

## Expectations for General and Special Education Teachers

**Teachers at each site establish a common approach to communicating learning opportunities.**

TK-5	Every teacher will use Google Classroom
6-12	Every teacher will use Google Classroom, or School Loop Locker with students and connect Classroom (if applicable) to School Loop to help communicate assignments to parents and students

**Recognizing that schedules vary across levels, teachers provide 3-4 hours of daily learning opportunities via synchronous (students working or learning simultaneously) and/or asynchronous methods (students working or learning at different times, or at their own pace). Teachers are not required to record videos.**

TK-5	<p>-One hour each day of students engaged in English Language Arts learning, from synchronous and/or asynchronous opportunities (30 minutes at TK/K)</p> <p>-One hour each day of students engaged in Math learning, from synchronous and/or asynchronous opportunities (30 minutes at TK/K)</p> <p>-One hour each day of other learning opportunities in Science, History, PE, Art, Music, etc. (30 minutes at TK/K)</p>
6-12	<p>-Approximately one hour of asynchronous and/or synchronous instruction per period, each day (Odd/Even Blocks, alternating days)</p> <p>-Additional or supplemental lessons may be assigned during independent work time. The combination of instruction and independent work should not exceed approximately 2-3 hours per week per class.</p> <p>-Identify and focus on the essential learning standards</p>

**Teachers monitor student work and provide feedback to students at least weekly**

TK-5	<p>-Student work will be required and submitted electronically.</p> <p>-Teachers will provide written and/or oral feedback on students' progress with skills &amp; standards</p> <p>-For Reporting Period 2, the use of Achievement Reports, a reading profile and the district promotion/retention policy is suspended</p>
6-8	<p>Middle School Grading:</p> <p>As we transition from <i>ungraded learning opportunities</i> to <b><i>graded home learning</i></b>, we have an opportunity to uplift students during a difficult time. The grading policy embraces a "do no harm" philosophy using Pass/Fail final grades, but also incentivizes the completion of the home learning assignments. The following tenets guide the policy:</p> <ul style="list-style-type: none"> <li>● Provide formative feedback to students (qualitative, constructive, next steps).</li> <li>● Post all assignments in School Loop. Students and parents need a central platform, across Google Classrooms, to view assignments given and assignments completed.</li> <li>● Consider the student's Semester 2 work completed prior to March 13.</li> <li>● Permit students to make up missing assignments that were given before March 13.</li> <li>● Do not grade home learning opportunities assigned March 16-April 22.</li> <li>● Evaluate student completion of assignments given April 23-June 11.</li> </ul>

	<ul style="list-style-type: none"> <li>• No report cards will be issued for the Quarter 3 or Quarter 3 Progress terms.</li> <li>• Middle School Teachers will determine and issue Semester 2 Pass/Fail grades</li> </ul>
9-12	<p>HS Grading:</p> <p>As we transition from <i>ungraded learning opportunities</i> to <b><i>graded home learning</i></b>, we have an opportunity to uplift students during a difficult time. The grading policy embraces a “do no harm” philosophy using Credit/No Credit final grades, but also incentivizes the completion of the home learning assignments. The following tenets guide the policy:</p> <ul style="list-style-type: none"> <li>• Provide formative feedback to students (qualitative, constructive, next steps).</li> <li>• Post all assignments in School Loop. Students and parents need a central platform, across Google Classrooms, to view assignments given and assignments completed.</li> <li>• Consider the student’s Semester 2 work completed prior to March 13.</li> <li>• Permit students to make up missing assignments that were given before March 13.</li> <li>• Do not grade home learning opportunities assigned March 16-April 22.</li> <li>• Evaluate student completion of assignments given April 23-June 11.</li> <li>• No report cards will be issued for the Quarter 3 or Quarter 3 Progress terms.</li> <li>• High School Teachers will determine and issue Semester 2 Credit/No Credit grades</li> </ul>

Sample Elementary School Teacher Schedule	
Monday-Thursday	Friday
ELA or Math Instructional Block	Supplemental/ Independent Work Time for Students Grade Level or Staff Meeting Time
11:30-12:30 Lunch (Reserved time for student access to site lunch program)	
ELA or Math Instructional Block	Supplemental/ Independent Work Time for Students Grade Level or Staff Meeting Time
Additional Learning Opportunities (Science, History, PE, Art, Music)	
Teacher Office Hours*	
Professional Development: Grade Level or Staff Meeting	
*Office Hours are separate from instructional time and are designated for students and parents to ask questions via email or Google Meet. Teachers are given the flexibility to establish these hours but need to inform parents and students.	

