North Forestville
Elementary School

Teacher/School Staff Distance Learning Guide
Spring 2020

Prekindergarten
Elementary
Middle
Special Education
Professional School Counselors
Psychological Services
Google Classroom and Other Information

- All staff are to either have a Google Classroom or be a part of a Google classroom. Specifics are listed below.
- All students are to be invited to all Google classrooms by 2:00 p.m., Tuesday, April 7th.
- All parents are to be invited to all Google classrooms by 2:00 p.m., Tuesday, April 7th.
- All administrators are to be invited to all Google classrooms by 2:00 p.m., Tuesday, April 7th.
- There will be no online instruction for students from Monday, April 6 through Monday, April 13. Online instruction will begin Tuesday, April 14.
- All lessons will be posted in Google classroom by 9:00 a.m. for the respective content. Specifics are listed below.
- Intervention and enrichment differentiation is to be provided with every mathematics and reading lesson.
- It is essential that continuous communication occurs with all school staff.
- Information regarding expectations for PEA, PPW, Building Services, Secretaries and CSC will be shared after we go through the information below.
- Hiring, human resources, grading, progressive discipline and meetings will continue as they are already in process.
Guidance for PreK Teacher Schedules  
(Spring 2020)

| Monday - Thursday  
<table>
<thead>
<tr>
<th>*Friday-Elective, Planning Day</th>
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</table>

Daily PreK teachers will:

- Do a pre-recorded lesson using Frog Street Greeting Circle/Movement (10 minutes)
- Do a pre-recorded Frog Street read aloud (15 minutes)
- Do a pre-recorded math connection lesson to include a math connection read aloud (with supporting questions during the reading) (15 minutes)

School Based Administrators:

- School Based Administrators are expected to make sure distance learning is taking place for each teacher during the prescribed time daily.
- The expectation is that all students are still expected to adhere to the language embedded in accordance with the Students Rights and Responsibilities document. If this expectation is compromised contact with parents should occur.
- Through the use of GoGuardian school based administrators will monitor the instructional sites being used and any students' inappropriate use online.
- It is essential that continuous communication occurs with all school staff.

Guidance on Lunch:

- Lunch for Staff: Lunch takes place after 1:00 pm for staff.
- Lunch for Students: Lessons are only 30 - 45 minutes per day.
  - Elementary school students have a maximum of 90 minutes of daily instruction. If a teacher takes a 15-minute break between both sessions a student only has only 2 hours of direct instruction daily. Therefore students can have lunch anytime they are not learning.

All PreK Classroom Teachers:

- Teachers will build lessons based on the Early Learning Distance Learning Weekly Content Instructional Focus provided by the Early Childhood Office.
- Teachers will teach virtual lessons per day (pre-recorded) which will embed at least two domains of learning. Lessons should follow the time guidelines above. The recorded videos should be posted in Google Classroom for students to view with a parent/guardian.
- It is recommended that all lessons be taught between the hours of 9:00 a.m. - 1:00 p.m. This timeframe would also include an opportunity for virtual office hours (for students needing additional assistance) and instructional planning. Emails should be answered daily between 9:00 am - 1:00 pm when they are not teaching.
- Teachers will provide one assignment for language and literacy and mathematics per day related to a lesson taught (NO WORKSHEETS). Suggestions will be provided on the Early Learning Distance Learning Weekly Content Instructional Focus.
Parents should be encouraged to complete the optional activities throughout the week.

All lessons will be posted by 9:00 a.m. All assignments will be posted on Monday with all assignments returned by Friday of the same week.

Teachers will use their planning day to review assignments and assign a rating across assignments for the aligned SKBs.

Principals will work with teachers to set up daily (Monday - Friday) virtual office hours to assist parents with working with their child at home. Office hours will be from 2:00 pm - 3:00 pm - Monday - Friday.

For co-taught classrooms, the core content teacher will add the Special Education teacher to the Google Classroom as a Co-Teacher.

