VIRTUAL REOPENING REMOTE LEARNING GUIDE

UCF | Unionville-Chadds Ford
School District

INTRODUCTION

In response to recent guidance from the Chester County Health Department (CCHD) recommending that schools begin the school year virtually, all UCFSD schools will begin the 2020-2021 school year with remote learning. The District has developed a new Continuity of Education plan to support remote learning during the virtual reopening.

Remote learning will begin on September 8, 2020 and continue through October 9, 2020 or until the Chester County Health Department recommends that schools may reopen for in-person learning. This guide was created to assist UCFSD staff, students, and families in navigating Remote Learning during the virtual reopening. Information outlining the District's Continuity of Education Plan, schedules and resources are all featured in this guide for your convenience.

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CONTINUITY OF EDUCATION PLAN

September 8, 2020 - October 9, 2020
OR until students are able to return for in-person instruction

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Continuity of Education Plan Summary

During the COVID-19 closures to our buildings, Unionville-Chadds Ford will continue to provide meaningful instruction to our students. Meaningful instruction is defined as maintaining student skills, teaching new concepts, and providing enrichment and remediation opportunities for students. Through embedded collaboration time and professional development for our teachers, the expectation is that students will have similar experiences in a specific grade level or course while engaging in a remote learning model. This includes a commitment to continue to educate our students with disabilities.
Through the hard work and dedication of our teachers, support staff and administration and with the support and partnership of parents, our students will continue to engage in meaningful learning during this remote learning period.

Expectations for Teachers

Our teachers are creative, flexible, highly trained and strong advocates for their students. They are using their talents to adapt to the new challenges and demands of providing a meaningful learning experience for our students in an on-line environment. The following is an outline of expectations for teachers, but it does not truly describe the herculean effort they will provide to make learning real for our students.

<u>Individual Teachers' Work Requirements</u>
- Perform professional responsibilities during typical work hours
  - Secondary: 7:40 am - 2:50 pm day (including planning and 30-minute lunch)
  - Elementary: 8:40 am - 3:50 pm day (including planning and 30-minute lunch)
        Focus of instruction will continue to be:
        - English Language Arts
        - Math
        - Science
        - Social Studies
        - World Language (Middle and High School)
        - Special Area and Enrichment courses
        - Special Education and Gifted courses and support
        - English Learning Development

- Counseling and other behavioral health support
- All Elective courses at the high school for which students are registered
- Other related services

Teachers will provide this instruction and support utilizing the UCFSD curriculum through online instructional platforms such as Canvas, Google Classroom, Zoom, Seesaw and other online tools. Teachers will assess and provide feedback to students on their work on a consistent basis. Students in grades second through twelve will have chrome books provided by the school district. Kindergarten and First Grade students will be provided iPads. Families without internet access will be provided wifi hotspots by the district.

Teachers are dedicated to providing routines for their students as students adapt to this new format of learning. The remote learning instructional schedule will, to a large degree, follow the normal brick and mortar schedule. There will be additional breaks and also some asynchronous learning opportunities. To do this teachers are structuring their day, and administration has provided a schedule, to allow for the following professional activities.

- Provide new instruction and enrichment opportunities
- Review and maintain skills
- Provide feedback to students on work submitted
- Monitor attendance
- Collaborate with colleagues
- Communicate with families
- Support student social-emotional needs
- Engage in professional learning
- Offer office hours and small group instruction time

Office Hours

Teachers will make every effort to maintain communication with students and families. They will be posting times when they can be available for feedback and guidance to students on lessons, to clarify directions, and to answer questions (see instructional schedule). Teachers will provide this live through Zoom. Teachers will communicate their open Zoom office hours to students and families and they will provide additional times/opportunities for students/parents to schedule appointments with them upon parent or student request.

Expectations for Students

Teachers are dedicated towards providing a meaningful and engaging educational experience for students. Teachers appreciate that families and students are facing many challenges during this pandemic, however students do need to attend classes and participate.
Students are encouraged to:
- Engage in the instruction provided by their teachers
- Do their best to complete their school work
- Ask questions if they do not understand directions or specific concepts
- Ask for help if they are struggling with the on-line learning format
- Collaborate to the degree possible with their peers on learning activities
- Request support from the school counselor or social worker if they need social emotional support

Instructional Guidelines

These guidelines are provided as a baseline of what teachers are doing to support student learning.
- Teachers are engaging in providing :
  - New instruction, review and practice and enrichment opportunities
  - A means of checking for understanding
  - Feedback for learning
- Teachers are assessing student work and when appropriate grading it. The grading system will be the same as the regular inperson grading system.
- Teachers will provide live, synchronous lessons throughout the school day. Students will need to attend these live lessons to make sure they are learning the information covered in class.
- Teachers also will provide some asynchronous learning opportunities. These are integrated into the daily schedule depending on the grade level of the student.

