators and related service providers are required to document services during this time.
  - IEP Teams will use telephone or video conferencing based on mutual decision and availability for regularly scheduled or parent requested IEP team meetings
ESOL Teachers

- Maintain communication with all families regularly
- Will provide direct instruction, as appropriate through video conferencing
- Will collaborate with general educators, as appropriate, to provide support to English Learners

Students

- Complete assigned tasks each week for each class, either in paper/pencil format or through Schoology
- Submit Schoology assignments through Schoology
- Take pictures or scans of completed paperwork and email to the teacher for feedback
- Attend daily teacher class meetings
- Reach out for support from your teachers during their office hours

Parents

- Access the BCPS website and/or Schoology for resources as needed
- Support students in finding a place and time to complete assignments and submitting work for feedback and scoring
- Support students in participating in class meetings
- Contact teachers during office hours as needed to support student success
Sample Teacher Schedules

Elementary Teacher Sample Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 8:30 – 9     | Respond to emails from school leadership, parents, and colleagues  
|              | Prepare materials for Class Meeting                           
|              | Contact individual students as needed                         |
| 9 – 10       | **Class Meeting**                                             |
|              | • SEL Check In                                                |
|              | • Direct Instruction (Model a strategy, clarify misconceptions,|
|              | • Explain assignments)                                        |
|              | • Class Discussion (Q&A)                                      |
|              | • Closure (Students share)                                    |
| 10 – 11:30   | **Prepare Remote Learning Lesson***                           |
|              | • Outcomes, Think About It, Learn About It, Try It, Assessment|
|              | • Record demonstration video or explanation                   |
|              | • Post anchor charts and additional resources                  |
| 11:30 – 1    | Lunch and Planning                                            |
| 1 – 2        | **Office Hours**                                              |
| 2 – 3        | • Provide small group instruction (rotate content as needed)  |
|              | • Conference with individual students and families             |
|              | • Answer questions, clarify expectations                       |
| 3 – 3:30     | **Grading and Reporting**                                     |
|              | • Review student submissions and provide narrative feedback    |

*Teachers will also use this time to participate in virtual professional learning, team meetings, department meetings and collaborative planning*
## Middle and High School Teacher Sample Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8:30 – 9</strong></td>
<td>Respond to emails from school leadership, parents, and colleagues</td>
</tr>
<tr>
<td></td>
<td>Prepare materials for Class Meetings</td>
</tr>
<tr>
<td></td>
<td>Contact individual students as needed</td>
</tr>
<tr>
<td><strong>9 – 9:30</strong></td>
<td>Class Meeting #1</td>
</tr>
<tr>
<td></td>
<td>• SEL Check In</td>
</tr>
<tr>
<td></td>
<td>• Direct Instruction (Model a strategy, clarify misconceptions,</td>
</tr>
<tr>
<td></td>
<td>Explain assignments)</td>
</tr>
<tr>
<td></td>
<td>• Class Discussion (Q&amp;A)</td>
</tr>
<tr>
<td></td>
<td>• Closure (Students share)</td>
</tr>
<tr>
<td><strong>9:30 – 11</strong></td>
<td>Prepare Remote Learning Lesson*</td>
</tr>
<tr>
<td></td>
<td>• Outcomes, Think About It, Learn About It, Try It, Assessment</td>
</tr>
<tr>
<td></td>
<td>• Record demonstration video or explanation</td>
</tr>
<tr>
<td></td>
<td>• Post anchor charts and additional resources</td>
</tr>
<tr>
<td><strong>11 – 11:30</strong></td>
<td>Class Meeting #2</td>
</tr>
<tr>
<td></td>
<td>• SEL Check In</td>
</tr>
<tr>
<td></td>
<td>• Direct Instruction (Model a strategy, clarify misconceptions,</td>
</tr>
<tr>
<td></td>
<td>Explain assignments)</td>
</tr>
<tr>
<td></td>
<td>• Class Discussion (Q&amp;A)</td>
</tr>
<tr>
<td></td>
<td>• Closure (Students share)</td>
</tr>
<tr>
<td><strong>11:30 – 1</strong></td>
<td>Lunch and Planning</td>
</tr>
<tr>
<td><strong>1 – 2</strong></td>
<td>Office Hours</td>
</tr>
<tr>
<td><strong>2 – 3</strong></td>
<td>• Provide small group instruction (rotate content as needed)</td>
</tr>
<tr>
<td></td>
<td>• Conference with individual students and families</td>
</tr>
<tr>
<td></td>
<td>• Answer questions, clarify expectations</td>
</tr>
<tr>
<td><strong>3 – 3:30</strong></td>
<td>Grading and Reporting</td>
</tr>
<tr>
<td></td>
<td>• Review student submissions and provide narrative feedback</td>
</tr>
</tbody>
</table>

*Teachers will also use this time to participate in virtual professional learning, team meetings, department meetings and collaborative planning.*
Typical Student Week/Day

The BCPS remote learning approach allows flexibility for students and families in working to complete assignments not just daily but across the week as well.