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Guidance for Elementary Teacher/School Staff Schedules
Spring 2020

<table>
<thead>
<tr>
<th>Content Taught</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td></td>
<td>Reading</td>
<td>Mathematics</td>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td>Social Studies</td>
<td>Science</td>
<td>Social Studies</td>
<td>Electives</td>
</tr>
</tbody>
</table>

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- School Based Administrators are expected to make sure distance learning is taking place for each teacher during the prescribed time daily.
- The expectation is that all students are still expected to adhere to the language embedded in accordance with the Students Rights and Responsibilities document. If this expectation is compromised contact with parents should occur.
- Through the use of GoGuardian school based administrators will monitor the instructional sites being used and any students’ inappropriate use online.
- It is essential that continuous communication occurs with all school staff.

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- Lunch for Staff: Lunch takes place after 1:00 pm for staff.
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  - Elementary school students have a maximum of 90 minutes of daily instruction. If a teacher takes a 15-minute break between both sessions a student only has only 2 hours of direct instruction daily. Therefore students can have lunch anytime they are not learning.

All Core Content Classroom Teachers:
- Each week, teachers will teach one virtual lesson per content, per prep (pre-recorded) with two assignments related to that lesson. Lessons should be no longer than 30-45 minutes. The recorded videos should be posted in Google Classroom for students to review independently.
- All lessons be taught between the hours of 9:00 a.m. - 1:00 p.m. All lessons will be posted by 9:00 a.m.

This timeframe would also include an opportunity for virtual office hours (for students needing additional
assistance) and instructional planning. Emails should be answered daily between 9:00 am - 1:00 pm when they are not teaching.

- **All Math/Science and Health assignments will be posted by 9:00 a.m. on Monday. All Reading/Social Studies will be posted by 9:00 a.m. on Tuesday.** Principals will work with teachers to set up daily (Monday - Friday) virtual office hours to assist students based upon their needs. **Office hours will be from 2:00 pm - 3:00 pm - Monday - Friday.**
- **The core content teacher will add the ESOL and/or Special Education teacher to the Google Classroom as a co-teacher, where applicable.**
- **All core content assignments are due Friday of each week.**

**Paraprofessionals:**
- Will be a part of the Google classroom for the class they are assigned to.
- Are responsible for uploading a reading and mathematics lesson to support the students in their respective classrooms.
- Are responsible for assisting the teacher with planning and grading assignments.

**Special Education Teachers:**
- Special education teachers will use the virtual resource classrooms for IEP goals/objectives instruction, pre-academic vocabulary review, social skills learning activities and consultation with students. Special Education teachers will provide two virtual resource instructional sessions per week. Sessions will not be no longer than 30-45 minutes.
- Students with disabilities requiring an evidence based intervention as documented on their IEP through the Intervention Selection Procedure (ISP) will continue to have access to previously identified online interventions. The continuity for learning plan will provide the following interventions for middle school students with disabilities:
  - Achieve 3000 Grades 6th-12th Grade (Designated Students)
  - I-Ready Mathematics Grades 6-10 (Designated Students)
  - Read 180/System 44 Grades 6-12 (Designated Students)
  - SPIRE Grades 6-8 (Designated Students)

**Teachers of Electives Courses:**
- Principals will set up a rotating schedule for each teacher whereby each teacher will teach (pre-recorded) one virtual class/assignment within the 4-week period.
- **All lessons will be taught between the hours of 9:00 - 1:00 p.m. All lessons will be posted by 9:00 a.m. on Friday as lessons for pre-k - 6th will be posted.** This timeframe would also include an opportunity for virtual office hours (for students needing additional assistance) and instructional planning. Emails should be answered daily between 9:00 am - 1:00 pm when they are not teaching.
- Electives include Art, Physical Education, Music and Media. **All elective assignments are due one week after the assignment is posted.**
- Principals will work with teachers to set up daily (Monday - Thursday) virtual office hours to assist students based upon their needs. **Office hours will be from 12:00 pm - 1:00 pm - Monday - Friday.**

**Special Education Resource Teachers:**
- Special education teachers will be included as teachers in the general education teacher’s Google Classroom in order to support and monitor questions from students with disabilities who are part
of their caseloads. Ms. Johnson and Ms. Payne must be added to all of the classrooms they support.