Access (Devices, Platforms)

The technology team has proactively provided the resources and tools our students need to access and be successful with on-line learning. The following are the key actions they implemented.
- Chromebooks provided to all 2nd-12th grade students
- iPads provided to all K-1 students
- Kajeets (Mobile Hotspots) provided on an as needed basis to any student or staff member
- Laptops provided to all staff
- Canvas LMS provided to all 6th-12th grade students and staff
- Seesaw LMS provided to all K-5 students and staff. Google Classroom is also available for use
- Technology Hotline, chat, and helpdesk ticketing system to provide support for parents, staff, and students
- Virtual Private Network access to our administrative support for essential functions
- Daily device pickup and repair services for staff and students
- Remote access to our school phones for various staff to communicate with parents and students
- Web and Audio conferencing tools with Zoom and Google Meet
- Solutions database for common technology challenges for our parents, staff, and students

Contact Justin Webb if you have questions or needs related to technology. jwebb@ucfsd.net

Accountability, Assessment and Grading

Teachers understand that flexibility is fundamental to the success of remote learning. Teachers also know that providing meaningful feedback and grading of student work is important for student learning and accountability.
- The grading scale will be the same as in-person instruction.
- Students who pass a course will be awarded the credit as planned in the program of studies.

- Staff will reach out promptly to students that are struggling to complete work or attend, to offer support and guidance. Students who are not logging in consistently, or who have missed logging in two school days in a row, are contacted as well. Administration, school counselors and social workers will help with this process. Students who do miss school/distance learning classes, without a parent note will have an unexcused absence.

Other Professional Staff Expectations

Special Education Teachers - Special education teachers will provide students with special education supports and services as documented in their Individualized Education Programs (IEPs). They will deliver core instruction similar to the general education teachers in remote learning environments. They will support IEP teams, including general education teachers and related service providers, with implementation of students' IEPs. Special education teachers will hold office hours to work with students and families to answer questions. They will regularly communicate with families on their caseload, and provide individual and small group remote learning opportunities in accordance with students' IEPs. They will continue to write and revise IEPs and hold IEP meetings via Zoom. Data collection and progress monitoring of students' IEP goals will continue and will be reported to families at the end of each quarter/trimester. Please contact the supervisors of special education if you have questions regarding special education programming. Kendall Warren(Grades K-5) kwarren@ucfsd.net; Shannon Brown (Grades 6-12) srbrown@ucfsd.net

Gifted Education Teachers - Gifted education teachers will provide students with gifted education supports and services as documented in their Gifted Individualized Education Plans (GIEPs). They will continue to support GIEP teams, including general education teachers, with implementation of students' GIEPs in remote learning environments. Gifted education teachers will hold office hours to work with students and families to answer questions. They will provide individual and small group remote learning opportunities per students' GIEPs. They will continue to write Gifted Individualized Education Plans (GIEPs) and hold GIEP meetings via Zoom. Please contact the supervisors of special education if you have questions regarding gifted education programming. Kendall Warren(Grades K-5) kwarren@ucfsd.net; Shannon Brown (Grades 6-12) srbrown@ucfsd.net

English Language Development (ELD) Teachers - ELD teachers will provide regular and systematic instruction to students to engage in English Language Development activities. They will reach out to families on a regular basis, providing interpreters as needed. Our teachers use *Language Line* and Chester County Intermediate Unit interpreters to help with this. Please contact John Nolen if you have questions regarding ELD programming. jnolen@ucfsd.net

School Counselors and School Social Workers - School counselors and school social workers are committed to providing the support students need during remote learning. High school counselors work through the course selection, scheduling, and college application/selection process and are available for students and families to provide social and emotional support. K-8 School Counselors and K-12 School Social Workers provide social and emotional support to students as well as provide information about academic and other programs as appropriate. Please contact Dr. Leah Reider if you have questions regarding our pupil services programming. lreider@ucfsd.net

School Psychologists and Instructional Support Teachers - These key members of our behavioral health and instructional teams support teachers with meeting students' academic, behavioral, social, and emotional needs. They are another resource for parents and students during remote learning. Evaluations and reevaluations of students to determine eligibility for special education services, gifted education services, and Section 504 service plans are available. Please contact Dr. Leah Reider if you have questions regarding our pupil services programming. lreider@ucfsd.net

Reading Specialists - Reading specialists will meet with small groups and individual students through Zoom to provide direct reading instruction. They utilize online instructional tools to provide students an opportunity to practice and get feedback on their reading. Please contact Tim Hoffman if you have questions regarding reading support programming. thoffman@ucfsd.net

Nurses - Our nurses continue to be an excellent resource for our students and families. They are available to answer general health and wellness questions. They are not able to provide telemedicine. Please contact Dr. Leah Reider if you have questions regarding our pupil services programming. lreider@ucfsd.net

Student Attendance

Students will be required to check in and participate throughout the day in synchronous and asynchronous instructional activities as outlined in the guidance published by the Pennsylvania Department of Education regarding measuring student daily attendance during remote learning. Students who miss a day will need to provide a note from their parents in regards to why they were absent. Absenteeism with no appropriate excuse will be treated as an unexcused absence as it relates to our District's attendance policy (UCFSD Board Policy 204 - Attendance).

If students struggle to complete work or attend, communications to the families by teachers and staff will be prompt and supportive.. Administration, school counselors and social workers help with this process.

