

Flexible Instruction Day Plan 7.0

Post-COVID Preparedness Plan



Updated July & August 2025

Table of Contents

Overview of FID 7.0	3
Key Terms	3
Distinction Between District Plans	4
Hybrid School Days	4
Flexible Instruction Days	4
Conditions Under Which Virtual/Remote Instruction may count toward 180-day Requirement	5
<i>Notes on Equitable Instruction</i>	5
<i>Notes on Attendance</i>	6
<i>Notes on Measuring Student Growth & Learning</i>	6
What a student can expect during “virtual” time	6
Grading	7
Provisions for Closing the Digital Divide	8
Addressing English Language Learners Needs	8
Equitable Outcomes	9
Provisions for Implementation of Learning Plans	10
Measurement of Social-Emotional Health	10
Building Maintenance and Cleanliness	11
Provisions for Meal Availability	11
Identification of Essential Employees	12
Other Considerations	12
Appendices	14
Appendix A: Approved District Instructional Technology Tools	15
Appendix B: Parental Guidance Regarding Assessment Support	16
Appendix C: Grading Framework	17
Appendix D: Instructional Best Practices	18
Appendix E: Virtual Teaching Rubric	21
Appendix F: Virtual Learning Rubric	22

Overview of FID 7.0

Key Terms

Flexible Instructional Day (FID): Flexible Instructional Days (FID) is the moniker that Roxbury School District has used to describe learning environments that differ from the fully in-person typical learning environment. This name was used at the onset of the COVID-19 pandemic which led to the closing of school buildings and has continued to be used for consistency in language.

Traditional Learning Environments: Traditional learning environments are best described as the typical school day before the pandemic.

Live Instruction: Live instruction is when students are physically in school and receiving instruction from a teacher.

Synchronous Learning: Synchronous learning is any type of learning that occurs when a teacher and students are engaged in instruction and learning at the same time. This is best shown through a traditional learning environment or through Google Meets with teachers at assigned times.

Asynchronous Learning: Asynchronous learning occurs when students are not learning at the same time that the teacher is instructing or monitoring the class. An example of asynchronous learning is when a teacher assigns a student to watch an instructional video on their own and then answer questions or synthesize the content. Students determine their learning schedule.

Virtual Learning: The district will define virtual learning as a specific time devoted to learning in our hybrid models where the teacher and students are not all in the classroom simultaneously but are participating in synchronous learning activities. An example of virtual learning is learning during a Google Meet session with a teacher.

Hybrid Learning: Hybrid learning is a combination of in-person and virtual learning experiences where a selection of students are in-person with the teacher while the teacher is also streaming students into the classroom virtually through Google Meets for a synchronous learning experience.

Instructional Technology: Instructional technology defines a list of digital platforms, learning management systems, and software programs that attempt to increase teacher instruction and student learning through different computer-based affordances such as embedding resources,

online collaboration, synchronous and asynchronous assessment, and feedback. An approved list of the district's instructional technology can be found in the appendices.

Social Emotional Learning: Social emotional learning is instruction and learning that helps students better understand their emotional state and develop healthy habits for engaging with others, as well as, develop healthy relationships with oneself and others.

Guiding Principles

The following principles have been and will continue to be used to guide the district in the creation of its hybrid and Flexible Instruction plans:

- Review and implement mandates from the most current Executive Order(s) from the Governor which impact instructional format and school operations
- Examine different options and be willing to adjust based on changing dynamics
- Consider input from the diverse constituencies that make up the district and respond to concerns in a way that seeks to benefit all learners
- Continue to establish and enhance communication between families and the district to support an overall sense of school community

Distinction Between District Plans

Flexible Instruction Days (FID) differ from virtual and asynchronous time dictated in the district's "hybrid" learning plan. Though FID and hybrid learning models differ, expectations in both plans rely on virtual learning as integral parts of the instructional day. Therefore, guidance on the virtual aspects of both the district's Flexible Instruction Plan and the district's hybrid plan will be discussed in the following pages. Regardless of the format, Hybrid or Flexible Instruction, the school schedule will remain the same as always, and teachers and students are expected to be present for "live" learning experiences.