Elementary students in Preschool

Students in these grades are provided instructional resources in print packet format. Students and parents have daily flexibility in working through these resources based on the household schedule.

Additionally, these students will have:
- A class meeting that is scheduled can be accessed through telephone or Schoology
- Teacher support that is available during teacher office hours to address individual needs also assessable by telephone or Schoology

Elementary students Grades K-5

Each week, elementary students will have:

Students have daily flexibility in working through content lessons, participating in class meetings and accessing one-on-one support to complete assignments.

A sample week schedule is provided below for parents to consider as a resource in developing and or establishing a schedule for their student at home.

Recommended Daily Activities:
- Complete one content lesson for ELA, Math, Content (Science, Health or Social Studies)
  - Support materials include lesson demonstration videos, discussions, anchor charts, etc.
- Complete one Special Area lesson each day (Art, Music, Library, PE Health, Exploratory Music, Passport*)
- Dreambox (20-25 minutes each day; 6-8 lessons per week)
- Independent Choice Reading (30 minutes daily)
- Complete one Enrichment Menu or ELA Choice Menu writing activity daily (20-30 minutes daily)
- Virtual Class Meeting (Daily)
Sample Suggested Student Schedule—Grades K-5

Note: The sample suggested schedule below for Grades K-5 was developed to help students and families plan their day to meet the outlined expectations. Parents and caregivers are encouraged to develop a schedule that makes sense for their child and can use the schedule template provided. Older students may want to help create the schedule and make decisions about which activities to complete each day.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>Content Lesson (ELA, Math, Science, Social Studies or Health)</td>
</tr>
<tr>
<td>9:45</td>
<td>Movement Break</td>
</tr>
<tr>
<td>10:00</td>
<td>Dreambox 1-2 lessons per day</td>
</tr>
<tr>
<td>10:30</td>
<td>Independent Choice reading (Books, eBooks, Magazines)</td>
</tr>
<tr>
<td>11:00</td>
<td>Enrichment Menu/ELA Choice Menu Writing</td>
</tr>
<tr>
<td>11:30</td>
<td>Break and Movement</td>
</tr>
<tr>
<td>12:30</td>
<td>Special Area Lesson (Visual Arts, Music, Library, PE, Exploratory Music or Passport*)</td>
</tr>
<tr>
<td>1:15</td>
<td>Movement Break</td>
</tr>
<tr>
<td>1:45</td>
<td>Work Time  Use this time to finish any of the day’s assignments</td>
</tr>
<tr>
<td>2:15</td>
<td>Offline Free Choice Activity (games, puzzles, crafts, creative play)</td>
</tr>
</tbody>
</table>

*Virtual Class Time – Daily

Parents and caregivers should work with their student to develop a schedule that works for their family using the template and considerations outlined below:

- Begin by scheduling class meeting times as outlined by each teacher.
- Schedule work times for completing each assignment throughout the week.
- Be sure to schedule movement breaks throughout the day.
Students in Grades 6-12

Each week, secondary students will have:

Students have daily flexibility in working through content lessons, participating in class meeting and accessing one-on-one support to complete assignments.

A sample week schedule is provided below for parents to consider as a resource in developing and or establishing a schedule for their student at home.

Weekly Expectations:

- 90 minutes to two hours of new learning opportunities per course each week
  - Two new lessons (25-30 minutes each) posted per course each Monday
  - Additional work time for students to complete assignments and submit by Friday each week
- Weekly virtual class check-ins via Google Meets* (Google Meets are a minimum of 30 minutes each week)
- Daily independent choice reading and writing
- Time will be scheduled each week for additional services include ESOL, special education and counseling as needed
Note: The sample suggested schedules below for Grades 6-12 were developed to help students and families plan their day to meet the outlined expectations. Parents and caregivers are encouraged to develop a schedule that makes sense for their child and can use the schedule templates provided. Older students may want to help create the schedule and make decisions about which activities to complete each day.

