



Cutten School District Distance Learning Plan

Approved July 27, 2020

Building a better world... one student at a time.

Ridgewood School (Grades TK - 2)



Cutten School (Grades 3-6)



Distance Learning Plan

Cutten School District

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Principles of Distance Learning

Cutten School District is committed to delivering a dynamic educational experience for all students. Yet there are rare occasions when external circumstances or world events will impinge upon the District's ability to operate the campus and deliver lessons on site. Under these circumstances, the District is compelled to develop alternate methods for teaching and student learning. For this reason, the following plan was developed to ensure the continuity of learning and intellectual engagement for our students.

This plan is founded on the following principles:

- 1. Maintaining teaching and learning*
- 2. Providing the necessary resources to support the transition to distance learning.*
- 3. Supporting students, and parents/guardians as they transition to distance learning.*
- 4. Providing access for all students.*
- 5. Maintaining a partnership between families and school staff*

Overview

California Department of Education Definition of Distance Learning

Distance learning means instruction in which the student and instructor are in different locations. This may include interacting through the use of computer and communications technology, as well as delivering instruction and check-in time with their teacher. Distance learning may include video or audio instruction in which the primary mode of communication between the student and instructor is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology. It may also include the use of print materials incorporating assignments that are the subject of written or oral feedback.

The following distance learning plan outlines an approach to maintaining instruction and learning using digital and online resources in the event of an extended period of distance learning or campus closure. Information regarding School Plans in the event of an emergency are based on the Comprehensive Safe School Plan and are communicated by the Superintendent or Designee. This document focuses instead on the distance learning platforms and approaches teachers will use to ensure continuity of student education should an event cause a disruption in campus operations.

Emergency Response Task Force

In the event of a major disruption of campus operations or urgent campus closure, the Cutten School District administration and Board of Trustees leadership will convene to assess the situation and make recommendations for the District's response. The Emergency Response Task Force, (Administrators, Facility Manager, Social Workers, one Board Member and a lead teacher from each site) will maintain communication with the Board of Trustees, which will advise and direct the Emergency Response Task Force in the planning and response to any situation that leads to an extended District closure. The decision to close the school campuses and initiate the distance learning plan will be made by the Superintendent, who will work in consultation with the Board of Trustees.

Depending on the cause for campus closure, the District may be required to delay the initiation of the distance learning plan. For instance, in the event of a natural disaster such as an earthquake, the District may need to stabilize the campus infrastructure (i.e., information technology network, digital platforms, physical campus, buildings and systems, etc.) before initiating online instruction. In the event that there is no advance warning for campus closure, the District will communicate with families on the timing of the start of distance learning as early as possible. In the event of a campus closure, the District will communicate with students, parents / guardians, and employees using the District website, and mass notification system, and will include the exact date for the beginning of distance learning for students, and the designated workdays for faculty and staff to initiate distance work. The first two days of campus closure will be dedicated to teacher preparation and will be designated as work days for all District employees. Students will be expected to begin engaging in distance learning on Day 3 of a campus closure.

Example Campus Closure Scenario

The Superintendent announces that the campus will be closed for an extended period beginning the next school day.

- **Day 1 and Day 2:** All District staff will be required to report to work, either remotely or physically, depending on the situation and as conditions allow.
- **Day 3 by 8:00 AM:** Teachers will post lessons for students and chromebooks will be available for checkout. Distance Learning begins at this point.

The District will communicate with the exact timeline as early as possible via mass notification, personal phone calls, and Remind messaging. The initial communication will be followed with more detailed information, and instructions from administration and teachers.

Distance Learning Approach

The District recognizes that distance learning cannot replicate the kind of learning experience that takes place in a dynamic and inspiring school environment where talented teachers and bright students engage through personal daily contact, and engaging discussion.

However, when such an experience cannot be possible, there are many alternative and effective approaches available to our teachers in order to continue instruction and to connect students in meaningful learning. The use of the most effective teaching and learning technological tools in the classroom is not new to Cutten District. At all grade levels, our teachers are accustomed to using technology to advance learning goals for students.

In a distance learning approach, teachers make use of a range of technological tools and online platforms that are already available to them and their students, ensuring greater familiarity. By utilizing tools to which students are accustomed, they can adapt more smoothly to a distance learning approach.