- Special education teachers will review with general education teachers the accommodations and supplementary aids that need to be provided in order for students to access the continuity of the learning plan and schedule.
- Special education teachers will provide modifications and adaptations as needed to assignments that align to student’s IEPs. These supports may include but are not limited to extended time for assignments, accessible reading materials, task analysis charts.
- Special education teachers will establish and communicate weekly office hours to parents/students. **Office hours will be from 11:00 am - 12:00 pm - Monday - Friday.**
- Special education teachers will document IEP goals/objectives addressed and the accommodations, modifications, adaptations, and supplementary aids and services provided in the Maryland Online IEP parent contact log. **Transition teachers remain the case worker and will complete all tasks for such.**

**ESOL Teachers:**

- **For schools with less than 3 ESOL teachers,** a dedicated google classroom will be created in order to support and monitor questions from English Learners who are part of their caseloads.
- ESOL teachers will document the support they provide to their English Language Learners regarding their student and parent communication as well as implementation of scaffolds. Supporting parents through Google Classroom.

**Other Instructional School Staff:**

- Principals will assign duties to support classrooms and to assist where there are substitutes.
- Ms. Black will upload the Wednesday mathematics lessons for third grade general education and fourth grade transition. The classroom teacher will be responsible for assisting Ms. Black with grading these assignments. The classroom teacher will be responsible for putting the grades into SchoolMax. **Office hours for Ms. Black will be 12:00 p.m. - 1:00 p.m. - Monday - Friday.**
- Ms. Bordornaro will upload the Thursday reading lessons for fourth grade transition. The classroom teacher will be responsible for assisting Ms. Bordonaro with grading these assignments. The classroom teacher will be responsible for putting the grades into SchoolMax. **Office hours for Ms. Bordonaro will be 12:00 p.m. - 1:00 p.m. - Monday - Friday.**
- Ms. Black and Ms. Bordonaro are to be added to all Class Dojo and all Google Classrooms by 2:00 p.m., Friday, April 3rd.
- Ms. Black and Ms. Bordonaro will also have a Google classroom and have an intervention group (information forthcoming via Leadership Team meeting).

**Student Work Assignments:**

- Given that all students may not have access or internet accessibility in our process of work submission there may be multiple ways by which a student can provide responses. Flexibility is the key.
Guidance for Middle School Teacher/School Staff Schedules
Spring 2020

<table>
<thead>
<tr>
<th>Content</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELA</td>
<td>Mathematics</td>
<td>Science</td>
<td>Social Studies</td>
<td>Electives</td>
<td></td>
</tr>
</tbody>
</table>

School Based Administrators:
- School Based Administrators are expected to make sure distance learning is taking place for each teacher during the prescribed time daily.
- The expectation is that all students are still expected to adhere to the language embedded in accordance with the Students Rights and Responsibilities document. If this expectation is compromised contact with parents should occur.
- Through the use of GoGuardian school based administrators will monitor the instructional sites being used and any students’ inappropriate use online.
- It is essential that continuous communication occurs with all school staff.

Guidance on Lunch:
- Lunch for Staff: Lunch takes place after 1:00 pm for staff.
- Lunch for Students: Lessons are only 30 - 45 minutes per day.
  - Elementary school students have a maximum of 90 minutes of daily instruction. If a teacher takes a 15-minute break between both sessions a student only has only 2 hours of direct instruction daily. Therefore students can have lunch anytime they are not learning.
  - Secondary students have a maximum of 45 minutes of daily instruction. They can have lunch anytime they are not learning

All Core Content Classroom Teachers:
- Each week, teachers will teach one virtual lesson per content, per prep (pre-recorded) with two assignments related to that lesson. Lessons should be no longer than 30-45 minutes. The recorded videos should be posted in Google Classroom for students to review independently.
- It is recommended that all lessons be taught between the hours of 9:00 a.m. - 1:00 p.m. This timeframe would also include an opportunity for virtual office hours (for students needing additional assistance) and instructional planning. Emails should be answered daily between 9:00 am - 1:00 pm when they are not teaching.
- All core content assignments are due two days after the lesson is taught.
- For co-taught classrooms, the core content teacher will add the ESOL and/or Special Education teacher to the Google Classroom as a co-teacher. Special education and ESOL teachers will co-plan and co-teach with general education teachers.
- Principals will work with teachers to set up daily (Monday - Friday) virtual office hours to assist students based upon their needs. Office hours will be from 2:00 pm - 3:00 pm - Monday - Friday.

Teachers of Electives Courses:
Principals will set up a rotating schedule for each teacher whereby each teacher will teach (pre-recorded) one virtual class/assignment within the 4-week period.