Planned Secondary and Elementary Schedule

The instructional day planned schedule will mirror our regular in person schedule with a balance of synchronous and asynchronous instruction. Parents, Teachers and student feedback have been considered as this schedule was developed. Teachers had considerable training over the summer to prepare for the possibility of remote learning. This schedule provides for continued teacher professional development and collaboration. This will ensure that our students will continue to receive a quality educational program embedded with best practices and effective on-line tools. Please contact John Nolen jnolen@ucfsd.net or Tim Hoffman thoffman@ucfsd.net if you have questions regarding the instructional plan.

Communication

The District is consistently communicating with staff, parents and students throughout the COVID-19 pandemic. Communications sends email messages as new information is received and decisions impacting our staff, students and community are made.

The Staying Safe Together Website is host to a variety of topics including Remote Learning and Pupil Services. Additionally, the website offers tools for families including an archive of messages sent from the District, tips on how to talk to your child about COVID-19, community resources, health agency links and resources, social distancing guidelines, and tips for staying healthy. The website is updated daily as new information is shared.

The Communications Department is using social media (Facebook, Twitter and Instagram) for important alerts and encouraging positive connectivity among students, staff and community.

For questions regarding the UCFSD Communication plan contact Christa Fazio, Communications Coordinator, at cfazio@ucfsd.net.

Resources

Clever Portal - https://clever.com/in/ucfportal
Seesaw Learning Management System - https://web.seesaw.me
Google Classroom - https://classroom.google.com
Canvas LMS - https://ucfsd.instructure.com
Technology Solutions Database - https://helpdesk.ucfsd.org/support/solutions
Powerschool SIS - https://ps.ucfsd.org
Securly Web Filtering -https://www.securly.com
Additional Technology Information and Resources -
https://www.ucfsd.org/departments/technology

Contact Information

Dr. John Sanville, Superintendent - jsanville@ucfsd.net

John Nolen, Assistant Superintendent - jnolen@ucfsd.net

Tim Hoffman, Director of Curriculum and Instruction - thoffman@ucfsd.net

Dr. Leah Reider, Director of Pupil Services - lreider@ucfsd.net

Justin Webb, Director of Technology - jwebb@ucfsd.net

Building Contacts

Chadds Ford Elementary - Principal Danielle Clark dclark@ucfsd.net

Charles F. Patton Middle School - Principal Steve Dissinger sdissinger@ucfsd.net

Hillendale Elementary - Principal Mike Audevard maudevard@ucfsd.net

Pocopson Elementary - Principal Clif Beaver cbeaver@ucfsd.net

Unionville Elementary - Principal Michelle Lafferty mlafferty@ucfsd.net

Unionville High School - Principal James Conley jconley@ucfsd.net

Implemented March 13, 2020
Revised April 3, 2020
Revised August 26, 2020

UNIONVILLE HIGH SCHOOL INSTRUCTIONAL SCHEDULE

UNIONVILLE HIGH SCHOOL BLUE/GOLD REMOTE SCHEDULE SUMMARY:

- 60-minute synchronous periods

- Alternating Blue/Gold Day Four Day Rotation (Blue 1, Gold 1, Blue 2, Gold 2)

- Blue Day: Periods 1-3 & 6

- Gold Day: Periods 7-9

- Provide 30-minute asynchronous work to be completed on opposing days.

***Blue 1 and Gold 1 students will attend A,C,E classes

***Blue 2 and Gold 2 students will attend B,D,F classes

BLUE DAY	
STUDENT SCHEDULE	**TEACHER SCHEDULE**
Period 1: 8:00 - 9:00	**Teacher Administrative Duties: 7:40 - 8:00** **Period 1: 8:00 - 9:00**
Period 2: 9:05 - 10:05	**Period 2: 9:05 - 10:05**
Period 3: 10:10 - 11:10	**Period 3: 10:10 - 11:10**
LUNCH: 11:10 - 11:40	**LUNCH: 11:10 - 11:40**
Period 6: 11:40 - 12:40	**Period 6: 11:40 - 12:40**

Asynchronous Work Time (Period 7-9):
12:40 - 2:43
 	
*Optional timed assessment periods (NO Zoom)
  • **Period 7: 1:00 - 1:30**
  • **Period 8: 1:35 - 2:05**
  • **Period 9: 2:10 - 2:40**
	Office Hour/Small Group Instruction: 12:45 - 1:45

	Online LMS Development/Management: 1:45 - 2:50

GOLD DAY

STUDENT SCHEDULE	TEACHER SCHEDULE
Asynchronous Work Time (Period 1-3 & 6): 8:00 - 11:00 ***Optional timed assessment periods (NO Zoom)** · **Period 1: 8:45 - 9:15** · **Period 2: 9:20 - 9:50** · **Period 3: 9:55 - 10:25** · **Lunch: 10:30 - 11:00** · **Period 6: 11:00 - 11:30**	**Teacher Administrative Duties: 7:40 - 8:00**
	Teacher Collaboration/PD Time: 8:00 - 9:00
	Online LMS Development/Management: 9:00 - 10:00
	Office Hour/Small Group Instruction: 10:00 - 11:00
LUNCH: 10:30 - 11:00	**LUNCH: 11:00 - 11:30**
Period 7: 11:35 - 12:35	**Period 7: 11:35 - 12:35**
Period 8: 12:40 - 1:40	**Period 8: 12:40 - 1:40**
Period 9: 1:45 - 2:45	**Period 9: 1:45 - 2:45** **Teacher Administrative Duties: 2:45 - 2:50**

BENEFITS AT A GLANCE:

- Limits in-class Zoom time and allows for the benefits of asynchronous learning/instruction in a virtual environment.