### Monday

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:45 – 9:15</td>
<td>Review Weekly Assignments and Expectations</td>
</tr>
</tbody>
</table>
| 9:15 – 11:30 | Work Time  
  • Lesson 1 (1A)  
  • Lesson 1 (2A)   |
| 11:30 – 12:15 | Lunch and Movement Break                      |
| 12:15 – 1:45 | Work Time  
  • Lesson 1 (3A)  
  • Lesson 1 (4A)   |
| 1:45 – 2:30 | Independent Choice Reading and Writing        |

### Tuesday

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 8:45 – 9:15 | Work Time  
  • Lesson 1 (1B)   |
| 9:15 – 10 | Virtual Class Meeting 1A*                    |
| 10 – 10:45| Virtual Class Meeting 2A*                    |
| 10:45 – 11:30 | Work Time  
  • Lesson 1 (2B)   |
| 11:30 – 12:15 | Lunch and Movement Break                      |
| 12:15 – 1 | Virtual Class Meeting 3A*                    |
| 1 – 1:45 | Virtual Class Meeting 4A*                    |
| 1:45 – 2:30 | Independent Choice Reading and Writing        |
# Wednesday

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:45 – 9:15</td>
<td>Work Time</td>
</tr>
<tr>
<td></td>
<td>• Lesson 1 (3B)</td>
</tr>
<tr>
<td>9:15 – 10</td>
<td>Virtual Class Meeting 1B*</td>
</tr>
<tr>
<td>10 – 10:45</td>
<td>Virtual Class Meeting 2B*</td>
</tr>
<tr>
<td>10:45 – 11:30</td>
<td>Work Time</td>
</tr>
<tr>
<td></td>
<td>• Lesson 1 (4B)</td>
</tr>
<tr>
<td>11:30 – 12:15</td>
<td>Lunch and Movement Break</td>
</tr>
<tr>
<td>12:15 – 1</td>
<td>Virtual Class Meeting 3B*</td>
</tr>
<tr>
<td>1 – 1:45</td>
<td>Virtual Class Meeting 4B*</td>
</tr>
<tr>
<td>1:45 – 2:30</td>
<td>Independent Choice Reading and Writing</td>
</tr>
</tbody>
</table>

# Thursday

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:45 – 11:30</td>
<td>Work Time</td>
</tr>
<tr>
<td></td>
<td>• Lesson 2 (1A)</td>
</tr>
<tr>
<td></td>
<td>• Lesson 2 (2A)</td>
</tr>
<tr>
<td>11:30 – 12:15</td>
<td>Lunch and Movement Break</td>
</tr>
<tr>
<td>12:15 – 1:45</td>
<td>• Lesson 2 (3A)</td>
</tr>
<tr>
<td></td>
<td>• Lesson 2 (4A)</td>
</tr>
<tr>
<td>1:45 – 2:30</td>
<td>Independent Choice Reading and Writing</td>
</tr>
</tbody>
</table>

# Friday

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:45 – 11:30</td>
<td>Work Time</td>
</tr>
<tr>
<td></td>
<td>• Lesson 2 (1B)</td>
</tr>
<tr>
<td></td>
<td>• Lesson 2 (2B)</td>
</tr>
<tr>
<td>11:30 – 12:15</td>
<td>Lunch and Movement Break</td>
</tr>
<tr>
<td>12:15 – 1:45</td>
<td>• Lesson 2 (3B)</td>
</tr>
<tr>
<td></td>
<td>• Lesson 2 (4B)</td>
</tr>
<tr>
<td>1:45 – 2:30</td>
<td>Independent Choice Reading and Writing</td>
</tr>
</tbody>
</table>

Parents and caregivers should work with their student to develop a schedule that works for their family using the template and considerations outlined below:

- Begin by scheduling class meeting times as outlined by each teacher.
- Schedule work times for completing each assignment throughout the week.
- Be sure to schedule movement breaks throughout the day.
Attendance/Engagement

In a remote learning environment, student attendance is demonstrated through engagement. The monitoring of student engagement in the educational process is essential to ensuring that students are safe, accounted for, and engaged during remote learning. During the Continuity of Learning Plan and extended school closure, student engagement and well-being will be monitored across three levels:

- teacher of record
- school-based attendance liaison
- school pupil personnel worker

Progress Monitoring

- Student progress will be monitored through multi-measures such as engagement, contact, and student work that is submitted through various methods.

Grading and Reporting

- Marking Period 3 (MP3) and Marking Period 4 (MP4) have been collapsed into one (MP3/MP4).
- At the individual assignment level, students will receive a score (i.e., 8/10) or qualitative feedback. This is done in Schoology, through email, or through teachers' office hours.
- Grades for MP3/MP4 will be "Pass" or "Fail."
- Information regarding final grades for students in Grades 6 – 12 will be forthcoming.

Resources

Student resources available:

- Student Learning Resources are available in print format on our website and through Schoology.
- Printed Packets
  - Print Packets will be mailed home to Preschool students.
  - Other packets may be requested.
- Devices
  - Students in Grades K-12 can have a device mailed home on request. Requests may be made through your school principal.