

## Six to Six Flexible Learning Plan for Instructional Continuity

### Grades 7 and 8 Appendix

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

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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 the assigned time frame.
- 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, polite and kind in your online communications with your peers and teachers. All online activity should be school appropriate.
- Take responsibility for your learning.
- Participate in the learning by completing assigned work 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.
- Check Gmail DAILY and Google Classroom several times a day for updates.
- Visit grade-level [website](#) for news and helpful academic resources.
- Google Classroom note: There are TWO places to quickly view upcoming assignments:
  - The landing page - page that shows tabs for all classes and lists upcoming due dates in each class tab
  - The to-do list once you have “entered” the classroom

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, away from distractions, if at all possible.
- 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.
- Visit grade-level [website](#) for news and helpful academic resources.
- 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, school counselor, Special Education teachers, related service providers, mental health workers, and administrators when you or your child is in need of assistance.
- Google Classroom note: There are TWO places to quickly view upcoming assignments:
  - The landing page - page that shows tabs for all classes and lists upcoming due dates in each class tab
  - The to-do list once you have “entered” the classroom

### **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 or the teacher’s email:

usually first 7 letters of last name first initial@cestrumbull.org

### **Daily Schedule:**

Below are suggested minimum times per day, per subject area:

- 60 minutes of literacy (reading, writing, vocabulary, grammar, etc.). This includes any and all assigned websites.
- 60 minutes of mathematics. This includes any and all assigned websites.
- 30 minutes of EACH science, social studies, Spanish
- 20-30 minutes of specials and/or other breaks, as appropriate
- Students should remember to take a break, go outside, have a snack/lunch

7th and 8th 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) “office hours”:

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.

A sample daily schedule based on teachers’ office hours is attached at the end of the document.

## **What Happens During Class Time?**

- Teachers will be designing meaningful work for each class weekly.
- Posted times on the teacher schedule represent when students can reasonably expect teachers to be available to answer questions and provide feedback on class assignments.
- Students must communicate with their teachers if there are circumstances that limit their ability to be on the computer 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.

## **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/or 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.
- For academic support please contact classroom teachers.
- For technical issues, please contact the classroom teacher. If it is an issue they are unable to resolve, they will direct you to the appropriate support person.

**Please see SAMPLE DAILY SCHEDULE on the next page.**

**SAMPLE DAILY SCHEDULE: (based on teachers' office hours)**

8:15 - 10:00	Check in with two of your Specials. Use the rest of the time to continue work on any assignments (study-hall, so to speak)
10:00 - 10:15	Take a break - a NO TECHNOLOGY break! Have a snack and go outside, if you can.
10:15 - 12:15	Check in with core classes: Pick 3, such as Math, Social Studies, Spanish Use this time to: a) Check for new assignments b) Submit any work due c) Communicate with your teachers regarding any questions, technical issues, etc. d) Continue working on assigned tasks for these three classes
12:15 - 1:15	Lunch and GO OUTSIDE!! (Minimum use of technology)
1:15: - 3:00	Check in with core classes: Pick 2, such as Language Arts, Science Use this time to: e) Check for new assignments f) Submit any work due g) Communicate with your teachers regarding any questions, technical issues, etc. h) Continue working on assigned tasks for these two classes
After 3pm	First, have a snack and GO OUTSIDE! Then, continue any work that needs completion or has received teacher feedback for the next day, etc. (homework, so to speak)

**\* Please note, this is a sample schedule, so if your technology sharing or availability does not allow you to follow this schedule, create a schedule that works best for you.**