

PERSONNEL

Instructional Preparations/Learning Plans

A. - Instructional Preparations

School Principals shall be cognizant in the scheduling process of the number of individual teacher assignments and the impact of numerous, separate lesson plan preparations. As a general guideline, the principal should explore various scheduling methods and patterns and department/grade level recommendations to keep to a minimum the number of separate preparations and the number of daily learning plans for which a teacher is responsible.

B. Learning Plans

1. Purpose

Learning plans guide curricular delivery and reflect thorough planning for instruction and assessment of stated learning objectives as a part of a comprehensive unit plan.

2. Components

Teachers shall maintain daily learning plans that include local curriculum objectives/competencies, instructional strategies/procedures, assessment(s), strategies for differentiation, and materials in a format that is readily available and understandable to administrators and supervisors.

3. Substitute Learning Plans

In case of a planned absence from work, teachers shall make available learning plans in a format that is readily usable and understandable by a substitute teacher.

Substitute learning plans should be located in a substitute folder, and should include essential classroom information, including but not limited to the following:

- Learning Plan
- Class rosters/attendance sheets
- Up-to-date seating charts
- Daily instructional schedule/school schedule
- Classroom rules
- Classroom routines and procedures
- Overview of behavior management system
- Essential health information
- IEP or Section 504 or Health Plan Accommodations
- Passes and other official forms a substitute may need

4. Emergency Learning Plans

In case of unexpected, or long-term, absences from work, teachers shall make available emergency learning plans that include engaging instructional activities that are relevant to the curriculum and ~~and~~ can be used at any point in time throughout the year.

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