- Maintains period schedule and classes allowing to move from the virtual to the brick and mortar model rather seamlessly.

- Provides teachers time to effectively migrate materials to an online learning platform and collaborate.

- Offers students daily, synchronous instruction.

UHS INSTRUCTIONAL SCHEDULE FAQs

Why is the proposed virtual schedule's times and period lengths structured the way they are?
This schedule is designed to provide students with exactly the same number of instructional minutes as our standard school schedule and keeps us in compliance with PA law. To achieve this, we divided the day vertically. In essence, every two days is the completion of one cycle through the period 1-9 schedule, but with the same instructional minutes (90) of two standard days.

This schedule also meets teachers contractual requirements.

Why are synchronous periods 60 minutes and not our standard 45 minutes?
There are several reasons for this. A few of the most prominent considerations are: 1) Doing things virtually just takes longer. Admitting students into the Zoom room, taking attendance, breaking out into groups instead of just having a quick conversation with a neighbor, all take more time. 2) It will allow teachers the time to slow down a bit and build in time to get to know their students and provide activities to help build a sense of community. Establishing a rapport with students and establishing a classroom culture will help to address the social emotional needs of students in a virtual setting. 3) Since every other day is asynchronous for each period, having a longer synchronous period will allow teachers time to set up and explain the next day's asynchronous lesson/assessment.

Why do we have classes in the morning on Blue Days and in the afternoon on Gold Days? Why is Period 6 on Blue Day?
Our TCHS students attend TCHS each morning and arrive back to UHS at 11:00am for periods 6-9. Because of this, any time periods 6-9 meet, they must be from 11:00am on.

Why is this schedule a 4-day rotation and not an A/B 2-day rotation?
One Blue Day and one Gold Day is one cycle through our typical period 1-9 schedule. Since we have ½-credit classes that only meet on ACE or BDF days, we need to have 2 Blue Days, and 2 Gold Days in order to ensure that ½-credit classes have designated meeting times. This four-day rotation is two cycles through our daily 1-9 period schedule, yet still provides the same amount of instructional time of four days.

Why don't we stay with a 6-day ABCDEF rotation?
Because this schedule divides the day vertically and spreads it out over two days, it would take 12 days to get through an entire ABCDEF rotation.

What are the "Optional timed assessment periods" and what are they used for?
On days you do not hold a synchronous class with a specific period, it is expected that students are assigned 30 minutes of asynchronous work. If teachers choose to give timed/ time-sensitive assessments during this asynchronous time, they will set them up to run during the specified time for that period. For example, if you are giving a Canvas quiz and you want your entire class to take it at the same time but do not want to use synchronous class time, you can assign the assessment to be taken during this time.

By having a designated half-hour of time for each period, we avoid having teachers assigning overlapping timed assessments.

On most asynchronous days, teachers will simply provide students an asynchronous lesson/assignment to complete at any point during the day.

PATTON MIDDLE SCHOOL INSTRUCTIONAL SCHEDULE

PATTON MIDDLE SCHOOL INSTRUCTIONAL SCHEDULE SUMMARY:

- 45 minute periods in a sequence that closely aligns with our existing brick and mortar schedule
- Alternating Purple and Gold rotation, (purple day followed by gold day, followed by purple day and so on)
- Purple - Synchronous in the AM; Asynchronous in the PM, (A, C, E)
- Gold - Asynchronous in the AM; Synchronous in the PM, (B, D, F)

PURPLE DAY (A,C,E)

PERIOD/TIME	6TH	7TH	8TH
8:00 - 8:10	Advisory - Check-in	Advisory - Check-in	Advisory - Check-in
8:10 - 8:55	Per. 1: Enrich. Synchronous	Per. 1: Core Synchronous	Per. 1: Core Synchronous
9:00 - 9:45	Per. 2: Enrich. Synchronous	Per. 2: Core Synchronous	Per. 2: Core Synchronous
9:45 - 9:55	Break	Break	Break
9:55 - 10:40	Per. 3: Core Synchronous	Per. 3: Core Synchronous	Per. 3: Core Synchronous
10:45 - 11:30	Per. 4-5: Core Synchronous	Per. 5-6: Core Synchronous	Per. 4-5: Enrichment Synchronous
11:30 - 12:00	Lunch	Lunch	Lunch
12:00 - 12:45	Per. 7-8: Core Asynchronous	Per. 7-8: Core Asynchronous Office Hours/Small Group Instr.	Per. 6-7: Enrich. Asynchronous
12:50 - 1:35	Per. 9: Core Asynchronous	Per. 9: Enrich. Asynchronous	Per. 9: Core Asynchronous Office Hours/Small Group Instr.
1:40 - 2:25	Per. 10: Core Asynchronous Office Hours/Small Group Instr.	Per. 10: Enrich. Asynchronous	Per. 10:Core Asynchronous
2:25 - 2:45	SEL/Advisory/Music/Extra Help	SEL/Advisory/Music/Extra Help	SEL/Advisory/Music/Extra Help