An important component of distance learning is paper assignments for the different content areas. Teachers provide packets of work that comes largely from the district-adopted curriculum and also includes supplemental material. Work is directly aligned to state standards. Because this is the materials used in on-campus learning, the format of these assignments is already familiar to students. Students continue to engage in learning by reading a range of texts and materials designed to develop critical reading skills as well as provide content knowledge in specific subject areas. While not an exact substitute for classroom learning, teachers can maintain productive and developmentally appropriate lessons using a broad range of resources, approaches, and methodologies.

Participation and Attendance

Students are required to participate in online meetings and be on time. All assignments are to be completed, whether they are online or paper assignments. Attendance and tardies will be tracked and addressed with the same process as in school learning. If there are underlying issues that impact participation and attendance, please contact your teacher as soon as possible.

Guidelines for Parents/Guardians

We understand that a shift to a distance learning approach will require our students and families to make adjustments. A continued partnership with parents and guardians can play a vital part of ensuring the success of the plan. Teachers, school principals, and support staff are all available to support and guide students should they need help. Below are some guidelines for parents/guardians to enable students to become successful at distance learning:

Establish a Regular Schedule for Your Child and Stay Engaged with their Learning:

Once distance learning is initiated by the District, it will be important for parents/guardians to help students establish and maintain a routine and structure for their day, beginning with a regular bedtime and wake-up time each day. While some of our students may want to stay up late and sleep in, establishing a regular school day routine will help your child retain a sense of normalcy and stay engaged in learning. Be sure to help your child build in “breaks” during the school day, encouraging them to stand up and move around so they are not remaining sedentary throughout the day. Begin and close each “school day” with a brief check-in as well as checking in throughout the day at regular intervals to ensure that your child is successfully engaging in distance learning. Reach out to your child’s teacher if you observe your child struggling to stay focused. Setting clear expectations with your child about regular school day hours will help your child maintain a routine and stay on top of his/her school work.

Create a Study Space for Your Child: Productive learning relies on a conducive environment. We recommend that you create a separate, quiet space in your home for your child to study. The family room sofa with close proximity to a television or your child’s bedroom may not be the optimal place for your child to learn. We recommend that you choose an open area in the family living space (kitchen table, dining room, etc.) to avoid isolating your child and to allow parents/guardians to monitor your child’s learning and screen activity. A room with strong wireless connection will also be important.

Stay in Communication with your Child’s Teachers: Your child’s teachers and administrators will maintain regular communication with parents/guardians. The frequency of the communications will depend on your child’s age, developmental stage, and level of independence. While teachers are available as resources for your child and for you, please keep in mind that our teachers will need to be in regular email communication with all of their families), so we ask that you be mindful when communicating with teachers, strive to be succinct, and focus on the essential.

Encourage Independence and Allow for Productive Struggle:

Stay engaged in your children’s learning by asking them questions and having them share their thoughts while encouraging their independence so they can take ownership of their own learning. Some productive struggle is essential to learning, so we ask that parents allow their children to grapple with problems and come up with ideas for tackling them. Stepping in too quickly to help solve problems will deprive your child of the opportunity to learn, try new approaches, and gain greater independence and confidence. If your child becomes discouraged and/or overwhelmed by school work, please reach out to your child’s teachers and the social workers.

Help your Child Maintain Social Contact with Peers: It will be very important for your child to stay in social contact (through virtual means) with their friends and peers during a campus closure. Encourage your child to interact with friends through Facetime / Google Meet or through phone conversations. Students can form study groups created by their teachers or informal groups that they develop on their own. Social community.

Encourage Physical Activity and Movement and Monitor Student Stress:

Teachers will provide opportunities for regular physical activities. Movement and exercise are vital to maintaining physical and mental health, reducing stress and anxiety, and improving concentration and focus for more effective learning and retention. Parents should monitor student stress levels and reach out to social workers for advice. Interactions, even through virtual means, will help your child stay connected and feel a part of the school as needed.

Frequently Asked Questions

Below are some anticipated questions with responses. For more detailed information on the distance learning approach for each division, please see the appropriate section below.

How will the District ensure that my child is continuing to learn?

Teachers have been working closely with administrators and with their grade level colleagues to develop lesson plans using online platforms and digital resources to ensure continuity of learning for students. Students will continue to be engaged with their teachers through a range of methods, including video, online discussions, email, and phone communication. Teachers, school administrators, and the social workers will be available to communicate with students and parents on an ongoing and regular basis during a campus closure to ensure that individual student learning needs are being met.

How will my child be assessed and graded?