Hybrid School Days

Hybrid instructional days are the district's plan to bring a portion of the student population into the building to offer in-person instruction while dealing with the complexities presented by a health (or other) emergency necessitating a limiting of the in-school population.

Flexible Instruction Days

A Flexible Instruction Day (FID) is a virtual school day where students and staff have an opportunity to explore and engage in meaningful learning experiences that are: (a) aligned to the curriculum, (b) connected to standards, and (c) relevant to the current instructional sequence.

These days are not intended to supplant regular school day instruction, rather their intent is to continue to afford students meaningful learning experiences while connected with teachers in the event of an emergency that forces the anticipated or actual closing of school(s) at the discretion of the Superintendent in alignment with Executive Order(s) and BOE Policy. Nothing replaces the genuine human interactions that happen authentically in the classroom between students and teachers, but this alternative maintains the flow of meaningful instruction, which teachers demonstrated as an effective instructional model during the 2020 - 2021 school year.

Conditions Under Which Virtual/Remote Instruction may count toward 180-day Requirement

It is important to note that the commissioner shall allow the district to apply to the 180-day requirement in the event that a school district is required to close the schools of the district for more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure. Subsequently, the district is required to submit the proposed plan of virtual instruction to the commissioner on an annual basis.

In the event our district is required to close for the aforementioned reasons and implement its plan of virtual instruction:

Notes on Equitable Instruction

Our experience during the 2020 - 2021 school year emphasized the importance of an educational cornerstone, relationships. These relationships are most strongly developed and enhanced through the regularity of live interaction. The school day will closely mirror the typical school schedule. This will allow teaching staff and students consistency with instructional time to provide the learning experience on their Google Classroom and Google Meet so that students can: (a) access the information, (b) engage in meaningful learning, and (c) connect with teachers in real time in addition to the opportunity to reach out to the teacher(s) through email should there be a question/inquiry. Students will be expected to embrace mental and physical wellness by stepping away from the screen at the appropriate times and in a respectful manner so as to engage in mindful and/or physical activities.

Consistent with the above, the district expanded its one-to-one initiative to include all students in grades K - 12 beginning in the fall of 2020. If a family does not have access to reliable internet and/or computing devices, the district will provide support. Parents are encouraged to contact the building principal or school counselor for assistance.

Notes on Attendance

Student attendance will continue to be defined in accordance with BOE Policy 5200. Parents will be expected to report daily absences through the Genesis Parent Portal. In addition, teachers will also take attendance in each session, just like during a typical in-person school day, and monitor attendance in Genesis as they routinely do. Daily attendance must be entered no later than 10:00 AM. Daily attendance entered after this time will be recorded as tardy, but students may participate in all learning experiences.

In the event that a student is absent and it is not reported in Genesis, the teacher(s) of the student will contact the parent directly. If the parent is unable to be reached, the teacher will notify the building principal who will make further attempts to reach the parents. If a pattern of absences begins to occur, the Principal will coordinate with the school counselor and other student support personnel regarding convening a meeting with the Parents. If such action isn't possible, or the absences persist, the Intervention and Referral Services Process will be initiated as a means of bolstering that student's attendance.

Notes on Measuring Student Growth & Learning

Learning experiences will mirror a typical in-person school day experience as closely as possible with direct instruction (live and pre-recorded), small group exploration, engagement in application "class work" and homework. All work that is required for submission will be provided with feedback from the teacher making the assignment. Teachers will also indicate the due date on all assignments that require submission.

If a student is not submitting required assignments, the first point of contact would be the teacher reaching out to the parent. If the teacher is unable to reach the parent, the teacher would consult with the building principal. The Principal would in turn contact the parent to address the matter. If the parent is unable to be reached and/or the problem persists, the student would be referred to the Intervention and Referral Services committee for review.

What a student can expect during "virtual" time

In both our hybrid and FID environments, teachers will be delivering learning experiences (new instruction, review of material, learning support, question and answer) in a face-to-face experience through Google Meet. This experience will occur for each instructional class. This could include the use of break-out rooms for mini-lessons, small group instruction, individualized

student check-ins, or large class dialogue, but is at the discretion of the teacher with the main goal being the fostering of relationships and the furthering of instruction. Students will exercise appropriate virtual decorum during these sessions for the learning benefit of all.

