

Please note- there is a UNIQUE schedule for each grade level. Subjects remain the same, but time/order of the subject varies to allow for support staff to assist. T

K/K Jump Start 8/17/20 - 9/4/20

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:30	Asynchronous/ Classroom morning routine	Asynchronous/ Classroom morning routine	Asynchronous/ Classroom morning routine	Asynchronous/ Classroom morning routine	Asynchronous/ Classroom morning routine
8:30-9:00	Take attendance/SEL Language Arts--Whole class instruction Stretch Break	Take attendance/SEL Language Arts-Wholeclass instruction Stretch Break	Take attendance Language Arts--Whole class instruction Stretch Break	Take attendance/SEL Language Arts--Whole class instruction Stretch Break	Take attendance/SEL Language Arts--Whole class instruction Stretch Break
9:00 - 10:00	Language Arts--Foundational Literacy small groups & 1:1 assessment, or teacher leads three 10 minute groups & English Language Development Groups/ Independent work for students when not in small group instruction	Language Arts--Foundational Literacy small groups & 1:1 assessment, Teacher leads three 10 minute groups & English Language Development Groups/ Independent work for students when not in small group instruction	9:00-9:30 Zoom/Math Instruction - Whole class instruction 9:30-10:00 Teacher leads checks for understanding while students do independent work	Language Arts--Foundational Literacy small groups Teacher leads three 10 minute groups or 1:1 assessments & English Language Development Groups/ Independent work for students when not in small group instruction	Language Arts--Foundational Literacy small groups, 1:1 assessments, or Teacher leads three 10 minute groups & English Language Development Groups/Independent work for students when not in small group instruction
10:00 - 10:30	Recess	Recess	Zoom/Designated ELD for ELD students Independent work for EOs	Recess	Recess
10:30 - 11:00	Math Instruction - Whole class instruction	Math Instruction - Whole class instruction	10:30-12:00 Independent work/supplemental programs (Lexia/MyOn, etc.)	Math Instruction - Whole class instruction	Math Instruction - Whole class instruction
11:00 - 11:30	Math small groups Independent work & 1:1 assessments	Math small groups Independent work & assessments	10:30-12:30 Professional Development for teachers/ PLCs	Math small groups Independent work & 1:1 assessments	Math small groups, Independent work & 1:1 assessments

STUDENT/TEACHER SCHEDULE TK-K (Student instructional minutes-195 minutes; state requirement is 180 minutes for Kindergarten)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:30 8:30-9:00	Asynchronous/ Classroom morning routine Take attendance/SEL Language Arts--Whole class instruction	Asynchronous/ Classroom morning routine Take attendance/SEL Language Arts--Whole class instruction	Asynchronous/ Classroom morning routine Take attendance/SEL Language Arts--Whole class instruction	Asynchronous/ Classroom morning routine Take attendance/SEL Language Arts--Whole class instruction	Asynchronous/ Classroom morning routine Take attendance/SEL Language Arts--Whole class instruction
9:00 - 10:00	Language Arts-Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	Language Arts-Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	9:00-9:30 Zoom/Math Instruction - Whole class instruction 9:30-10:00 Teacher leads checks for understanding while students do independent work	Language Arts-Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	Language Arts-Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction
10:00 - 10:30	Recess	Recess	Zoom/Designated ELD for ELD students Independent work for EOs	Recess	Recess
10:30 - 11:00	Math Instruction - Whole class instruction	Math Instruction - Whole class instruction	10:30-12:00 Independent work/supplemental programs (Lexia/MyOn, etc.) 10:30-12:30 Professional Development for teachers/ PLCs	Math Instruction - Whole class instruction	Math Instruction - Whole class instruction
11:00 - 11:30	Math small groups Independent work	Math small groups Independent work		Math small groups Independent work	Math small groups Independent work
11:30 - 1:00	Lunch 11:30-12:30 Stretch break/PE 12:30-1:00 PE will be 2x per week for 30 min	Lunch 11:30-12:30 Stretch break/PE 12:30-1:00 PE will be 2x per week for 30 min	TEACHER LUNCH 12:30-1:00	Lunch 11:30-12:30 Stretch break/PE 12:30-1:00 PE will be 2x per week for 30 min	Lunch 11:30-12:30 Stretch break/PE 12:30-1:00 PE will be 2x per week for 30 min
1:00 - 1:30	Designated ELD for ELs Lexia/MyOn, etc for EOs	Designated ELD for ELs Lexia/MyOn, etc for EOs	TEACHER PREP 1:00-3:00	Designated ELD for ELs Lexia/MyO, etc for EOs	Designated ELD for ELs Lexia/MyO, etc for EOs
1:30-2:00	Independent work/supplemental programs (Lexia/MyOn, etc.) Teacher Prep 1:30-3:00	Independent work/supplemental programs (Lexia/MyOn, etc.) Teacher Prep 1:30-3:00		Independent work/supplemental programs (Lexia/MyOn, etc.) Teacher Prep 1:30-3:00	Independent work/supplemental programs (Lexia/MyOn, etc.) Teacher Prep 1:30-3:00