- **All lessons will be taught between the hours of 9:00 - 1:00 p.m. All lessons will be posted by 9:00 a.m. on Friday as lessons for pre-k - 6th will be posted.** This timeframe would also include an opportunity for virtual office hours (for students needing additional assistance) and instructional planning. Emails should be answered daily between 9:00 am - 1:00 pm when they are not teaching.

- Electives include Art, Physical Education, Music and Media. **All elective assignments are due one week after the assignment is posted.**

- Principals will work with teachers to set up daily (Monday - Thursday) virtual office hours to assist students based upon their needs. **Office hours will be from 12:00 pm - 1:00 pm - Monday - Friday.**

**Special Education Co-Taught Teachers:**

- Special education teachers will review with general education teachers the accommodations and supplementary aids that need to be provided in order for students to access the continuity of the learning plan and schedule.

- Special education teachers will provide modifications and adaptations as needed to assignments that align to student's IEPs. These supports may include but are not limited to extended time for assignments, accessible reading materials, task analysis charts.

- Special education teachers will establish and communicate weekly office hours to parents/students.

- **Special education teachers will document IEP goals/objectives addressed and the accommodations, modifications, adaptations, and supplementary aids and services provided in the Maryland Online IEP parent contact log.**

**ESOL Teachers**

- ESOL teachers assigned to Newcomer and Beginner ESOL courses will create their own google classroom for English Learners enrolled in those courses and follow the requirements for core content teachers and the RELA schedule.

- ESOL teachers assigned to CABLE Science and Social Studies courses will create their own google classroom and follow the requirements for core content teachers and the Science and Social Studies schedules.

- ESOL teachers assigned to co-teach in RELA classes will be included in the general education teacher’s google classroom in order to support and monitor questions from English Learners who are part of their caseloads.

- ESOL teachers will collaborate with general education teachers in order to provide the necessary scaffolds by language proficiency level in order for English Learners to have equitable access to content. Scaffolds may include but not be limited to visual supports, sentence starters/frames, word banks, graphic organizers, reduced text, and building background knowledge.

- ESOL teachers will provide modifications and adaptations as needed based on students’ English Language Proficiency.

**Other Instructional School Staff:**

- Principals will assign duties to support classrooms and to assist where there are substitutes.

**Student Work Assignments:**

- Given that all students may not have access or internet accessibility in our process of work submission there may be multiple ways by which a student can provide responses. Flexibility is the key.
I-Ready Mathematics Grades K-5/6 (Designated Students)
Lexia Core 5 Grades K-5 (Designated Students)
SPIRE Grades K-5/6 (Designated Students)

Social Worker
- Infant Toddler social workers will support families on their caseloads, along with any families now demonstrating critical needs.

Service Providers
- Service providers will review IFSP outcomes/IEP goals and objectives and prioritize selection based on the continuity of the learning plan, along with the family's current availability.
- Service providers will assist families with navigating resources provided, identifying strategies and activities to support continuity of learning that best meet child and family needs.

### Guidance for Related Service Providers Schedules
#### Spring 2020

<table>
<thead>
<tr>
<th>Content</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Related Services will address IEP Goals/Objectives and/or Supplementary Aids and Services</td>
<td>Flexible Schedule between 12:00 p.m.-2:30 p.m.</td>
<td>Flexible Schedule between 12:00 p.m.-2:30 p.m.</td>
<td>Flexible Schedule between 12:00 p.m.-2:30 p.m.</td>
<td>Flexible Schedule between 12:00 p.m.-2:30 p.m.</td>
<td>Flexible Schedule between 12:00 p.m.-2:30 p.m.</td>
</tr>
<tr>
<td>CRI and Regional Programs</td>
<td>Flexible Schedule between 12:00 p.m.-2:30 p.m.</td>
<td></td>
<td></td>
<td></td>
<td>9:00 a.m.-2:30 p.m.</td>
</tr>
</tbody>
</table>