Teachers will take attendance for each of these sessions as they are required learning experiences, not optional. In the event that specific familial circumstances prohibit a student from attending and participating, these circumstances should be communicated to the teacher and building administration. In the event a student's attendance demonstrates an "absent" pattern, the teacher and principal will reach out to the family to discuss circumstances and encourage attendance.

If the parent is unable to be reached, the teacher will notify the building principal who will make further attempts to reach the parents. If a pattern of absences begins to occur, the Principal will coordinate with the school counselor and other student support personnel regarding convening a meeting with the Parents. If such action isn't possible, or the absences persist, the Intervention and Referral Services Process will be initiated as a means of bolstering that student's attendance.

In order to best support a productive learning experience during the virtual time, single-point rubrics for teaching and learning in a virtual environment can be found in Appendix E and F, respectively. The learning rubric may be used as a guide by teachers, but may also be used for self and peer assessment of participation in a virtual learning environment. The teaching rubric should serve as an outline for lesson design and environmental considerations when preparing and delivering instruction virtually. The overall goal of a single-point rubric is to communicate the expectation and afford a vehicle to provide feedback for continued growth as well as targeted praise highlighting achievement from growth.

Grading

Grading is an important way of communicating student progress in a course of study to students, parents, as well as, colleges and trade schools. It is, therefore, important that when grades are assigned they are clearly articulated and represent information regarding students' growth toward the mastery of skills found in the curriculum, driven by specific learning standards. The district understands the importance of providing feedback and guidance during all formats of instruction.

Grading expectations will follow district policy and will be informed by the guidance on “high-quality grading practices” (Appendix C). Additional information on grading and feedback can be found in Appendix D.

Provisions for Closing the Digital Divide

In the late winter of 2020 and again during the 2020 - 2021 school year, the district surveyed families who may need support with non-existent or unreliable Wi-Fi. All families who expressed a need (or were identified through irregular attendance) were provided an activated internet hotspot. As the 2025-2026 school year begins, principals will reach out to new enrollees to determine if they need assistance in this way, and if so, they will be provided with an activated internet hotspot. The district is fully one-to-one in all grades beginning with the 2020 -2021 school year (K - 12) with Chromebooks.

Addressing English Language Learners Needs

The district will continue to implement its English as a Second Language educational program for multilingual learners (ML) in accordance with State and Federal requirements. All ML students will continue to receive comprehensive, differentiated instruction using the sheltered instruction methodology. Certified ESL teachers will continue to provide direct, explicit instruction that is designed to build proficiency for students. All teachers working with ML students will provide instruction that is differentiated and grounded in universal design for learning and sheltered instruction. In addition, ESL teachers will support students and teachers with modifying the instructional experience and expectations to focus on core subject areas and high areas of need. Communications will be made to students and families from the ESL teachers, through a translation app called Talking Points. The district website also has the capability of translating communication for users. Any staff member can also make use of the Talking Points app to send home communications in students’ native language. Additionally, staff will have access to the ELlevation Learning Platform to track student data and progress and gain access to support for lesson planning. Teachers will continue to be supported and trained in SEI strategies so they can meet the needs of language learners in any classroom. ML students, similar to their counterparts across the district, will have access to educational and assistive technology platforms that are designed to engage and educate students on critical areas of study. Teachers and student support staff will provide regular check-ins with students and their families in order to ensure access and understanding of such platforms. Additionally, students will have access to Rosetta Stone through the Roxbury Public Library.

Teachers and student support staff will continue to be provided with training on culturally responsive teaching and learning processes as well as strategies for supporting social-emotional learning for students who have experienced forced migration. This training will also incorporate trauma-informed practice and teaching procedures from the district's Supervisor of Student Support Services.