Gold Day (B,D,F)

PERIOD/TIME	6TH	7TH	8TH
8:00 - 8:10	Advisory - Check-in	Advisory - Check-in	Advisory - Check-in
8:10 - 8:55	Per. 1: Enrich. Asynchronous	Per. 1: Core Asynchronous	Per. 1: Core Asynchronous
9:00 - 9:45	Per. 2: Enrich. Asynchronous	Per. 2: Core Asynchronous	Per. 2: Core Asynchronous Office Hours/Small Group Instr.
9:45 - 9:55	Break	Break	Break
9:55 - 10:40	Per. 3: Core Asynchronous Office Hours/Small Group Instr.	Per. 3: Core Asynchronous Office Hours/Small Group Instr.	Per. 3: Core Asynchronous
10:45 - 11:30	Per. 4-5: Core Asynchronous	Per. 5-6: Core Asynchronous	Per. 4-5: Enrich. Asynchronous
11:30 - 12:00	Lunch	Lunch	Lunch
12:00 - 12:45	Per. 7-8: Core Synchronous	Per. 7-8: Core Synchronous	Per. 6-7: Enrich.Synchronous
12:50 - 1:35	Per. 9: Core Synchronous	Per. 9: Enrich.Synchronous	Per. 9: Core Synchronous
1:40 - 2:25	Per. 10: Core Synchronous	Per. 10: Enrich. Synchronous	Per. 10:Core Synchronous
2:25 - 2:45	SEL/Advisory/Music/Extra Help	SEL/Advisory/Music/Extra Help	SEL/Advisory/Music/Extra Help

BENEFITS AT A GLANCE:

- Provides daily synchronous learning activities for students

- Limits screen time with a balance between synchronous and asynchronous learning activities 50% synchronous, 50% asynchronous

- Accounts for a balance in workload throughout the six day cycle

- Provides ample time for teacher collaboration and professional development that promotes tools and strategies highlighted in the summer professional development program

- Maintains morning Advisory check-in and afternoon Hawk Time

- Daily office hours - 45 minutes each day for drop-in, one-to-one assistance and small group instruction

- Provides schedule times for counselors to meet with teachers to plan and develop Social and Emotional Learning experiences for students

- Provides an easy structure using Canvas and Powerschool to track daily attendance in each class

PATTON INSTRUCTIONAL SCHEDULE FAQ

Why is the proposed virtual schedule's times and period lengths structured the way they are?
This schedule is designed to provide students with the same instructional minutes per class as they would have in a typical brick and mortar schedule. It is designed to closely align with our brick and mortar bell schedule to allow for a seamless transition to brick and mortar format. This schedule also meets teacher contractual requirements

Why is the time allotted for synchronous learning in the middle school different from what is offered at the high school?
Young adolescents do better with structure, and their attention span is better suited for shorter periods of instruction, with varied learning activities. Young adolescents should have a consistent routine which is why we have consistent 45-minute periods throughout the day

What will happen during asynchronous learning?
During asynchronous learning, students will work on independent learning activities posted on the LMS by their teacher, according to their schedule. Asynchronous learning activities will contain follow-up learning activities from synchronous lessons, or will include learning activities leading up to synchronous lessons. During the first two to three cycles of the year, teachers will provide guidance to students, and monitor their progress in asynchronous learning activities.

Will students receive homework?
Students will be given homework assignments to be completed outside of the normal instructional day. Homework will be closely monitored by our teachers to ensure that it is purposeful and manageable.

Will students still follow the A-F cycle day schedule?
Students will still follow the A-F cycle day schedule. On purple days students will have synchronous lessons in the AM and asynchronous lessons in the PM. On Gold days, students will have asynchronous lessons in the AM and synchronous lessons in the PM.

Will students get screen breaks?
Students will get a 5-minute break between periods. There is also a 10-minute break scheduled at 9:45 every morning and a 30-minute lunch break at 11:30 every day.

ELEMENTARY SCHOOL INSTRUCTIONAL SCHEDULE

DESCRIPTION OF ELEMENTARY SCHEDULE:

Grades Pre-1 - 5
Students in grades Pre-1 - 5 will participate in daily instruction synchronously and asynchronously following the A-F letter day cycle. Synchronous instruction can include whole group, small group, and individual work between the students and the teacher. Asynchronous instruction can include independent and group work completed digitally and via physical materials.

At the beginning of the school year, teachers will be checking in with students throughout the day to assist with community building, developing routines, and establishing rules and expectations necessary to work in a virtual classroom.