- Related Services Providers will provide services with the same frequency as indicated in the IEP to the extent possible as part of the continuity learning plan. When direct services are not reasonably appropriate, consultation will be available at minimum with the same frequency as indicated for direct services.
- Related services providers will provide consultative indirect services to parents and teachers as indicated in a student's IEP.
- Counseling services will be provided to students as documented in IEPs. Parent permission will be required to provide counseling services in an online environment.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>30 min Classroom Guidance Lesson</td>
<td>Individual Counseling Transition Tello’s Class</td>
<td>Individual Counseling</td>
<td>Individual Counseling</td>
<td>Individual Counseling</td>
</tr>
<tr>
<td>Second</td>
<td>Individual Counseling</td>
<td>30 min Classroom Guidance Lesson</td>
<td>Individual Counseling Transition Espineda’s Class (split the class)</td>
<td>Individual Counseling</td>
<td>Individual Counseling</td>
</tr>
<tr>
<td>Second</td>
<td>30 min Classroom Guidance Lesson</td>
<td>Individual Counseling</td>
<td>Individual Counseling Transition Espineda’s Class (split the class)</td>
<td>Individual Counseling</td>
<td>Individual Counseling</td>
</tr>
<tr>
<td>Third</td>
<td>Individual Counseling</td>
<td>30 min Classroom Guidance Lesson</td>
<td>Individual Counseling</td>
<td>Individual Counseling</td>
<td>Individual Counseling</td>
</tr>
<tr>
<td>Fourth</td>
<td>Individual Counseling</td>
<td>Individual Counseling</td>
<td>30 min Classroom Guidance Lesson</td>
<td>Individual Counseling Transition - Simms Class</td>
<td>Individual Counseling Transition - Fenton’s Class</td>
</tr>
<tr>
<td>Fifth</td>
<td>Individual Counseling</td>
<td>Individual Counseling</td>
<td>Individual Counseling Transition - Mungcal’s Class</td>
<td>30 min Classroom Guidance Lesson</td>
<td>Individual Counseling</td>
</tr>
<tr>
<td>Sixth (If Applicable)</td>
<td>Individual Counseling</td>
<td>Individual Counseling</td>
<td>Individual Counseling</td>
<td>Individual Counseling</td>
<td>30 min Classroom Guidance Lesson</td>
</tr>
</tbody>
</table>
- Elementary Professional School Counselors will provide classroom guidance lessons and individual counseling between the hours of 9:00 a.m. - 1:00 p.m.
- Elementary Professional School Counselors will provide counseling services for students with IEPs.
- Elementary Professional School Counselors will provide counseling/consultation services for students with 504 plans.
- Elementary Professional School Counselors will provide counseling services for general education students.

### Psychological Services and Crisis Intervention Resource Teachers

### Continuity of Learning Plan Schedule for Grades Pre-K-6

#### Spring 2020

<table>
<thead>
<tr>
<th>Monday</th>
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<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>9:00 am- 10:00 am Virtual Office Hours for consultation for students and parents to support social-emotional needs</td>
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</tr>
<tr>
<td>10:00 am - 10:30 am Individual Counseling to Students and Parents - Fenton’s Class - Assigned to Mr. Drummer</td>
<td>10:00 am - 10:30 am Individual Counseling to Students and Parents - Simms’ Class - Assigned to Mr. Bridges</td>
<td>10:00 am - 10:30 am Individual Counseling to Students and Parents - Espineda’s Class - Assigned to Mr. Drummer</td>
<td>10:00 am - 10:30 am Individual Counseling to Students and Parents - Tello’s Class - Assigned to Mr. Bridges</td>
<td>10:00 am - 10:30 am Individual Counseling to Students and Parents - Mungcal’s Class - Assigned to Mr. Bridges and Drew’s Class - Assigned to Mr. Drummer</td>
</tr>
<tr>
<td>Crisis Team Support as needed for students</td>
<td>Crisis Team Support as needed for students</td>
<td>Crisis Team Support as needed for students</td>
<td>Crisis Team Support as needed for students</td>
<td>Crisis Team Support as needed for students</td>
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</tbody>
</table>

- Psychologists will provide consultation services for students and parents between the hours of 9:00 a.m. - 1:00 p.m.
- Psychologists will provide support to students as documented on a student’s section 504 plan.
- Psychologists will provide support to general education students.
• CIRTs are to have a Google classroom and post ReThink lessons by 9:00 a.m. on Monday.
• CIRTs are to be a part of every Transition Class Dojo and Google classroom by 2:00 p.m., Friday, April 3rd.
• CIRTs are to have a Class Dojo by 2:00 p.m., Friday, April 3rd.