Equitable Outcomes

Classes of students at all grade levels in all disciplines represent a wide array of learning needs and strengths. Regardless of whether instruction is in-person or virtual, teachers plan for and implement instructional programming and learning experiences that are modified to allow all students the opportunity to meet with growth and success based on the developmental needs of the students in the class. This includes the need to afford specific learning accommodations for students with identified learning needs in specific plans such as an I&RS, 504, or IEP as well as those who benefit from enrichment/instructional enhancements. In addition to live virtual instruction, supplemental tutoring and targeted interventions will be provided for students requiring additional academic, social-emotional, and/or behavioral support. Teachers and case managers will work collaboratively to implement all identified learning accommodations regardless of the instructional format.

The district is committed to ensuring equitable access for all students in virtual learning environments by removing barriers that may hinder participation or success. Every student will be provided with the necessary technology, including a reliable device and internet connectivity through home service or mobile hotspots. Virtual platforms and instructional materials will meet accessibility standards, offering closed captioning, screen-reader compatibility, and alternative formats when needed to support students with disabilities or limited connectivity.

Families will be offered training and resources in multiple languages to ensure they can effectively support their children's virtual learning. The district will monitor attendance, engagement, and performance data to identify and address gaps promptly, adjusting strategies to ensure that all students—regardless of background—have the tools, opportunities, and support needed to thrive in a virtual learning setting.

Provisions for Implementation of Learning Plans

Instructional planning and lesson delivery include the need to afford specific learning accommodations for students with identified learning needs in specific plans such as an I&RS, 504, or IEP. Teachers and case managers will work collaboratively to implement all identified learning accommodations regardless of the instructional format. This also includes the provision of related services. In the event that a virtual environment makes the provision of identified services unrealistic, the case manager will work with the family to identify potential options and memorialize this adjustment or record missed services so they can be made up in compliance with the agreed-upon plan. Case managers will maintain an ongoing dialogue with families to ensure the implementation of documented learning plans including the maintenance of the annual review process in person or virtually based on the current health circumstances of the community. Throughout the process, data will still be collected and evaluated in order to design, review, and monitor student learning plans (I&RS, 504, and IEP). In the event that a virtual environment becomes necessary, meetings will be held through Google Meet.

Measurement of Social-Emotional Health

The district realizes that the COVID-19 pandemic has had and continues to have a substantial effect on stress levels. It is therefore important for the district to continue to identify struggling students and provide support structures to them in social and emotional health and well-being. The district continues to take the following steps to help increase the social-emotional learning and monitoring of students.

Responsive Classroom 5-8: Responsive classroom is a culture-building instructional program that helps create the structures and practices to better serve the social and emotional needs of students at a time when many students are transitioning from childhood to young adulthood. The program looks to break down barriers between teachers and students, as well as, between students to increase the district's awareness of student needs. Responsive Classroom seeks to connect emotional health with academic learning and school community connections.

Student Surveying K-12: Teachers, parents, and students will be periodically surveyed to gain insight into how students are handling the stresses brought on by the pandemic and its continued impact. Information from these surveys will be used to better align district resources or change instructional and assessment strategies to better fit the needs of the whole community.

Embedded Social Emotional Learning Practices K-4: The district has been working on implementing social-emotional learning strategies at the elementary level for the past few years. These strategies help students better understand non-academic stressors, increase positive social behavior, and provide resources for mindfulness and decompression. The district will continue to support faculty and staff on how to best implement these strategies into their classrooms and lessons in either a live, virtual, or asynchronous setting.

Mindfulness Consultant: The district has been working with Amy Rubin, a certified mindfulness consultant, to help teachers, students, and families find balance and de-stress during these difficult times. Amy Rubin will continue to provide the district with strategies and resources to better navigate the invisible obstacles associated with the pandemic through mindfulness strategies.

Calm Application: The district has purchased a subscription to the Calm application for faculty to help them better destress during this time, and to also play for their students to help build routines of destressing and mindfulness.

Building Maintenance and Cleanliness

Throughout the duration of COVID recovery, all buildings will continue to be monitored, maintained, and sanitized by custodial and Buildings and Grounds staff. After each room is sanitized it is marked with the date and sealed. Similar to the 2020 - 2021 school year, each windowless classroom/office or classrooms where they have been requested are provided with an air purifier. Additionally, the HVAC systems were modified in March 2020 to include iwaves, an ionization process, to enhance air purification. Daily air purging is also conducted in every building.