Student participation and progress will be tracked on an ongoing basis. Students will receive credit for work completed. The Essential Standards Toolkit for Cutten District was developed in partnership between the Humboldt County Office of Education and several local school districts. This Essential Standards Toolkit serves to identify the primary California State Standards that should be supported and assessed at each grade level. Not only does this document serve as a communication tool for families to better understand what the curricular focus will be at our core, but it also serves as a method for teachers to track student progress towards standards mastery. This toolkit will help to inform the end of year report cards.

What resources are available to my child if he/she begins to face challenges with learning?

Your child's teacher is the first resource for your child if he/she faces learning difficulties. Teachers are available to speak with students and their parents directly as well as providing one-on-one support by Google Meet or phone. If your child begins to struggle with learning, please reach out to your child's teacher so we can put additional support in place.

My child is becoming extremely anxious about the situation that has led to the campus closure. What resources does the School have to support my child?

Children who experience heightened anxiety should consult with their pediatricians and/or psychologists. Our school social workers can offer referrals to parents and can coordinate with outside providers. During a campus closure,

parents/guardians should monitor students' mental health and seek outside support as needed.

My child has an Individual Education Plan. How will you meet the requirements of the IEP?

Students with Individualized Education Plans (IEP) or 504 Accommodation Plans will be provided additional support by their Resource Program teachers or 504 Coordinators. Resource Program teachers and 504 Coordinators will communicate with families to determine needed support for all students to access their education and make progress toward their goals. Resource Program teachers and 504 Coordinators will work with General Education Teachers to ensure that all students have access to the General Education Curriculum. Students will be provided individualized work and will be given assignment options that meet their individual needs, as discussed and agreed upon by the IEP team during amendment IEP meetings related to COVID-19 school closures.

I'm concerned that my child will have prolonged screen time. What other learning supports will the teacher provide?

Not all distance learning is dependent on extended periods of screen time. Students will continue to be assigned work that will need to be completed without screens, including reading, writing, solving math problems, hands-on projects, and other special projects. Teachers have been asked to be mindful of the kinds of assignments they are creating to avoid extended screen use. Please reach out to your child's teacher if you observe your child having difficulties focusing due to increased screen time. Your child's teacher can provide one-on-one Zoom/Google Meet sessions and phone check-ins.

My child is not feeling well and is not able to engage in learning. Is there a way to report an "excused absence" so he won't be penalized for not engaging in distance learning?

If your child becomes ill while the District is using a distance learning approach, contact the school office to report your child's "absence" from school. Your child's teacher will work with your child and with you to ensure that he/she is able to make up any missed work and provide necessary extensions for assignment deadlines.

Distance Learning Student Expectations

Cutten School District asks our students to think about how they can meet the expectations of being Safe, Responsible, and Respectful at all times. Even at a distance, we know our students will continue to meet our expectations. Below are expectations for entering an online class, participating in whole-group or in small-group activities, participating in one-on-one instruction, or in breakout rooms.

BE SAFE

- Use equipment as intended. Chromebooks are to remain indoors, kept in a safe place when not in use, and not used around food or liquids.
- Interactions with classmates must be under the direction of your classroom teacher.
- Access only websites to which your teacher has provided a link.
- Keep your screen in one place. Please don't walk around with your screen during the meeting.

BE RESPECTFUL

- Say and type kind words/emojis to others.
- Listen.
- Take turns.
- Respect others' work.
- Respect others' cultures, opinions, and points of view.
- Raise your hand if you would like to speak.
- Think about what you want to share before sharing it.
- Avoid sitting where other background noise may interfere with the meeting
- Limit side conversations with others who may be near your work space.
- Be patient. Remember that your teacher is also new to teaching in this manner. Keep your video on at all times, and audio muted unless asked otherwise.

BE RESPONSIBLE

- Log in on time.
- Be ready to learn when you enter the meeting.
- Have needed supplies easily accessible to assist with online lessons...pencils, paper, markers, etc...
- Be prepared by using the restroom or eating before your meeting starts.
- Be dressed for school when you come to your meeting.
- Choose a distraction-free space, with siblings, friends and pets away from your learning area.
- Come to the meeting on time.
- Participate in all activities.
- Have your materials with you and your device plugged in or charged.
- Ask questions when you have them.
- Be present - avoid multitasking.
- Dress like you would for in-person school.
- Remain muted until directed by an adult to unmute.

