PreK - 5 Distance Learning Plan
This plan will be utilized for all on-line instruction.

Overview:
Teachers will communicate with families and provide instruction in a variety of ways. We are using a multi-pronged approach to provide the maximum amount of flexibility to our teachers and families to allow for differentiation of instruction, assessment, and practice.

All students will be given a chromebook to access the digital materials required of them during a school closure. A survey of our community indicates that over 95% of our families have internet access, and for those families that do not have internet access, we will provide access for them. We have also ordered each student a variety of math manipulatives, literacy manipulatives and personal instructional materials such as paper, pencils, crayons, etc.

Teachers will hold daily virtual meetings with their class at assigned times. The purpose of these meetings will be to check in with students, provide instruction, answer questions, and provide guidance on upcoming work. Each teacher (general education and special education) will make regular contact with students via some combination of Google classroom, Class Dojo, Remind, email, and telephone call. All of these platforms also allow the parent or student to contact the teacher, thus opening up 2-way communication between the school and family. This will allow the teacher to support students and families in both academic and non-academic areas. The additional teacher contact will also provide additional options for differentiation and will allow our special education staff to support with specially designed instruction and accommodations for our students that qualify for IEP’s. In addition to meeting with their core academic teachers on a regular basis, time will be built into the schedule for students to engage in music, gym and STEM education.

Resources for remote learning:
Teachers will have the following resources available to them:

1) District infrastructure - Teachers will have access to the school building during designated hours. This will allow teachers to use the district resources to record lessons, live stream lessons, conduct virtual classrooms, print material and distribute via a “pick-up” process, and have access to texts, books for mini-lessons and read alouds, charts, and manipulatives to use in lessons.

2) Google Classroom - We are a google district so teachers will have access to all the google tools, but specifically google classroom. This will allow teachers to assign work, provide links to learning opportunities, assess student work, and serve as the communication hub for all activities in the classroom.
3) **iXL** - iXL is a web-based platform that is organized by content and standards. This provides students in grades 3-5 with instruction, practice, and gives real time feedback on student work. This feedback also adds explanation to immediately address a students error in real time and support their learning. iXL covers math, literacy, science, and social studies.

4) **Zearn** - Zearn is an online math platform that is aligned to our math curriculum and district math resources. This platform provides practice problems for students in grades K-5 and also has an instructional component.

5) **Espark** - Espark provides instruction and practice in content and standards, aligned to concepts in math and literacy for students in grades K-2. In addition to academics, it contains lessons in social emotional learning.

6) **Reading A to Z** - Reading A to Z has resources for teachers to conduct mini-lessons with their students. These mini-lessons can be taped or be delivered in virtual classrooms in both large and small groups.

7) **RAZ kids** - RAZ kids is an electronic resource that has books students can read. It is an excellent alternative when students are not able to use books from a teacher’s classroom library.

**Virtual classrooms:**

Pre K - 5 classroom teachers will create schedules that accomplish the following:

1. Every student will get
   a. 2 virtual guided reading lessons per week
   b. 2 recorded literacy lesson per week
   c. 2 virtual guided math lessons per week
   d. 2 recorded math lessons per week

2. Students that need more support will:
   a. Have 1:1 or additional small group lessons available

3. Daily time to support families

4. Regularly assign activities using, but not limited to, the resources for remote learning listed above.

5. Students will engage in reading, writing, and math every day.

* all schedules must be approved by your building principal

**SAMPLE SCHEDULE**

8:10-9:00 Prep

9:00-10 GROUP A (M/W guided reading, T/Th guided math)

10:00-11 GROUP B (M/W guided reading, T/Th guided math)

11:00-11:35 LUNCH

11:35-1:00 Conferring, 1:1, additional small groups, answering parent calls/ texts/ emails/ etc

1:00-2:00 GROUP C (M/W guided reading, T/Th guided math)
2:00-3:00 GROUP D (M/W guided reading, T/Th guided math)

On M/W students get a virtual guided reading lesson, and would watch the virtual math lesson. On T/Th students get a virtual guided math lesson, and would watch the recorded literacy lesson.

Fridays would be reserved for 1:1, small group instruction, conferring for students that need more support, phone calls home, meeting social and emotional needs of students, fun whole class activities, etc.

Attendance will be taken at all meetings, and teachers will contact the families of students who are not regularly attending and completing their work. If the teacher is not successful in improving attendance or work completion, they will refer this to the building principal.

Assessments previously given in Illuminate will continue to be given in Illuminate.

Content/Time:
It is the expectation that the LPPS curriculum be taught in a remote learning environment. Teachers will have flexibility in how they address science and social studies standards, however it is required that students engage in reading, writing, and math everyday.

There is definitely a delicate balance between not enough and too much work given to a student in a remote learning setting, and teachers will have to make professional judgements based on the needs of individual students, and their class as a whole. However, we suggest that in addition to the time spent in virtual classrooms, students will be given work that will take approximately this much time to complete:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Hours Daily</th>
</tr>
</thead>
<tbody>
<tr>
<td>K - 2</td>
<td>1 - 2 hours</td>
</tr>
<tr>
<td>3 - 5</td>
<td>2 - 3 hours</td>
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</tbody>
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*it is required that at least one assignment be turned in every Wednesday