Sample Middle School Teacher Schedule			
Time	Monday/Wednesday	Tuesday/Thursday	Friday
11:30-12:30	Lunch (Note: This time slot is essential to maintain district-wide access to lunch)		
N/A	Period 1	Period 2	Indep Work Time Staggered Department Meetings for Teachers
N/A	Period 3	Period 4	
N/A	Period 5	Period 6	
N/A	Independent Work Time Teacher Office Hours*	Independent Work Time Teacher Office Hours*	
*Office Hours are separate from instructional time and are designated for students and parents to ask questions via email or Google Meet. Teachers are given the flexibility to establish these hours but need to inform parents and students.			

Sample High School Teacher Schedule			
Time	Monday/Wednesday	Tuesday/Thursday	Friday
11:30-12:30	Lunch (Note: This time slot is essential to maintain district-wide access to lunch)		
N/A	Period 1	Period 2	Indep Work Time Staggered Department/Pathway Meetings for Teachers
N/A	Period 3	Period 4	
N/A	Period 5	Period 6	
N/A	Period 7	Period 8	
N/A	Independent Work Time Teacher Office Hours*	Independent Work Time Teacher Office Hours*	
*Office Hours are separate from instructional time and are designated for students and parents to ask questions via email or Google Meet. Teachers are given the flexibility to establish these hours but need to inform parents and students.			

<b>Expectations for Students</b>	
<b>Students will access online platforms to participate in home learning opportunities</b>	
TK-5	Every student will access learning opportunities through Google Classroom; students without access to Google Classroom may pick up a hard copy packet at a meal distribution site
6-12	Every teacher will use Google Classroom, and connect Classroom to School Loop to help communicate assignments to parents
<b>Recognizing that schedules vary across levels, teachers provide 3-4 hours of daily learning opportunities via synchronous (students working or learning simultaneously) and/or asynchronous methods (students working or learning at different times, or at their own pace)</b>	
TK-5	<ul style="list-style-type: none"> <li>-One hour each day of students engaged in English Language Arts learning, from synchronous and/or asynchronous opportunities (30 minutes at TK/K)</li> <li>-One hour each day of students engaged in Math learning, from synchronous and/or asynchronous opportunities (30 minutes at TK/K)</li> <li>-One hour each day of other learning opportunities in Science, History, PE, Art, and/or Music (30 minutes at TK/K)</li> </ul>
6-12	<ul style="list-style-type: none"> <li>-Approximately one hour of asynchronous and/or synchronous learning per period each day (Odd/Even Blocks, alternating days)</li> <li>-Additional or supplemental lessons may be assigned during independent work time</li> </ul>
<b>Students will receive teacher feedback</b>	
TK-5	<ul style="list-style-type: none"> <li>-Student work will be required</li> <li>-Teachers will provide written and/or oral feedback on students' progress with skills &amp; standards</li> <li>-For Reporting Period 2, the use of Achievement Reports (report cards) and the district promotion/retention policy is suspended</li> </ul>
6-8	<ul style="list-style-type: none"> <li>-Student work will be required</li> <li>-Teachers will provide written and/or oral feedback on students' progress with skills &amp; standards</li> <li>-No grades will be issued for the Quarter 3 or Quarter Progress terms.</li> <li>-A Semester 2 report card will be issued to students</li> <li>-The grading policy embraces a "do no harm" philosophy using Pass/Fail final grades, but also incentivizes the completion of the home learning assignments.</li> </ul>
9-12	<ul style="list-style-type: none"> <li>-Student work will be required</li> <li>-Teachers will provide written and/or oral feedback on students' progress with skills &amp; standards</li> <li>-No grades will be issued for the Quarter 3 or Quarter Progress terms.</li> <li>-A Semester 2 report card will be issued to students</li> <li>-The grading policy embraces a "do no harm" philosophy using Credit/No Credit final grades, but also incentivizes the completion of the home learning assignments.</li> </ul>