Distance Learning Plan

The goals for the distance learning plan are to keep our children engaged so they can learn and grow, while also providing them with meaningful opportunities for connection and community. We will provide opportunities for them to read, write, develop mathematical skills and concepts, share ideas, explore, create, play, and move.

Teachers will use familiar and predictable structures to meet the needs of our children. Each day, our children will receive a warm greeting from their classroom teachers, a “morning message,” and lessons/ learning objectives from their teachers, much as they would normally see on a regular school day. The District will use a landing page on the website for families to quickly and easily access each day’s work.

When campus closure has been announced by the Superintendent, students and parents will receive additional information from the school administrators and classroom teachers.

Students and faculty members will be offered a Cutten School District Chromebook and charger to bring home during the period of distance learning. Chromebooks should only be used for school functions, and students and families should review the Cutten School District Technology Contract and expectation. Many of our technology platforms (i.e., GSuite, etc.) are not device dependent, so families may choose to access the learning platforms through family devices, such as phones, laptops, etc. Certain learning apps, however, have been preloaded onto Chromebooks, so students must use the District-issued Chromebooks to access those learning apps.

Questions regarding technology, including how to access the internet, Google Classroom, or Zoom from your device, should be directed to your classroom teacher or Susie Smelser (csditco@cuttensd.org), technology technician.

Technological Tools, Digital Resources, and Platforms

Tools	Users	Description
Mass Notification System	Staff and Families	Email, text, and/or prerecorded voice messages will be used for all major announcements from the District. Faculty and Staff will continue to use email to communicate with families.
Messaging	Remind	The Remind App will be used for two-way messaging between teachers and parents/guardians of students.
District Website Google G Suite, including Google Classroom	All Students and Families	Grade level teams will create weekly class assignment schedules that will be accessible on the district website. Explicit instructions will be included, and links to educational resources will be embedded in the schedules. Each teacher will maintain a Google Classroom site to provide individualized, unique material for the students in that class. Google Meet will be used for video conferencing in small or whole groups.
Online Learning Platforms	Students and Teachers	Teachers will assign classwork to be accessed on district-selected platforms including, but not limited to: Raz-Kids, EPIC, ReadWorks, Accelerated Reader, Starfall, Khan Academy, IXL, Mystery Science, GoNoodle, and online platforms for district-adopted curriculum.

Roles and Responsibilities of the District

Roles	Responsibilities
Leadership Team (Principals and teachers)	<ul style="list-style-type: none"> ● Establish clear communication channels to all families ● Provide ongoing updates to families and faculty/staff ● Support all families in the distance learning plan ● Support teachers in implementing high-quality instruction and feedback in a distance learning model ● Provide models and examples of strong distance learning units, lessons and projects ● Be a model of flexibility, optimism, creativity, and openness
Classroom Teachers	<ul style="list-style-type: none"> ● Collaborate with other members of their grade level team and special education teachers, to design daily distance learning experiences for students ● Foster a sense of community and connectedness between and among students and families ● Provide students/families with timely communication and feedback ● Leverage technology to allow for personalized and differentiated learning ● Be a model of flexibility, optimism, creativity, and openness
Music Teacher	<ul style="list-style-type: none"> ● Communicate regularly with classroom teachers to provide instruction for students who receive accommodations and support in small groups or 1:1 ● Support students in differentiating lessons by grade levels ● Communicate regularly with students/families who receive accommodations to support learning ● Provide supplementary lessons for students who may benefit from additional instrumental instruction
School Social Workers	<ul style="list-style-type: none"> ● Provide staff and families with resources and technological guidance to help support distance learning ● Monitor the wellness of children, families, and staff and provide interventions or resources as needed ● Be accessible to all community members ● Proactively send community-wide tips, strategies, and updates to support wellness and health
Technology Staff	<ul style="list-style-type: none"> ● Develop tutorials for staff as needed ● Develop tutorials for families to problem solve common technology challenges ● Be available as a help desk for all staff and families to provide on demand support ● Continually monitor the needs of staff and families and provide ideas, and trouble-shooting support

Student and Families

All students are expected to participate in distance learning during a campus closure. Any learning activities or assessments not completed will need to be worked on outside of the scheduled time. In exceptional circumstances or illness, parents of students who are unable to participate should notify the School as they would for any school absence, and those students will be given special consideration.