STUDENT/TEACHER SCHEDULE 1st GRADE

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 -8:30	Asynchronous/ Classroom morning routine	Asynchronous/ Classroom morning routine	Asynchronous/ Classroom morning routine	Asynchronous/ Classroom morning routine	Asynchronous/ Classroom morning routine
8:30- 9:00	Take attendance Language Arts--Whole class instruction	Take attendance Language Arts--Whole class instruction	Take attendance Language Arts--Whole class instruction	Take attendance Language Arts--Whole class instruction	Take attendance Language Arts--Whole class instruction
9:00 - 10:00	Zoom/Language Arts Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Language Arts Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	9:00-9:30 Zoom/Math Instruction - Whole class instruction 9:30-10:00 Teacher leads checks for understanding while students do independent work	Zoom/Language Arts Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Language Art -Foundational Literacy small groups Teacher leads small group Independent work for students when not in small group instruction
10:00 - 10:30	Recess OR PE (Each class will be scheduled 2x/week for PE) Teacher Prep time for Non-PE teacher	Recess OR PE (Each class will be scheduled 2x/week for PE) Teacher Prep time for Non-PE teacher	Zoom/Designated ELD for ELD students Independent work for EOs	Recess OR PE (Each class will be scheduled 2x/week for PE) Teacher Prep time for Non-PE teacher	Recess OR PE (Each class will be scheduled 2x/week for PE) Teacher Prep time for Non-PE teacher
10:30 - 11:00	Zoom/Math Instruction - Whole class instruction	Zoom/Math Instruction - Whole class instruction	Professional Development for teachers/ PLC time 10:30-12:30 Student independent work 10:30-12:00	Zoom/Math Instruction - Whole class instruction	Zoom/Math Instruction - Whole class instruction
11:00-11:30	Recess	Recess		Recess	Recess
11:30-12:30	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction		Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction
12:30 - 1:00	Lunch	Lunch	TEACHER LUNCH 12:30-1:00	Lunch	Lunch
1:00-1:30	Independent Reading/ MyOn/AR	Independent Reading/ MyOn/AR	TEACHER PREP 1:00-3:00	Independent Reading/ MyOn/AR	Independent Reading/ MyOn/AR
1:30 - 2:00	Zoom/Designated ELD for ELs/Lexia/MyOn for EOs	Zoom/Designated ELD for ELs/Lexia/MyOn for EOs		Zoom/Designated ELD for ELs/Lexia/MyOn for EOs	Zoom/Designated ELD for ELs/Lexia/MyOn for EOs
2:00-2:30	Zoom/SEL lessons/ Classroom circles/ review assignments	Zoom/SEL lessons/ Classroom circles/ Review assignments		Zoom/SEL lessons/ Classroom circles	Zoom/SEL lessons/ Classroom circles
2:30-3:00	Complete classwork assignments Teacher Prep Time	Complete classwork assignments Teacher Prep Time		Complete classwork assignments Teacher Prep Time	Complete classwork assignments Teacher Prep Time

STUDENT/TEACHER SCHEDULE 2nd GRADE

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 -8:15 8:15- 9:15	Take attendance/Morning welcome/SEL Zoom/Language Arts Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	Take attendance/Morning welcome/SEL Zoom/Language Arts Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	Take attendance/ Morning welcome/SEL Zoom/Language Arts-Whole class instruction 9:00-9:30 Zoom/Math Instruction - Whole class instruction	Take attendance/Morning welcome/SEL Zoom/Language Arts Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	Take attendance/Morning welcome/SEL Zoom/Language Arts Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction
9:15 - 10:00	Zoom/Language Arts-Whole class instruction	Zoom/Language Arts-Whole class instruction	9:30-10:00 Teacher leads checks for understanding while students do independent work	Zoom/Language Arts-Whole class instruction	Zoom/Language Arts -Whole class instruction
10:00 - 10:30	Recess	Recess	10:00-10:30 Zoom/Designated ELD for ELD students Independent work for EOs	Recess	Recess
10:30-11:30	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	Student independent work 10:30-12:00 Professional Development for teachers/ PLC time 10:30-12:30	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction
11:30-12:30	Lunch (30 minutes) & 12:00- 12:30 Recess OR PE (30 minutes) (Each class will be scheduled 2x/week for PE) Teacher Prep for Non- PE Teacher	Lunch (30 minutes) & 11:30- 12:00 Recess OR PE (30 minutes) (Each class will be scheduled 2x/week for PE) Teacher Prep for Non-PE Teacher	TEACHER LUNCH 12:30-1:00	Lunch (30 minutes) & 11:30- 12:00 Recess OR PE (30 minutes) (Each class will be scheduled 2x/week for PE) Teacher Prep for Non-PE Teacher	Lunch (30 minutes) & 11:30- 12:00 Recess OR PE (30 minutes) (Each class will be scheduled 2x/week for PE) Teacher Prep for Non-PE teacher
12:30 - 1:00	Zoom/Math Instruction - Whole class instruction	Zoom/Math Instruction - Whole class instruction	TEACHER PREP 1:00-3:00	Zoom/Math Instruction - Whole class instruction	Zoom/Math Instruction - Whole class instruction
1:00-1:30	Independent Reading/ MyOn/AR	Independent Reading/ MyOn/AR		Independent Reading/ MyOn/AR	Independent Reading/ MyOn/AR
1:30-2:00	Zoom/Designated ELD for ELs/Lexia/MyOn for EOs	Zoom/Designated ELD for ELs/Lexia/MyOn for EOs		Zoom/Designated ELD for ELs/Lexia/MyOn for EOs	Zoom/Designated ELD for ELs/Lexia/MyOn for EOs
2:00-2:30	Asynchronous learning	Asynchronous learning		Asynchronous learning	Asynchronous learning
2:30-3:00	Complete classwork assignments Teacher Prep Time	Complete classwork assignments Teacher Prep Time		Complete classwork assignments Teacher Prep Time	Complete classwork assignments Teacher Prep Time