- English Language Arts (ELA) - 90 minutes per day
- Math - 60 minutes per day
- Science / Social Studies - 30 minutes per day
- Special Areas - 30 minutes per day
- Office Hours / Related Services - 60 minutes per day
- Morning Meeting - 20 minutes per day

ELA and **Math** periods will combine synchronous and asynchronous instruction daily. One **ELA** and **Math** class per cycle will be completely asynchronous to allow for teacher preparation, collaboration, and development of the Learning Management System.

Science / Social Studies and **Special Area** periods will alternate between synchronous and asynchronous days. Students will have the same **Special Area** class for five consecutive cycles before changing classes.

ELA and Math Small Group Instruction / Office Hours / Services will provide opportunities for students to access their teachers and receive other scheduled services (i.e. Learning Support, Speech and Language, Reading Support, etc.).

Morning Meeting will be held daily for teacher-student check-ins, review of schedules, attendance, community building, and other activities as directed by the teacher.

STUDENT SCHEDULES - 1ST - 5TH

TIME	1ST	2ND	3RD	4TH	5TH
9:10 - 9:30	Morning Mtg.	Morning Mtg.	Morning Mtg.	Morning Mtg.	Morning Mtg.
9:30 - 10:00	ELA	ELA	ELA	Math	Math
10:00 - 10:30	ELA	ELA	ELA	Math	Math
10:30 - 11:00	ELA	ELA	ELA	ELA	ELA
11:00 - 11:30	Math	Math	Math	ELA	ELA
11:30 - 12:00	Math	Math	Math	ELA	ELA
12:00 - 12:30	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break
12:30 - 1:00	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break
1:00 - 1:30	SS/Sci.	Specials	ELA and Math Small Group Instruction / Office Hours / Services	ELA and Math Small Group Instruction / Office Hours / Services	ELA and Math Small Group Instruction / Office Hours / Services
1:30 - 2:00	Specials	SS/Sci.	ELA and Math Small Group Instruction / Office Hours / Services	ELA and Math Small Group Instruction / Office Hours / Services	ELA and Math Small Group Instruction / Office Hours / Services
2:00 - 2:30	ELA and Math Small Group Instruction / Office Hours / Services	ELA and Math Small Group Instruction / Office Hours / Services	SS/Sci.	Specials	Asynchronous Work Time
2:30 - 3:00	ELA and Math Small Group Instruction / Office Hours / Services	ELA and Math Small Group Instruction / Office Hours / Services	Specials	SS/Sci.	SS/Sci.
3:00 - 3:30	Asynchronous Work Time	Asynchronous Work Time	Asynchronous Work Time	Asynchronous Work Time	Specials
3:30 - 3:40	Asynchronous Work Time	Asynchronous Work Time	Asynchronous Work Time	Asynchronous Work Time	Asynchronous Work Time

STUDENT SCHEDULE - KINDERGARTEN

	TIME	KINDERGARTEN
AM K	9:10 - 10:10	**Morning Meeting / ELA / Science / Social Studies**
	10:10 - 10:40	**Math / Science / Social Studies**
	10:40 - 11:00	**ELA and Math Small Group Instruction / Office Hours / Services**
	11:00 - 11:30	**Specials / Office Hours / Services**
	11:30 - 11:45	**Asynchronous Work Time**
	11:45 - 1:05	
PM K	1:05 - 2:05	**Morning Meeting / ELA / Science / Social Studies**
	2:05 - 2:35	**Math / Science / Social Studies**
	2:35 - 2:55	**ELA and Math Small Group Instruction / Office Hours / Services**
	2:55 - 3:25	**Specials / Office Hours / Services**
	3:25 - 3:40	**Asynchronous Work Time**

STUDENT SCHEDULE - PRE-1ST

TIME	PRE-1ST
9:10 - 9:30	**Morning Mtg.**
9:30 - 10:00	**ELA / Science / Social Studies**
10:00 - 10:30	**ELA / Science / Social Studies**
10:30 - 11:00	**ELA / Science / Social Studies**
11:00 - 11:30	**Math**
11:30 - 12:00	**Math**
12:00 - 12:30	**Lunch Break**
12:30 - 1:00	**Lunch Break**
1:00 - 1:30	**ELA and Math Small Group Instruction / Office Hours / Services**
1:30 - 2:00	**ELA and Math Small Group Instruction / Office Hours / Services**
2:00 - 2:30	**Special**
2:30 - 3:00	**ELA / Science / Social Studies**
3:00 - 3:40	**Asynchronous Work Time**

ELEMENTARY INSTRUCTIONAL SCHEDULE FAQs

How much time each day will be synchronous and asynchronous per grade?
The Continuity of Education Plan will outline the schedule for each grade level. Teachers will be working with students to balance synchronous and asynchronous activities. The amount of synchronous and asynchronous time will fluctuate based on the needs of the students and instructional assignments as they work through the curriculum. As the school year begins expect more synchronous time as teachers will be working with students to teach them how to manage and learn during future asynchronous learning blocks.

Are students expected to log in and out throughout the day?
Yes, students will be working through the school schedule and be expected to participate in learning opportunities at different times throughout the day. The Continuity of Education Plan outlines a sample schedule for each grade level.   Teachers will also communicate with the students and families about what the expectations will be for the instructional day. Time at the beginning of the year will be spent teaching and supporting students to learn strategies to work through the schedule successfully.

