

**Mt Lebanon School District
Elementary K-5
Remote Instruction Schedule**

Overview

Our Remote Learning option will have a balance between **synchronous** and **asynchronous** instruction. **The synchronous portion of lessons will include teacher-led activities that allows for direct instruction, demonstrations, discussions, read alouds, and many other instructional strategies.** This synchronous component is a part of both Core and Encore courses. These sessions may be recorded if appropriate so students can review them later or multiple times if needed.

Synchronous activities will be balanced with **asynchronous** independent learning time. This will ensure that students have a **pause from screen time, are able to take movement breaks, and can complete hands-on, reading, and paper/pencil activities at home. Some asynchronous activities will also be technologically based.**

There will be daily time for **small group instruction**, particularly for extra support, enrichment and remediation. This time may be with the classroom teacher, but may also be with a Reading Specialist, IST, or other support staff. Finally, teachers will hold **office hours** daily for students to drop in with questions, concerns or for assistance at regularly scheduled times.

While the schedule below describes **general timeframes for synchronous learning**, please also note that this is at the teacher’s discretion. Depending upon the planned learning goals for the day, more time may be needed for a specific subject. It is most informative to think of the synchronous time on a per day and per week basis rather than strict guidelines for each subject.

Daily Schedule

| Grade | K | 1 | 2 | 3 | 4 | 5 |
|--|---------------------------------------|--------------------|----------|----------|----------|----------|
| Total instructional minutes per day* | 165 | 345 | 345 | 350 | 365 | 365 |
| Core synchronous minutes per day | 60 | 150 | 150 | 150 | 150 | 150 |
| Encore synchronous minutes per day (approx 20 min per class) | 20 per week | 40 | 40 | 40 | 40 | 40 |
| Small Group and Support | 30 - 60 minutes as needed by students | | | | | |
| Office Hours (as needed) | 30 | 60 minutes per day | | | | |
| Asynchronous minutes per day (exclusive of office hours) | 50-70 | 125 | 125 | 130 | 145 | 145 |

*Instructional minutes are based upon PDE reporting and differences between grades 1-5 are due to recess.

Daily Schedule Information

Children learn best when they follow a **consistent and regular schedule**. Your child's teacher will provide a daily schedule that specifically designates the synchronous times. The 60/150 minutes will be divided between the Core and Encore areas and interspersed with asynchronous learning time. Please note that there may be times where the teacher will adjust the schedule to accommodate special activities or extended lessons. This information will be shared with families in advance unless there are extenuating circumstances.

Office hours are regularly scheduled blocks of synchronous instructional time intended to be used flexibly to best meet the needs of students. This time could include meeting with students one-one-one, small group instruction (mini-lessons, reteaching, reinforcement, extension/enrichment), and/or open blocks of time for students to check-in with teachers, among others. Your child's teacher will provide specific guidance on your child's specific schedule. Below, is a sample schedule that outlines what a typical day could look like.

Sample Daily Schedule

| Time | Title |
|----------------|-------------------------------------|
| 8:30-9:00 AM | Morning Meeting |
| 9:00-9:30 | ELA Synchronous Learning |
| 9:30-10:00 AM | ELA Asynchronous Learning |
| 9:30-10:00 AM | Office Hours/Small Group |
| 10:00-10:30 AM | Math Synchronous Learning |
| 10:30-11:00 AM | Math Asynchronous Learning |
| 10:30-11:00 AM | Office Hours/Small Group |
| 11:00-11:30 AM | Misc Asynchronous Learning |
| 12:00-1:00 PM | Lunch Break |
| 1:00-1:40 PM | Encore Synchronous Learning |
| 1:40-2:00 PM | Misc Asynchronous Learning |
| 2:00 -2:30 PM | Science Synchronous Learning |
| 2:30-3:00 PM | Social Studies Synchronous Learning |
| 3:00-3:30 PM | Office Hours |

Resources and Materials

The District will be delivering our curriculum in all of the instructional options, so **all students will have access to the same core instructional resources as in brick and mortar**. This includes textbooks, workbooks, online tools (Dreambox, Lexia, Reflex), student newsletters (Scholastic) and other materials. Where possible, specialized supply items will be made available (for example, for science experiments.) Where necessary, teachers will suggest options for things such as manipulatives (eg dried beans for counters) that are readily available or easily obtainable.

Special Education

The building principal or their designee will serve as the LEA for students as if we were in brick and mortar. The student's building-based case manager will serve as their IEP case manager.

If needed as determined by a student's IEP team, an IEP meeting will be held prior to the start of Remote instruction. Revisions to the IEP need to be made to reflect any changes in the nature of services provided (i.e., one-on-one vs. small group) and the amount of time the service is provided.

All students will have synchronous related services (e.g., speech-language, occupational therapy, physical therapy, etc.) available to them if the IEP team agrees that synchronous provision of services is most appropriate.

Students who receive any kind of pull-out special education intervention or support (e.g., math support, reading support, intensive teaching sessions, academic support, etc.) are entitled to receive synchronous instruction for the amount of time designated in the IEP for that pull-out service (i.e., how much time they would have been pulled from class to receive that support).

Students who have Personal Care Assistant (PCA) support in their IEPs will receive at least one synchronous session with a PCA each instructional day unless the IEP team decides that PCA support should be provided in a different manner.