3rd grade

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 -8:15 8:15- 8:45	Take attendance/Morning welcome Zoom/Designated ELD for ELs/Lexia/MyOn for EOs	Take attendance/Morning welcome Zoom/Designated ELD for ELs/Lexia/MyOn for EOs	Take attendance/ Morning welcome Zoom/Language Arts-Whole class instruction	Take attendance/Morning welcome Zoom/Designated ELD for ELs/Lexia/MyOn for EOs	Take attendance/Morning welcome Zoom/Designated ELD for ELs/Lexia/MyOn for EOs
8:45-9:15	Recess OR PE (Each class will be scheduled 2x/week for PE) Teacher Prep for Non PE- teacher	Recess OR PE (Each class will be scheduled 2x/week for PE) Teacher Prep for Non-PE teacher	9:00-9:30 Zoom/Math Instruction - Whole class instruction 9:30-10:00 Teacher leads checks for understanding while students do independent work 10:00-10:30 Zoom/Designated ELD for ELD students Independent work for EOs	Recess OR PE (Each class will be scheduled 2x/week for PE) Teacher Prep for Non-PE teacher	Recess OR PE (Each class will be scheduled 2x/week for PE) Teacher Prep for Non-PE Teacher
9:15-10:00	Zoom/Language Arts-Whole class instruction	Zoom/Language Arts-Whole class instruction		Zoom/Language Arts-Whole class instruction	Zoom/Language Arts-Whole class instruction
10:00-10:30	Recess	Recess	Student independent work 10:30-12:00	Recess	Recess
10:30 - 11:00	Zoom/Math Instruction - Whole class instruction	Zoom/Math Instruction - Whole class instruction	Professional Development for teachers/ PLC time 10:30-12:30	Zoom/Math Instruction - Whole class instruction	Zoom/Math Instruction - Whole class instruction
11:00-11:30	Lunch	Lunch	Lunch 12:30-1:00	Lunch	Lunch
11:30-12:30	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	TEACHER PREP 1:00-3:00	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction
12:30-1:00	Independent Reading/ MyOn/AR	Independent Reading/ MyOn/AR		Independent Reading/ MyOn/AR	Independent Reading/ MyOn/AR
1:00-1:30 1:30-2:00	Asynchronous learning Zoom/Language Arts-Foundational Literacy small groups Teacher leads small groups/Independent work for students when not in small group instruction	Asynchronous learning Zoom/Language Arts-Foundational Literacy small groups Teacher leads small groups/Independent work for students when not in small group instruction		Asynchronous learning Zoom/Language Arts-Foundational Literacy small groups Teacher leads small groups/Independent work for students when not in small group instruction	Asynchronous learning Zoom/Language Arts-Foundational Literacy small groups Teacher leads small groups/Independent work for students when not in small group instruction
2:00-2:30	Zoom/SEL lessons/ Classroom circles/ review assignments	Zoom/SEL lessons/ Classroom circles/ Review assignments		Zoom/SEL lessons/ Classroom circles *Science for grades 3-6	Zoom/SEL lessons/ Classroom circles *Science for grades 3-6
2:30-3:00	Complete classwork assignments Teacher Prep Time	Complete classwork assignments Teacher Prep Time		Complete classwork assignments Teacher Prep Time	Complete classwork assignments Teacher Prep Time