Are there requirements for student attendance?
In order for a child to receive the maximum benefit from school, regular attendance is a must. Students will be expected to participate daily in synchronous and asynchronous instruction in all subject areas including ELA, math, science, social studies, special areas, and related services and supports. Student attendance will be monitored based on student participation in course work and synchronous instruction.

Any families struggling to complete work or attend should contact school staff. School staff will work with families to provide support.

A system for attendance and absence notes will be communicated from each school.

If students are expected to do some work independently during the school day, will they be able to get support or feedback?
The schedule allows for some of the school day to be spent in whole group and small group instruction. This will allow teachers to work with students and differentiate instruction based on specific needs. There are additional dedicated office hours for students to access the teacher and the teacher to work with students.

Why does the schedule indicate that C days for ELA and D days for Math are designated as Teacher Professional Development, what will the students be doing at those times?
Allowing common time weekly for teachers to engage in professional development for learning, application, and collaboration will enable staff to refine best practices for virtual instruction which will benefit our students. During the ELA C and Math D days students will participate in asynchronous learning that will be assigned by the teachers.

How are special area classes being delivered?
Special area classes are a key part of the UCFSD curriculum. Instruction in special area classes will take place daily and combine synchronous and asynchronous learning opportunities.

To aid in manageability in virtual learning, students will participate in the same special area class each day for 5 cycles (30 student days) before moving to the next special area class. This will allow students to focus on one special area class at a time, limit the number of classes that must be accessed through our Learning Management Systems, and allow teachers to provide regular instruction and feedback to students.

How will students receive services outlined in their IEP, 504, or GIEP?
Each child with an IEP, 504, or GIEP has an individualized program/accommodation plan. Therefore, conversations about students' programs are held individually with families. For students with IEP, 504, or GIEP programs, plans will continue to be implemented. IEP, 504, and GIEP teams will meet to revise programs and plans to address virtual, hybrid, and brick and mortar environments as needed. Annual dates for IEPs, 504 Service Agreements, GIEPS, and evaluations/reevaluations will be followed with meetings held via Zoom.

Will students be regrouped for instructional purposes?
Based on guidelines outlined in the Health and Safety Plan, students moving between classrooms should be limited. With that in mind, students will not be able to switch classrooms for RTII as was past practice in several grade levels. Teachers will differentiate instruction to meet the various student needs, which can include small group leveled instruction as led by the homeroom teacher. Students in grades 3-5 will continue to regroup for Math.

What learning materials will students need in order to work virtually?
School materials such as textbooks, workbooks, assignment planners, folders, a technology device, and other resources are being prepared for distribution for the first week of September. Specific dates and times for the distribution and pick up of materials will be communicated from the building principals. Students will utilize these learning materials under the direction of the teacher to integrate online and paper and pencil activities. Teachers may also suggest other supplies that might help support virtual learning.

Which platform will be utilized for online learning?
Seesaw will be the Learning Management System at the Elementary level. There will be links within Seesaw to connect to other platforms for students to complete assignments. Expect a variety of ways to interact and engage in learning activities online. Using Clever and district technology can assist teachers in providing support and direction to students while working with the online tools.

How will I get support for technology issues at home?
When you receive your device there will be instructions for tech support and information about the student's Clever ID. The district technology team is available to support a variety of issues.
  ○ Technology Help Desk - https://helpdesk.ucfsd.org
  ○ Contact Technology Help Desk by email - helpdesk@ucfsd.net

RECOMMENDATIONS FROM THE VIRTUAL LEARNING SURVEY DATA AND OTHER FEEDBACK FROM STAKEHOLDERS

RECOMMENDATION 1: Provide an instructional schedule with a balance between asynchronous and synchronous instruction

Elementary Schedule: Feedback from the spring recommended more live instruction (synchronous). In the elementary classrooms, there will be synchronous work in English Language Arts and Mathematics five out of the six cycle days. In Science and/or Social Studies, there will be synchronous work every other day opposite of our special area classrooms having synchronous work on the alternating days. Synchronous instruction can include whole group, small group, and individual work between the students and the teacher. Asynchronous instruction can include independent and group work completed digitally and via physical materials.

Middle School Schedule: This schedule provides 50% synchronous instruction and 50% asynchronous instruction. Synchronous and Asynchronous learning activities occur every day, alternating from AM to PM from one day to the next.

High School Schedule: This schedule provides 2/3rds synchronous instruction and 1/3rd asynchronous instruction. Feedback from the spring recommended more live instruction.

RECOMMENDATION 2: Require students to check in daily

Elementary Schedule: The elementary students will check in daily through a live synchronous morning meeting time where the teacher will also take attendance, review the daily schedule, and build community within the classroom.

Middle School Schedule: Students will be required to check-in with their advisory teacher every morning at 8:00, and every afternoon at 2:25. Teachers will also be taking class attendance every day during synchronous lessons. During the first two cycles of the school year, (minimum), teachers will also be checking in on students during asynchronous learning to provide guidance and monitor student progress in asynchronous learning

High School Schedule: Each day students will be required to attend live synchronous classes and daily attendance will be recorded.