Student Roles and Responsibilities	
<ul style="list-style-type: none">● Establish a daily routine for your school work● Find a comfortable, distraction-free place in your home where you can work● Check the website each day to learn about your goals and assignments for the day● Complete all daily assignments● Put forth your best effort● Do your best to meet deadlines● Communicate with your classroom teachers as needed	
For questions about...	Reach out to...
A lesson, assignment, etc.	Your classroom teacher
A technology problem	IT Coordinator: Susie Smelser csditco@cuttensd.org
A social-emotional problem	School Social Workers: Miranda Johnston (Ridgewood) mjohnston@cuttensd.org Kristyn Fresz (Cutten) kfresz@cuttensd.org
Any other questions	Site Principals: Sue Ivey (Ridgewood) sivey@cuttensd.org August Deshais (Cutten) adeshais@cuttensd.org

Family Roles and Responsibilities

The most effective distance learning plan involves the entire student team: the teacher and other school staff, the student, and the family. All play a significant role in ensuring that students stay ahead of the learning. Families are encouraged to implement the following recommendations, and to reach out proactively should they run into challenges.

- Establish routines and expectations for your child
- Establish beginning and end-of-day check-ins with your child
- Help them create a comfortable, distraction-free place to work
- Monitor communications from the School and your child's teacher
- Partner with your child's teacher and reach out should any challenges arise
- Help your child to plan out their work for the day and check in to keep them focused and on task
- Help your child "turn his/her work in" through the channels laid out by the teacher
- Take an active role in your child's learning and assist them in walking through instructions when needed
- Provide opportunities for your child to play and move outside
- Take advantage of opportunities to engage your child in the arts or other creative pursuits
- Be mindful of your child's physical and emotional health
- Reach out to social workers for learning support, etc. as needed
- Monitor your child's non-academic screen time
- Set clear rules around using technology for social interactions and monitor their usage
- Be a calm presence for your child
- Be a supportive partner of teachers and the School

For questions about...	Reach out to...
A lesson, assignment, etc.	Your classroom teacher
A technology problem	IT Coordinator: Susie Smelser csditco@cuttensd.org
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Any other questions	Site Principals: Sue Ivey (Ridgewood) sivey@cuttensd.org August Deshais (Cuttan) adeshais@cuttensd.org

Learning Time Frame and Content By Grade Level

Transitional Kindergarten			
Required minutes per day = 180			
Content Area	Approximate Time Per Day	Platforms	Assignments and Activities
Language Arts	40 Minutes	ABC Mouse Paper packets	Emergent Literacy Activities, Games & Challenges focused on language development, vocabulary, comprehension, and phonological awareness.
Math	40 Minutes	ABC Mouse Paper Packets	Emergent Numeracy Activities, Games & Challenges focused on number recognition, counting, sorting, shapes, patterns, and problem solving
Social Skills	40 Minutes	TK Tool Kits provided	Games and Activities created to support cognitive, physical, and social emotional development. This might include music, physical exercises, mindfulness work, art projects, board games, etc.
Science, Music, Art, Social Studies, or PE	30 Minutes	ABC Mouse Mystery Science	Alternate lessons in each of the content areas weekly. Remote Music Class with Mrs. Pitts
Social/Emotional	30 Minutes	Morning Meeting and Daily Wrap-Up through Google Meets	Games and activities created to support cognitive, physical, and social emotional development. This can include music, physical exercises, mindfulness work, art projects, board games, etc.

Kindergarten			
Required minutes per day = 180			
Content Area	Approximate Time Per Day	Platforms	Assignments and Activities
Reading	15 Minutes Instruction & 20 minutes+ of independent reading	Epic Books, RazKids and Adopted Language Arts Curriculum	Reading Lesson focused on building word attack strategies for deepening comprehension, followed by 20 minutes of reading at student's level
Language Arts	25 Minutes	Starfall and Adopted Language Arts Curriculum	Word Work focused on phonics, spelling, and handwriting
Writing	30 Minutes	Adopted Language Arts Curriculum and Adopted Language Arts Curriculum	Writing Lesson, Task, or Prompt focused on a particular genre, craft technique, or writing strategy followed by 10-15 minutes of independent writing based on the assignment at hand
Math	30 Minutes	Khan Academy and Adopted Math Curriculum	Combination of Math Lesson, Activities, Worksheets or Games focused on number sense, basic addition/subtraction, geometry or problem solving
Science, Art, Social Studies, PE, or Music	30 Minutes	Mystery Science	Alternate lessons in each of the content areas weekly Remote Music Class with Mrs. Pitts
Social/Emotional	30 Minutes	Morning Meeting and Daily Wrap-Up through Google Meets	Games and activities created to support cognitive, physical, and social emotional development. This can include music, physical exercises, mindfulness work, art projects, board games, etc.