4th Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 -8:15 8:15- 9:00	Take attendance/Morning welcome Zoom/Math Instruction - Whole class instruction	Take attendance/Morning welcome Zoom/Math Instruction - Whole class instructions	Take attendance/ Morning welcome 8:15-9:00 Zoom/Language Arts-Whole class instruction 9:00-9:30	Take attendance/Morning welcome Zoom/Math Instruction - Whole class instruction	Take attendance/Morning welcome Zoom/Math Instruction - Whole class instruction
9:00-9:45	Zoom/Language Arts-Whole class instruction	Zoom/Language Arts-Whole class instruction	Zoom/Math Instruction - Whole class instruction 9:30-10:00 Teacher leads checks for understanding while students do	Zoom/Language Arts-Whole class instruction	Zoom/Language Arts-Whole class instruction
9:45-10:15	Recess	Recess	independent work 10:00-10:30 Zoom/Designated ELD for ELD students Independent work for EOs	Recess	Recess
10:15-10:45	Snack break, stretch OR PE (Each class will be scheduled 3x/week for PE) Teacher Prep for Non-PE teacher	Snack break, stretch OR PE (Each class will be scheduled 3x/week for PE) Teacher Prep for Non-PE teacher	Student independent work 10:30-12:00	Snack break, stretch OR PE (Each class will be scheduled 3x/week for PE) Teacher Prep for Non-PE teacher	Snack break, stretch OR PE (Each class will be scheduled 3x/week for PE) Teacher Prep for Non-PE teacher
10:45 - 11:45	Zoom/Language Arts Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Language Arts Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	Professional Development for teachers/ PLC time 10:30-12:30	Zoom/Language Arts Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Language Arts Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction
11:45 - 12:15	Lunch	Lunch	Lunch 12:30-1:00	Lunch	Lunch
12:15 - 1:15	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	TEACHER PREP 1:00-3:00	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction
1:15-1:45	Independent Reading/ MyOn/AR	Independent Reading/ MyOn/AR		Independent Reading/ MyOn/AR	Independent Reading/ MyOn/AR
1:45 - 2:15	Zoom/Designated ELD for ELs/Lexia/MyOn for EOs	Zoom/Designated ELD for ELs/Lexia/MyOn for EOs		Zoom/Designated ELD for ELs/Lexia/MyOn for EOs	Zoom/Designated ELD for ELs/Lexia/MyOn for EOs
2:15-2:45	Zoom/SEL lessons/ Classroom circles/ review assignments	Zoom/SEL lessons/ Classroom circles/ Review assignments		Zoom/SEL lessons/ Classroom circles *Science for grades 3-6	Zoom/SEL lessons/ Classroom circles *Science for grades 3-6
2:45-3:00	Complete classwork assignments Teacher Prep Time	Complete classwork assignments Teacher Prep Time		Complete classwork assignments Teacher Prep Time	Complete classwork assignments Teacher Prep Time

5th Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 -8:15 8:15- 9:15	Take attendance/Morning welcome Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	Take attendance/Morning welcome Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	Take attendance/ Morning welcome 8:15-9:00 Zoom/Language Arts-Whole class instruction 9:00-9:30 Zoom/Math Instruction - Whole class instruction 9:30-10:00 Teacher leads checks for understanding while students do independent work	Take attendance/Morning welcome Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	Take attendance/Morning welcome Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction
9:15-10:00	Zoom/Math- Whole class instruction	Zoom/Math- Whole class instruction	10:00-10:30 Zoom/Designated ELD for ELD students Independent work for EOs	Zoom/Math- Whole class instruction	Zoom/Math- Whole class instruction
10:00-10:30	Recess	Recess		Recess	Recess
10:30-11:30	Zoom/Language Arts Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Language Arts Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	Student independent work 10:30-12:00	Zoom/Language Arts Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Language Arts Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction
11:30 - 12:00	Break, stretch OR PE (Each class will be scheduled 3x/week for PE) Teacher Prep for Non-PE teacher	Break, stretch OR PE (Each class will be scheduled 3x/week for PE) Teacher Prep for Non-PE teacher	Professional Development for teachers/ PLC time 10:30-12:30	Break, stretch OR PE (Each class will be scheduled 3x/week for PE) Teacher Prep for Non-PE teacher	Break, stretch OR PE (Each class will be scheduled 3x/week for PE) Teacher Prep for Non-PE teacher
12:00-12:30	Lunch	Lunch	Lunch 12:30-1:00	Lunch	Lunch
12:30 - 1:15	Zoom/Language Arts-Whole Class	Zoom/Language Arts-Whole Class	TEACHER PREP 1:00-3:00	Zoom/Language Arts-Whole Class	Zoom/Language Arts-Whole Class
1:15-1:45	Independent Reading/ MyOn/AR	Independent Reading/ MyOn/AR		Independent Reading/ MyOn/AR	Independent Reading/ MyOn/AR
1:45 - 2:15	Zoom/Designated ELD for ELs/Lexia/MyOn for EOs	Zoom/Designated ELD for ELs/Lexia/MyOn for EOs		Zoom/Designated ELD for ELs/Lexia/MyOn for EOs	Zoom/Designated ELD for ELs Lexia/MyOn for EOs
2:15-2:45	Zoom/SEL lessons/ Classroom circles/ Review assignments	Zoom/SEL lessons/ Classroom circles/ Review assignments		Zoom/SEL lessons/ Classroom circles *Science for grades 3-6	Zoom/SEL lessons/ Classroom circles *Science for grades 3-6
2:45-3:00	Complete classwork assignments Teacher Prep Time	Complete classwork assignments Teacher Prep Time		Complete classwork assignments Teacher Prep Time	Complete classwork assignments Teacher Prep Time