RECOMMENDATION 3: Maintain a daily schedule with live Zoom lessons included Students will have an opportunity to connect with teachers and their peers daily.

Elementary Schedule: Students will be provided with synchronous learning opportunities during their English Language Arts and Math, as well as small group instruction times throughout the week. Social Studies and/or Science as well as Special area classes will have synchronous lessons every other day. A sample schedule for grade levels is outlined below. Individual classroom schedules may differ slightly based on the grade level and building needs. The individual classroom schedule will be communicated by the homeroom teacher at the start of the year.

Middle School Schedule: Synchronous and Asynchronous learning activities occur every day, alternating from AM to PM from one day to the next. This schedule also closely aligns with our traditional brick and mortar schedule to provide structure and routine for our students and allow for a smooth transition to a brick and mortar format.

High School Schedule: Every two days, students are provided with 60 minutes of synchronous instruction through Zoom and 30 minutes of asynchronous instruction for each class. Daily schedule maintains specified time for synchronous instruction, office hours, and designated asynchronous assessment time for each period (if needed).

RECOMMENDATION 4: Provide staff time to adapt curriculum to a remote learning program - Summer 2020

Elementary Schedule: All teachers have common collaboration time and time to migrate curriculum to a virtual model. Teachers have participated in professional development in the summer of 2020 with a focus on virtual learning and preparation for the school year.

Middle School Schedule: All teachers have common collaboration time and time to migrate curriculum to a virtual model. Teachers have participated in professional development in the summer of 2020 with a focus on virtual learning and preparation for the school year

High School Schedule: All teachers have common collaboration time and time to migrate curriculum to a virtual model. Teachers have participated in professional development in the summer of 2020 with a focus on virtual learning and preparation for the school year

RECOMMENDATION 5: Encourage instructional activities that require student collaboration

Elementary Schedule: Having synchronous time throughout the subject areas allows teachers the time to set up productive, collaborative activities in break-out rooms. Teachers can also engage in student collaboration during small group instructional time.

Middle School Schedule: 45-minute synchronous periods allow teachers the time to implement age-appropriate, purposeful, and collaborative learning activities in ZOOM breakout rooms. Teachers also have opportunities to design asynchronous learning activities that include small group collaboration.

High School Schedule: Having 60-minute synchronous periods allows teachers the time to set up productive, collaborative activities in break-out rooms.

RECOMMENDATION 6: Adjust grading and assessment parameters

Elementary: Teachers will follow standard grading practices. Teachers received professional development during the summer of 2020 that addressed alternative forms of assessment. The assessments administered will provide valuable feedback to our students and their teachers.

Middle School: The middle school will follow our standard grading practices. Teachers received professional development during the summer of 2020 that addressed alternative forms of assessment. The assessments administered will provide valuable feedback to our students and their teachers.

High School: The high school will follow our standard grading practices. Teachers received professional development during the summer of 2020 that addressed alternative forms of assessment. The assessments administered will provide valuable feedback to our students and their teachers.

RECOMMENDATION 7: Increase the emphasis on meeting the social-emotional needs of students

Elementary Schedule: There will be a morning meeting time daily where teachers will build community. Synchronous lessons in all subject areas allows teachers to spend time with their class. Small group instruction time provided opportunities for meaningful interactions with each student.

Middle School Schedule: Teachers began work last spring developing SEL activities to make connections, build relationships, and build community. SEL is a priority and will be reflected in

the activities that students will engage in during the first several days of the school year. Also, time is built into the schedule for teachers to plan and collaborate with our behavioral health team to develop ongoing synchronous SEL activities for our students.

High School Schedule:
60-minute synchronous lessons with individual class sections allows teachers to slow down and spend time with each class and have meaningful interactions with each student.

Students have a more structured schedule and required daily live classes provide the opportunity to engage and connect with other students and teachers.

1/3 asynchronous instruction gives students flexibility as to when they will complete that work.

All staff having common office hours allows for students to meet with teachers, counselors, social workers, or other support staff without class conflicts, much like our current *Lunch and Learn*.

RECOMMENDATION 8: Provide staff time and support to plan strategies to meet students social-emotional learning needs during distance learning

Elementary Schedule: There is time set aside on C and D days for professional development. There is also time built in to collaborate with colleagues daily. Our behavioral health team has been working collaboratively throughout the summer developing strategies and gathering resources to help support our students, staff, and families feel emotionally safe as we participate in virtual learning environments.

Middle School Schedule: Teacher teams will meet for 45-minutes every other day with the grade level school counselor to develop and plan for the implementation of purposeful SEL activities.

High School Schedule: Every other day (Gold Days), there is an hour of time set aside for professional development and teacher collaboration. School counselors, social workers and psychologists will collaborate with classroom teachers to develop and plan for the implementation of SEL activities.

VIDEOS - INSTRUCTIONAL SCHEDULE OVERVIEW

COMING SOON!

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PATTON
ELEMENTARY