Provisions for Meal Availability

Maschios will work to prepare packaged meals for breakfast (Franklin and Nixon only) and lunch for any family that has been identified as qualifying for Free or Reduced Lunch pricing. Meals will be available for pick up at the appropriate school in the event that the community health requires the district to move to a virtual environment.

Identification of Essential Employees

In the event that the district is required to move to a virtual learning environment due to a community health emergency, a list of essential employees will be included, but may be adjusted based on need as follows:

- District Administration (10)
- Network Administrator (1)
- Systems Administrator (1)
- Data Analyst (1)
- Computer Technicians (5)
- Bus Drivers (59)
- Bus Aides (11)
- Mechanics (4)
- Security Guards (6)
- Buildings and Grounds/Maintenance (11)
- Custodians (50)

Other Considerations

Given the fluid nature of teaching and learning as well as the auxiliary programs that support them, the following items will be considered should the transition to a virtual environment become necessary so that students' individual needs can be supported appropriately. The Roxbury School District acknowledges the importance of preparation and planning, but also recognizes that many decisions are based on unique circumstances and has made a commitment to responding to those circumstances to ensure the very best for each student therefore, at the time of publishing of this document the following items were either not applicable or addressed in some other area of the plan, but would be re-considered should the need arise, as described.

- Title I Extended Learning Programs
 - Title I schools will seek to continue to offer targeted intervention support to qualifying students virtually during the school day by connecting with paraprofessionals.
- 21st Century Community Learning Center Programs

- Programs funded by Title IV allowances will continue to be supported virtually to support students participating in the programs.
- Credit Recovery
 - Provisions for credit recovery will be provided to qualifying students through virtual course recovery programs both in-house and out-of-house.
- Extended Learning Opportunities
 - Teachers at all levels will provide students with learning experiences that extend the curriculum through Google Classroom to ensure that students make meaningful application connections between learning experiences and their lives.
- Transportation
 - Transportation for students requiring specialized programs will be provided and coordinated. Transportation will also serve to deliver necessary materials and/or food services for qualifying students/families.
- Extra-Curricular Programming
 - Extra-curricular activities will be maintained virtually to the greatest extent possible so that students can continue their experience with the club/activity/sport development.
- Childcare
 - Before and after care will be provided through the in-person format should this be permitted.
- Community Programming
 - Continued community relationships will be leveraged to support student social and learning experiences to the greatest extent possible including the ongoing relationship with the public library.

Appendices

Appendix A: Approved District Instructional Technology Tools

Core, Support & Subscription Applications



ClassLink is our single sign-on platform that provides access to all of the core, support, and subscription applications available to staff and students. It is the portal that is used to access ALL of the learning applications for grades K-12 below.

Core Technology Applications

Supporting and Subscription Technology Applications

Appendix B: Parental Guidance Regarding Assessment Support

In the event of the need to return to an instructional format that includes live streaming of students or full virtual instruction, we recognize that we may need to administer certain assessments during “asynchronous” times in order to optimize “in-person” instruction and accommodate entirely virtual students.

The data gathered from all forms of assessment provide teaching staff with the ability to individually guide and support students by providing teachers with information to guide their whole group, small group, and individualized instruction. Assessment types include traditional tests and quizzes as well as Link IT Benchmarks, IXL diagnostics, Running Records, and other performance-based opportunities. Some data will be collected independently through a virtual platform and/or face-to-face with their teacher. During these times, it is imperative that the teachers collect the most accurate data to inform instruction. We rely on the validity of this data to measure student growth and inform teachers’ instruction. We know it may be difficult to watch your child struggle, but we are asking that you do not provide assistance during these times in order for teachers to obtain the most accurate picture of your child’s learning needs.

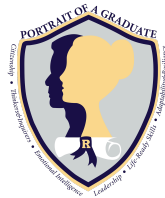
If your child has difficulty answering a question while completing the IXL diagnostic, he/she may choose the *“I don’t know this yet”* option under the question. We ask that students only use this option when they are truly unable to comfortably use prior knowledge to select the most appropriate answer. An “educated guess” provides teachers with a more accurate picture of students’ proficiency. The *“I don’t know this yet”* option is intended to eliminate prolonged student stress and should be saved as a last resort.