6th Grade



	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 -8:15 8:15- 9:15	Take attendance/Morning welcome Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	Take attendance/Morning welcome Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	Take attendance/ Morning welcome 8:15-9:00 Zoom/Language Arts-Whole class instruction 9:00-9:30 Zoom/Math Instruction - Whole class instruction	Take attendance/Morning welcome Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction	Take attendance/Morning welcome Zoom/Math small groups Teacher leads small groups Independent work for students when not in small group instruction
9:15-10:00	Zoom/Math- Whole class instruction	Zoom/Math- Whole class instruction	9:30-10:00 Teacher leads checks for understanding while students do independent work	Zoom/Math- Whole class instruction	Zoom/Math- Whole class instruction
10:00-10:30	Recess	Recess	10:00-10:30 Zoom/Designated ELD for ELD students Independent work for EOs	Recess	Recess
10:30-11:30	Zoom/Language Arts-Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Language Arts-Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	Student independent work 10:30-12:00 Professional Development for teachers/ PLC time 10:30-12:30	Zoom/Language Arts-Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction	Zoom/Language Arts-Foundational Literacy small groups Teacher leads small groups Independent work for students when not in small group instruction
11:30 - 12:00	Independent Reading/ MyOn/AR	Independent Reading/ MyOn/AR		Independent Reading/ MyOn/AR	Independent Reading/ MyOn/AR
12:00-12:30	Lunch	Lunch	Lunch 12:30-1:00	Lunch	Lunch
12:30 - 1:15	Zoom/Language Arts-Whole Class	Zoom/Language Arts-Whole Class	TEACHER PREP 1:00-3:00	Zoom/Language Arts-Whole Class	Zoom/Language Arts-Whole Class
1:15-1:45	Stretch OR PE Each class will be scheduled 3x/week for PE)	Stretch OR PE Each class will be scheduled 3x/week for PE)		Stretch OR PE Each class will be scheduled 3x/week for PE)	Stretch OR PE Each class will be scheduled 3x/week for PE)
1:45 - 2:15	Zoom/Designated ELD for ELs/Lexia/MyOn for EOs	Zoom/Designated ELD for ELs/Lexia/MyOn for EOs		Zoom/Designated ELD for ELs/Lexia/MyOn for EOs	Zoom/Designated ELD for ELs/Lexia/MyOn for EOs
2:15-2:45	Zoom/SEL lessons/ Classroom circles/ review assignments	Zoom/SEL lessons/ Classroom circles/ Review assignments		Zoom/SEL lessons/ Classroom circles *Science for grades 3-6	Zoom/SEL lessons/ Classroom circles *Science for grades 3-6
2:45-3:00	Complete classwork assignments Teacher Prep	Complete classwork assignments Teacher Prep		Complete classwork assignments Teacher Prep	Complete classwork Assignments Teacher Prep

REQUIRED ZOOM TIMES

Guidance for Core Instructional Schedule

Teachers should pull small groups for at least 2 hours daily to differentiate instruction and address learning loss.

