

## **Six to Six Flexible Learning Plan for Instructional Continuity**

### **Grades 3 and 4 Appendix**

#### **Information for Students, Parents, and Families**

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##### **Goals:**

- To the greatest extent possible, maintain continuity of learning in a digital environment.
- To the greatest extent possible, ensure connection and communication among all staff, students, and families.
- To the best extent possible, maintain the requirements of the State Department of Education to provide an equitable and ongoing education.

##### **Terms and Definitions:**

- Six to Six Interdistrict Magnet School will currently engage in an asynchronous approach to instruction. This means teachers post instruction and learning materials online and students engage in class materials and complete work at their own pace and on their own timeframe.
- With clearer direction from the governor and the State Department of Education, we may transition to a synchronous approach which means interactions between students and teachers in a digital video format.

##### **General Information:**

- Learning plans focused on reading, writing, mathematics, and science/social studies will be posted daily for parents of students in grades 3-4 through Google Classroom.
- Students will be provided with a suggested schedule which includes specials.
- Due to developmental and individual differences, the amount of time students actually spend on instruction may vary.
- Special education teachers will be working closely with general education teachers to ensure that assignments are appropriately scaffolded and modified for students with special needs as necessary.
- Teachers will make recommendations for online resources that can be used to complement assignments.

**Teacher Responsibilities:****Teachers will:**

- Post all assignments and activities to Google Classroom.
- Design and provide access to meaningful instruction based on curriculum.
- Be available for students and families from 10:15 am-12:15 pm and 1:15 pm-3:00 pm daily, considered “office hours.” We all want to be available for support; please know that some flexibility may be necessary with other meetings and commitments.
- Participate in meetings for common planning and collaboration during the hours of the school day not dedicated to students and families.
- Communicate with students for the purpose of clarifying, providing student feedback, and instructional support.
- Monitor and assess student progress and provide feedback, for each individual child, at least weekly. Please keep in mind that monitoring and assessment will evolve as we continue to navigate distance learning.
- Support all students’ learning needs in consultation with support staff and administrators.
- Participate in weekly grade level or department meetings for common planning and collaboration.

**Family /Parent Responsibilities:**

For the Flexible Learning Plan to be successful, it will need the support and involvement of families. While parents and/or family members will not be expected to take the place of the teacher, we do need your help in stressing the importance of continuing learning at home during this closure. We value your partnership and know that we can provide effective instruction remotely.

**Parents and Families will:**

- Develop a realistic, yet flexible, schedule for completion of school work.
- Create a dedicated school work space.
- Assist with technical issues to ensure online activities can be accessed.
- Support at home learning as much as possible.
- Check email, school websites, and Google Classroom daily in order to receive important updates.
- Monitor the completion of work through Google Classroom.
- Communicate to your child that work assigned by teachers is not optional; the expectation is that assigned work will be completed.
- Contact classroom teachers, Special Education teachers, related service providers, mental health workers, and administrators when you or your child is in need of assistance. They are available during “office hours.”

**Student Responsibilities:****Student responsibilities include:**

- Being thoughtful and kind in your online communications with your peers and teachers. All online activity should be school appropriate.
- Taking responsibility for your learning.
- Participating in the learning by completing assigned work by the due date and responding to teacher posts or requests for feedback.

- Asking your teacher for help if you are confused by a lesson or feel like you are falling behind. Your teacher will help.
- If you have a question about an assignment or need to communicate with a teacher regarding any aspect of the Flexible Learning Plan, use Google Classroom, classroom , or your teacher's email (@cestrumbull.org).

### **Sample Schedule:**

At Six to Six, third and fourth grade teachers have individual classroom schedules. We expect each teacher to share out his/her specific schedule with students. To maintain continuity, it is probable that the schedule will follow their typical classroom schedules (including specials).

Below are suggested times per day, per subject area. Times may vary based on grade level.

- 90 minutes of core curriculum (math, reading, writing)
- Students will engage in weekly science and/or social studies activities that are designed to take 30-60 minutes per week
- 20-30 minutes of specials and/or other breaks, as appropriate.
- Minimum of 30 minutes of independent reading per day
- Students should work on their specialist work for that day

3rd and 4th grade teachers' "office hours" are:

10:15 am - 12:15 pm and 1:15 pm - 3:00 pm daily.

Specialists (art, music, PE, library/media, support staff, Special Education) "office hours" are:

8:15 am - 11:15 am and 2:15 pm - 3:00 pm daily.

During the remainder of the school day, teachers will be planning, collaborating, and preparing feedback for students.

### **Assessments:**

- Students will be asked to demonstrate what they have learned in a variety of methods.
- Performance-based assessments that ask students to demonstrate higher order thinking skills and an application of knowledge are encouraged.
- Both individual and group assessments could be expected.

### **Student Support**

- All school personnel are available to both students and teachers for support and guidance. Please contact staff using their school email.

### **Teacher Contact Information**

Grade 3

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