We thank you for your partnership and continued support while we strive to provide your child with the best educational experience during these unforeseen times.

Sincerely,
The Curriculum and Instruction Team

Appendix C: Grading Framework

What is the purpose of grading and how does it benefit student learning?



ABSTRACT

Providing grades is one of the most universal and timeless aspects of education. Over time, the beliefs surrounding the purpose of grades and the characteristics of what makes them valuable have changed based on various factors including the perception of education as a process for preparing students for their unknown future.

Essentially the current literature surrounding grades has focused on their usefulness being connected to providing feedback to students (and their parents) regarding progress toward mastery of learning standards. This mentality is a far cry from a more traditional understanding where grades were incident-specific reflections of an isolated performance.

The reality of student learning shows us that grades:

- provide information to students and parents about growth toward mastery based on discrete events.
- create a critical feedback loop that communicates performance expectations to students (parents)
- has the greatest impact when it is grounded in feedback for student growth and should represent the shared accountability for learning between a student and his/her teacher.
- provides opportunities for students to prove proficiency, even after an initial assessment.

It should be easy to see how an “A” in one class does not necessarily mean the same thing as an “A” in a different class or from a different teacher. It is then critical, in order to fully leverage grades, for us as educators to consider the meaning of an “A”. Does it mean “learned everything” or “answered the questions correctly” or “appropriately applied learning” or “demonstrated maximum growth” or something different?

Consider these points and questions as you report grades to students both during typical instruction and now while in Flexible Instruction Days. Flexible Instructional Days provides us a perfect opportunity to consider grading and its impact, especially as it pertains to **the importance of flexibility and grading gently to encourage participation in learning.**

If you would like to review additional information on this topic, click [here](#).

Appendix D: Instructional Best Practices

General Virtual Instructional “Best Practices”

The following paragraphs give a broad overview of what is expected when planning for instruction in a hybrid or virtual environment. The focus of lesson design should be on creating: multiple means of representation when presenting information, multiple means of expression for students to represent their learning, and multiple means for student engagement. These guiding principles are more important in a digital environment because of the likelihood of student disengagement and isolation.

The following are more important online and should be used when constructing lessons:

- Our focus should be on anchor standards...those that are the most important. These need to connect to the enduring understandings and essential knowledge as identified in the current curriculum documents.
- Instruction needs to tap into student strengths, interests, and motivation to increase meaning-making.
- Instruction should provide a presentation that shares information and content in different ways to support learning. This can be challenging in a virtual learning environment so it requires advanced planning.
- Instruction should allow for differentiation in assessment and knowledge sharing to support strategic, goal-directed learning.
- Multiple means of representation for learning should allow for choices directed by students, but not so many that students do not feel overwhelmed by the choices provided.
- Online learning does not allow a teacher to “feel the room” the way that normal classroom interaction does. This means that we need to over-scaffold the experiences online to ensure that a teacher can harvest misunderstanding and ensure engagement.
- Try to make the room smaller. Put students in smaller groups and have them work and rely on each other. Teachers can be present in a facilitating role and increase engagement and a sense of community.
- In an online setting feedback and formative assessment are more important since it is more challenging to make the on-the-spot corrections.

- You should think about giving less formal grades but more feedback-rich assignments.
- Consider using voice-recorded feedback such as Google Voice Notes.
- “Feedback to any pupil should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparisons with other pupils” (Black and Wiliam, 1998)
- Create an agenda for lessons to make sure students and supports at home do not get overwhelmed and confused as to “what comes next”.
- Release material for students when ready.
 - Use conditional releases for assignments (do not allow students to see the next assignment or the next step without completing the first step in the learning process)
- Create ways to collect cues from virtual students
 - Post a FAQ for assignments.
 - Focus use on instructional materials that enhance/support progress toward lesson targets/objectives.
 - First, identify the specific learning goal/targets (What is the purpose of this lesson?)
 - Then identify what resource(s) best support growth toward achieving this goal/target.
 - Utilize feedback routines and formative assessments that collect misunderstandings and/or questions about learning progress.
 - These can/should occur during and after individual class lessons.
- Building a learning community that includes all students
 - Cognitive Presence: Make sure that you design lessons to keep learners thinking and engaged (actively thinking about or working on progress toward learning targets for the lesson).
 - Students should be working directly with content-specific material and thinking through it (sometimes requiring them to embrace struggle and extended thought).
 - Social Presence: Lessons need to be structured to encourage meaningful student-to-teacher and student-to-student interactions online.
 - Interactions should be student-led.