Content	Student Frequency	Focus
Morning Meeting	4x/week	<p>Opportunity to build student relationships to reinforce the purpose of welcome. Set expectations for day/review rules/behavior goal of day.</p> <p>Click HERE for a lesson template developed based on a 30 min lesson. It can easily be modified. Classroom Mgt needs to be taught throughout the day from day 1 - day 20. Brain breaks are key - See the lesson template above!!</p>
Foundational Literacy OR Math (small groups)	4x/week	<p>All students need daily work to learn how to decode, read fluently, comprehend text, and write effectively. Teachers and paraeducators/tutors provide daily, small group instruction. Example:</p> <ul style="list-style-type: none"> A - work with Teacher (20min) B - work with para/other support or indep (20 min) C - work independently on foundational skills (alone or partners) D - work independently on foundational skills (alone or partners) <p>For those students working independently: Click HERE to watch just the beginning of this excellent lesson on problem solving. Teacher is a K teacher, but this would work with any level TK-12 during independent work time using a recorded lesson.</p> <p>Illustrative Math Distance Resources: This is a doable way for K-8 teachers to include rich math problem solving discussion in math lessons (synchronous or asynchronous). Leveled prompts are included with each image.</p> <p>Click on the grade level to access the slides: K-5 6-8</p> <p>Small group work and independent work needs to be STANDARDS BASED.</p>
Language Arts	Daily	<p>Language Arts instruction should be anchored in the adopted curriculum and instructional routines. Teachers will provide whole class instruction daily, in addition to small group instruction. In all settings, teachers will incorporate reading strategies such as multiple readings and building vocabulary knowledge. To extend learning, students should also engage independent reading and writing each day and receive regular feedback from the teacher.</p>
ELD	Daily	<p>30 minutes of Designated ELD Instruction will be taught to English Learners, as well as integrated ELD through core content areas. Students will be grouped by grade level and ability. Grade level teachers will each have a level they teach during the same designated time so that all students receive leveled instruction tailored to their needs.</p>
Math	Daily	<p>Math instruction will consist of daily teacher-led lessons that are aligned to grade level standards. Teachers will provide whole class instruction daily, in addition to small group instruction. In all settings, teachers will incorporate proven strategies such as using visuals and manipulatives, and engaging in number talks.</p>
Science	Mostly integrated	<p>Teachers emphasize NGSS standards and integrate with literacy when possible. Students should engage in independent science learning at least once a week and a teacher-directed lesson at least 2 times/week (for grades 3-6).</p>
Social Studies	Integrated	<p>Social studies themes should be integrated into Language Arts whenever possible.</p>

