

Six to Six Flexible Learning Plan for Instructional Continuity
Grades 5 and 6 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 greatest 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.

Classroom Teacher Responsibilities

Classroom Teachers will:

- Post all assignments and activities to Google Classroom.
- Design and provide access to meaningful instruction based on course curriculum. Assignments may include, but are not limited to, mini lessons, videos, readings, discussion board activities, Google Docs, PDFs/handouts, and classroom meetings using Google Hangouts/Google Meet.

- Be available for students and families from 10:15 am-12:15 pm and 1:15 pm-3:00 pm daily, considered “office hours,” to respond and communicate with students for the purpose of clarifying, providing student feedback, and instructional support. We all want to be available for support; please know that some flexibility may be necessary with other meetings and commitments.
- Monitor student progress and provide feedback. 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.

Student Responsibilities:

Students will:

- Be thoughtful and kind in your online communications with your peers and teachers. All online activity should be school appropriate.
- Take responsibility for your learning by using all the resources and tools provided by your teacher and carefully reading and following instructions provided in writing and visually.
- Participate in the learning by completing assigned work, joining live meets or watching the pre-recorded presentations and responding to teacher posts or requests for feedback.
- Ask 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 dojo (if your teacher utilizes this), or your teacher’s email.

Parent/Family 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/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.
- Regularly check email, school websites, and Google Classroom 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, guidance counselors, Special Education teachers, related service providers, mental health workers, and administrators when you or your child is in need of assistance.

Communicating With Your Teacher

If you have a question about an assignment or need to communicate with a teacher regarding any aspect of the Six to Six Learning Plan for Instructional Continuity, you may use Google Classroom, use Class Dojo or the teacher's email (usually last name first initial@ ces.k12.ct.us).

Sample Schedule:

At Six to Six, fifth and sixth grade teachers have individual classroom schedules. The teachers will share out his/her specific schedule with students. To maintain continuity, the 5th and 6th grade team will collaborate to create lessons that are aligned with their grade level standards. Below represents the goals of the 5th and 6th grade team and the general expectations of student engagement time per subject.

- Students are expected to spend 30-60 minutes per day, per subject working on their core curriculum (reading, math and writing)
- Students will have weekly assigned activities from their specialist that are designed to take 20-30 minutes
- Students will engage in weekly science and/or social studies activities that are designed to take 30-60 minutes per week

5th and 6th 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.

What Happens During Class Time?

- Teachers will be designing a maximum of 3-4 hours of work for each subject weekly.
 - Work assigned may include some synchronous activities (done at the time of class) as well as asynchronous (done on their own time) to add up to 3-4 hours per week for each subject.
 - Teachers may choose to post each time a class meets or post materials in advance as long as directions and due dates are clearly given.
- Posted times on the schedule represent when students can reasonably expect teachers to be

available to answer questions and provide feedback on class assignments. This is the synchronous work that takes place simultaneously.

- Students must communicate with their teachers if there are circumstances that limit their ability to be on the computer during scheduled hours or to complete work on time.
- **Remember:* Any student or staff communicating live or pre-recorded media must meet the expectations of the school dress code. In addition, videos should take place in a home's common areas (kitchen, family room, dining room, etc.) and should not take place in private rooms such as bedrooms or bathrooms.

What Happens During Break, Student Workshops or Study Hall Time?

These periods provide a lot of flexibility for our students. This scheduled time is an ideal time to have lunch, take a break, check school emails, read for pleasure, meditate, go for a walk, join a small group live meet for extra help, etc. It should be viewed as a middle-of-the-day break.

Assessment

- Students will be asked to demonstrate what they have learned through a variety of activities.
- Assessments may include the use and application of outside resources (internet, notes, collaboration with peers), since these will likely be available to students as assessments are assigned and completed.
- Performance-based assessments that ask students to demonstrate higher order thinking skills and an application of knowledge are encouraged.
- Individual and group assessments can 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.