- Student groups should be heterogeneous in “academic ability”
- Student groups should be diverse in perspectives
- Student groups focus on building trust relationships.
- Teaching presence: Teachers must be actively engaged in designing a learning experience and facilitating a learning experience.
- Space Design: Teachers should think about virtual space as they think about classroom space.
 - This may require teachers who utilize classroom walls as instructional supports to post anchor charts or other learning materials (or pictures of them) on a tool such as Google Classroom or a Google Slides presentation. [Here](#) is a link to a site that provides various templates.

Appendix E: Virtual Teaching Rubric

Areas for Growth	Lesson/Teaching Element - Teacher Role	Strengths
	Learning Environment: Norms and protocols are established for participating in a virtual learning environment that is respectful of all participants and supports the participation and success of all. This includes sensitivity to the "window" being used to see into others' homes and workspaces.	
	Guidelines & Prompts: All online activities are given explicit expectations and directions. These directions must demonstrate to the student how to come prepared for the activity as well as expectations for how a student should participate and what he/she should be doing when not participating.	
	Interaction & Relevance: Instructors must make an explicit connection between what is to be learned, and how that day's activity connects to the broader goals of the unit or course. This includes connections to the district's Portrait of a Graduate, as well as standards and instructional references such as Mathematical Practices.	
	Wait-time & Preparation: Instructors should prepare students prior to any class with the tools and support to be successful in discussions and in activities. This may include, but is not limited to providing readings with focus questions, or a video to be watched prior to a synchronous activity.	
	Activity & Feedback: Opportunities to share feedback are provided to both peers and the teacher during the lesson, which may be received in verbal or written form. All students are held accountable to each other and to the lesson.	
	Interaction & Assessment: Students are provided feedback on their application and/or learning product (evidence of learning) as a means to provide guidance for growth and/or evaluation (grade).	
	Closure: All lessons should contain a closure activity which includes one of the following: a) students self-reflect formally about the lesson and their performance b) activities are given to build a bridge to the next lesson and/or c) consolidate what has been learned.	
	Multiple Means of Presentation & Expression: Teachers should prepare learning experiences that allow students to participate in learning and demonstrate understanding through multiple means, this also includes the presentation of materials. This might mean using video and readings, or online technology that allows students to create responses to guiding questions.	

Appendix F: Virtual Learning Rubric

Areas for Growth	Learning Element - Student Role	Strengths
	Face and Voice: Student connects with the teacher and classmates through Google Meets as scheduled. The student uses audio and video to interact with the teacher and peers as appropriate to demonstrate engagement in the learning objectives and as dictated by the lesson design.	
	Active Learner: The student participates in learning experiences and collaborates, as required, with the teacher and peers in real time using technology, where appropriate.	
	Demonstrate Learning and Growth: The student appropriately uses technology to demonstrate learning growth and to provide and receive feedback from the teacher and peers.	
	Asynchronous Connection: Student work completed asynchronously is prepared in a way that demonstrates careful thinking and connects to learning objectives.	
	Community: The student enhances the overall class community through respectful, consistent contributions. These contributions are made in the whole class setting as well as in breakout rooms, when appropriate.	
	Self-Care: The student engages in the overall learning experience, but takes time to manage stress through strategies such as mindfulness or breathing techniques, taking breaks, and/or using encouraging words to self.	
	Working through Challenges: The student recognizes a challenge as an opportunity to learn and grow. The student provides effort to persevere through a challenging situation, and reaches out to the teacher, peers and/or other appropriate staff for support, but does not just give up.	

Teachers may modify the rubric based on the level/needs of individual or groups of students.