Physical Education	2x/week	Daily exercise for every child with 2 structured P.E. lessons per week. (80 minutes per week in grades 4-6)										
Music & Art	1-2x/week	Arts themes should be integrated with academic content when possible.										
Classroom circles & Social emotional learning (SEL)	Daily	<p>Teacher-led classroom circles, coupled with SEL lessons, to build community and allow teachers to check for understanding, review learning goals, objectives, and assignments or as an opportunity to integrate weekly academic content (e.g. science, art, current events, etc).</p> <p>Reflection - student academic & behavior reflection is key. SEL--Optimistic send off or something to look forward to or connect to tomorrow's learning. See below resources.</p> <div data-bbox="520 479 924 1006">  <p>THREE SIGNATURE SEL PRACTICES FOR THE CLASSROOM* Creating the Conditions for Student Learning</p> <p><i>USD Core Values: Students First • Equity • Excellence • Integrity • Culturally Responsive • Joy</i></p> <table border="1"> <tr> <td data-bbox="525 560 745 690"> <p>WELCOMING RITUAL (2-10 minutes) Activities for Inclusion Ritual openings establish safety and predictability, support contribution by all voices, reinforce norms for respectful listening, allow students to connect with one another and create a sense of belonging. To be successful, these activities must be carefully chosen, connected to the learning of the day and engagingly facilitated.</p> </td> <td data-bbox="745 560 924 690"> <p>EXAMPLES FROM THE CLASSROOM</p> <ul style="list-style-type: none"> • Every voice is heard • Purposeful social interactions • Class meetings • Smile & greet each person by name <p>SCHOOL-WIDE</p> <ul style="list-style-type: none"> • Adults express joy in seeing students • Stack of breakfast items on office counter = glad to see late arrivals • Morning announcements include student voice </td> </tr> <tr> <td data-bbox="525 706 745 876"> <p>ENGAGING PRACTICES (1-15 minutes) Academic Integration, Sense-Making, Transitions & Brain Breaks Engaging practices are brain-compatible strategies that can foster relationships, cultural humility and responsiveness, empowerment, and collaboration. Intentionally build student SEL skills and then authentically practice these skills throughout the school day. Provide thoughtful transitions and opportunities for brain breaks that help integrate new information into long-term memory, otherwise it is soon forgotten. Balance opportunities for quiet reflection and writing with more active activities.</p> </td> <td data-bbox="745 706 924 876"> <p>EXAMPLES FROM THE CLASSROOM</p> <ul style="list-style-type: none"> • Opportunities for interaction: Cultivate practices that involve interactions in partnerships, triads, small groups and as a whole group • Explicitly teach SEL skills through evidence-based programs • Turn To Your Partner: Sharing and listening to make sense of new input • Co-create and regularly revisit working agreements with your students • Brain Break - Stand and Stretch: Refresh and reset the brain with movement, music, quiet reflection </td> </tr> <tr> <td data-bbox="525 893 745 1006"> <p>OPTIMISTIC CLOSURE (3-5 minutes) Reflections and Looking Forward Provide intentional closure by having students reflect on and then name something that helps them transition on an optimistic note. This provides a positive way to reinforce learning, can connect school to home/community, and creates a moment of looking forward to coming back.</p> </td> <td data-bbox="745 893 924 1006"> <p>EXAMPLES FROM THE CLASSROOM</p> <p>Think of...</p> <ul style="list-style-type: none"> • Something I learned today • Someone I was able to help • Something I want to share with an adult • Something I'm looking forward to doing tomorrow • Something I enjoyed about the day • Someone who was kind/helpful to me </td> </tr> </table> </div> <div data-bbox="940 617 1507 1003"> <p>Teachers Want Clear Guidance in New Environment</p> <p>Transition to Remote Learning While Managing Student Wellness Overwhelming</p> <p>Expert Insights Highlight Four Key Themes for Educators During COVID-19</p> <table border="1"> <tr> <td data-bbox="961 714 1218 852"> <p>Connect with students individually</p> <ul style="list-style-type: none"> - Send a note to check in - Send positive feedback to work - Ask questions to individual students during synchronous classes - Give shoutouts in weekly updates </td> <td data-bbox="1218 714 1491 852"> <p>Help students to connect with each other</p> <ul style="list-style-type: none"> - Consider using Zoom breakout rooms for group discussions - Pair students to collaborate on virtual assignments - Set up virtual "coffee hours" for students to join </td> </tr> <tr> <td data-bbox="961 868 1218 998"> <p>Use optimistic language</p> <ul style="list-style-type: none"> - "When we come back next fall..." - "When you're back playing in sports teams/musical ensembles" - "Who's looking forward to returning to school lunches?" </td> <td data-bbox="1218 868 1491 998"> <p>Maintain a trauma-informed lens</p> <ul style="list-style-type: none"> - Watch for disconnected students - Use Relationship Mapping to prioritize building connections - Assume that every student in your class could be experiencing trauma at this time </td> </tr> </table>  </div>	<p>WELCOMING RITUAL (2-10 minutes) Activities for Inclusion Ritual openings establish safety and predictability, support contribution by all voices, reinforce norms for respectful listening, allow students to connect with one another and create a sense of belonging. To be successful, these activities must be carefully chosen, connected to the learning of the day and engagingly facilitated.</p>	<p>EXAMPLES FROM THE CLASSROOM</p> <ul style="list-style-type: none"> • Every voice is heard • Purposeful social interactions • Class meetings • Smile & greet each person by name <p>SCHOOL-WIDE</p> <ul style="list-style-type: none"> • Adults express joy in seeing students • Stack of breakfast items on office counter = glad to see late arrivals • Morning announcements include student voice 	<p>ENGAGING PRACTICES (1-15 minutes) Academic Integration, Sense-Making, Transitions & Brain Breaks Engaging practices are brain-compatible strategies that can foster relationships, cultural humility and responsiveness, empowerment, and collaboration. Intentionally build student SEL skills and then authentically practice these skills throughout the school day. Provide thoughtful transitions and opportunities for brain breaks that help integrate new information into long-term memory, otherwise it is soon forgotten. Balance opportunities for quiet reflection and writing with more active activities.</p>	<p>EXAMPLES FROM THE CLASSROOM</p> <ul style="list-style-type: none"> • Opportunities for interaction: Cultivate practices that involve interactions in partnerships, triads, small groups and as a whole group • Explicitly teach SEL skills through evidence-based programs • Turn To Your Partner: Sharing and listening to make sense of new input • Co-create and regularly revisit working agreements with your students • Brain Break - Stand and Stretch: Refresh and reset the brain with movement, music, quiet reflection 	<p>OPTIMISTIC CLOSURE (3-5 minutes) Reflections and Looking Forward Provide intentional closure by having students reflect on and then name something that helps them transition on an optimistic note. This provides a positive way to reinforce learning, can connect school to home/community, and creates a moment of looking forward to coming back.</p>	<p>EXAMPLES FROM THE CLASSROOM</p> <p>Think of...</p> <ul style="list-style-type: none"> • Something I learned today • Someone I was able to help • Something I want to share with an adult • Something I'm looking forward to doing tomorrow • Something I enjoyed about the day • Someone who was kind/helpful to me 	<p>Connect with students individually</p> <ul style="list-style-type: none"> - Send a note to check in - Send positive feedback to work - Ask questions to individual students during synchronous classes - Give shoutouts in weekly updates 	<p>Help students to connect with each other</p> <ul style="list-style-type: none"> - Consider using Zoom breakout rooms for group discussions - Pair students to collaborate on virtual assignments - Set up virtual "coffee hours" for students to join 	<p>Use optimistic language</p> <ul style="list-style-type: none"> - "When we come back next fall..." - "When you're back playing in sports teams/musical ensembles" - "Who's looking forward to returning to school lunches?" 	<p>Maintain a trauma-informed lens</p> <ul style="list-style-type: none"> - Watch for disconnected students - Use Relationship Mapping to prioritize building connections - Assume that every student in your class could be experiencing trauma at this time
<p>WELCOMING RITUAL (2-10 minutes) Activities for Inclusion Ritual openings establish safety and predictability, support contribution by all voices, reinforce norms for respectful listening, allow students to connect with one another and create a sense of belonging. To be successful, these activities must be carefully chosen, connected to the learning of the day and engagingly facilitated.</p>	<p>EXAMPLES FROM THE CLASSROOM</p> <ul style="list-style-type: none"> • Every voice is heard • Purposeful social interactions • Class meetings • Smile & greet each person by name <p>SCHOOL-WIDE</p> <ul style="list-style-type: none"> • Adults express joy in seeing students • Stack of breakfast items on office counter = glad to see late arrivals • Morning announcements include student voice 											
<p>ENGAGING PRACTICES (1-15 minutes) Academic Integration, Sense-Making, Transitions & Brain Breaks Engaging practices are brain-compatible strategies that can foster relationships, cultural humility and responsiveness, empowerment, and collaboration. Intentionally build student SEL skills and then authentically practice these skills throughout the school day. Provide thoughtful transitions and opportunities for brain breaks that help integrate new information into long-term memory, otherwise it is soon forgotten. Balance opportunities for quiet reflection and writing with more active activities.</p>	<p>EXAMPLES FROM THE CLASSROOM</p> <ul style="list-style-type: none"> • Opportunities for interaction: Cultivate practices that involve interactions in partnerships, triads, small groups and as a whole group • Explicitly teach SEL skills through evidence-based programs • Turn To Your Partner: Sharing and listening to make sense of new input • Co-create and regularly revisit working agreements with your students • Brain Break - Stand and Stretch: Refresh and reset the brain with movement, music, quiet reflection 											
<p>OPTIMISTIC CLOSURE (3-5 minutes) Reflections and Looking Forward Provide intentional closure by having students reflect on and then name something that helps them transition on an optimistic note. This provides a positive way to reinforce learning, can connect school to home/community, and creates a moment of looking forward to coming back.</p>	<p>EXAMPLES FROM THE CLASSROOM</p> <p>Think of...</p> <ul style="list-style-type: none"> • Something I learned today • Someone I was able to help • Something I want to share with an adult • Something I'm looking forward to doing tomorrow • Something I enjoyed about the day • Someone who was kind/helpful to me 											
<p>Connect with students individually</p> <ul style="list-style-type: none"> - Send a note to check in - Send positive feedback to work - Ask questions to individual students during synchronous classes - Give shoutouts in weekly updates 	<p>Help students to connect with each other</p> <ul style="list-style-type: none"> - Consider using Zoom breakout rooms for group discussions - Pair students to collaborate on virtual assignments - Set up virtual "coffee hours" for students to join 											
<p>Use optimistic language</p> <ul style="list-style-type: none"> - "When we come back next fall..." - "When you're back playing in sports teams/musical ensembles" - "Who's looking forward to returning to school lunches?" 	<p>Maintain a trauma-informed lens</p> <ul style="list-style-type: none"> - Watch for disconnected students - Use Relationship Mapping to prioritize building connections - Assume that every student in your class could be experiencing trauma at this time 											

		<div data-bbox="514 113 1071 755"> <h3>3 Signature SEL Practices</h3> <p>Welcoming/Inclusion Activities</p> <ul style="list-style-type: none"> Open-ended community building allows interactions that support creating connections to one another and the work <p>Engaging Practices <i>Sense-Making, Transitions, Brain Breaks</i></p> <ul style="list-style-type: none"> Opportunities for individual reflection and small group interaction with dedicated time to think, share, and listen Brain breaks: time to stand, stretch, relax, and focus on readiness to learn <p>Optimistic Closures <i>Reflections and Looking Forward</i></p> <ul style="list-style-type: none"> May be reflective about the learning, help identify next steps, or make connections to one's own work </div> <div data-bbox="1081 235 1606 755"> </div>
<p>Independent Reading/MyOn</p>	<p>Daily</p>	<p>This is an opportunity to update our teaching practices toward more effective outcomes inline with Governor Newsome's requirement for more rigor. Additionally, this is our chance to increase engagement by offering learning activities that foster student:</p> <ul style="list-style-type: none"> -independence -self efficacy -voice -choice <p>This could also be used as a 1:1 time for teachers to work with students on foundational skills such as high frequency words or fluency or vocabulary or goal setting or formative assessment/progress monitoring/feedback.</p> <p>We have site-based experts who can assist teachers with how to maximize the impact of this time.</p>

REQUIRED ZOOM TIMES

(Student instructional minutes 240+; state requirement is 230 for grades 1-3 per AB 77-Section 43501)

SB 98 places a strong emphasis on teacher-student engagement in distance learning. Distance learning must include the following minimum components: (1) provision of access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work; (2) content aligned to grade level standards that is provided at a level of quality and intellectual challenge equivalent to in-person instruction; (3) academic and other supports designed to address the needs of pupils who are performing below grade level, or need support in other areas; (4) special education, Language Arts services, and any other services required by a pupil's individualized education program; (5) designated and integrated instruction in English language development; and (6) **daily live interaction** with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. (Ed. Code, § 43503(b)).