1st Grade Required minutes per day = 230			
Content Area	Approximate Time Per Day	Platforms	Assignments and Activities
Reading	15 Minutes of Instruction & 20 minutes of independent reading	Starfall, RAZ, EPIC, IXL, Adopted Language Arts Curriculum and online/additional resources	Reading Lesson focused on building word attack strategies for deepening comprehension, followed by 20 minutes of reading at student's level
Language Arts	35 Minutes	Starfall, IXL, Adopted Language Arts Curriculum and online/additional resources	Word Work focused on phonics, spelling, and handwriting
Writing	40 Minutes	Adopted Language Arts Curriculum and online/additional resources	Writing Lesson or Prompt focused on a particular genre, craft technique, or writing strategy followed by 20 minutes of independent writing based on the assignment at hand
Math	60 Minutes	Adopted Math Curriculum, Khan Academy Kids, IXL, and online/additional resources	Combination of math lesson, activities, worksheets, or games focused on concepts, skills or content of unit
Science, Art, Social Studies, PE, or Music	30 Minutes	Mystery Science and online/additional resources	Alternate lessons in each of the content areas weekly Remote Music Class with Mrs. Pitts
Social/Emotional	30 Minutes	Morning Meeting and Daily Wrap-Up through Google Meets	Games and activities created to support cognitive, physical, and social emotional development. This can include music, physical exercises, mindfulness work, art projects, board games, etc.

2nd - 3rd Grades Required minutes per day = 230			
Content Area	Approximate Time Per Day	Platforms	Assignments and Activities
Reading	15 Minutes of Instruction & 35 minutes of independent reading	Google Meets Adopted Language Arts Curriculum and Online/Additional Resources	Reading Lesson, Book Club Assignment or Reading Task focused on building strategies and deepening comprehension, followed by 30+ minutes of reading independently
Language Arts	20 Minutes	Google Meets Adopted Language Arts Curriculum and Online/Additional Resources	Word Work focused on phonics, spelling, and handwriting
Writing	40 Minutes	Adopted Language Arts Curriculum, and Online/Additional Resources	Writing Lesson or Prompt focused on a particular genre, craft technique, or writing strategy followed by 20 minutes of independent writing based on the assignment at hand
Math	60 Minutes	Google Meets Adopted Math Curriculum, IXL, and Online/Additional resources	Combination of math lesson, activities, worksheets, or games focused on concepts, skills or content of unit
Science, Art, Social Studies, PE, or Music	30 Minutes	Adopted Curriculums and Online/Additional Resources	Alternate lessons in each of the content areas weekly. Remote Music Class with Mrs. Pitts
Social/Emotional	30 Minutes	Morning Meeting and Daily Wrap-Up through Google Meets	Games and activities created to support cognitive, physical, and social emotional development. This can include music, physical exercises, mindfulness work, art projects, board games, etc.

4th - 6th Grades Required minutes per day = 240			
Content Area	Approximate Time Per Day	Platforms	Assignments and Activities
Reading	15 minutes Instruction & 45 minutes of Independent Reading	Adopted Language Arts Curriculum, ReadWorks, and Online/Additional Resources	Reading Lesson, Book Club Assignment or Reading Task focused on building strategies and deepening comprehension, followed by 45+ minutes of reading independently
Language Arts	20 Minutes	Adopted Language Arts Curriculum and Online Resources	Word Work focused on phonics, grammar, spelling, and handwriting/keyboarding
Writing	40 Minutes	Adopted Language Arts Curriculum and Online/Additional Resources	Writing Lesson or Prompt focused on a particular genre, craft technique, or writing strategy followed by 20 minutes of independent writing based on the assignment at hand
Math	60 Minutes	Adopted Math Curriculum, Khan Academy, IXL, and Online/Additional Resources	Combination of math lessons, activities, worksheets, or games focused on concepts, skills, or content of unit.
Science, Art, Social Studies, PE, or Music	30 Minutes	Adopted Curriculums and Online/Additional Resources	Alternate lessons in each of the content areas weekly Remote Music Class with Mrs. Pitts
Social/Emotional	30 Minutes	Morning Meeting & End of Day Wrap-up through Google Meets	Games and activities created to support cognitive, physical, and social emotional development. This can include music, physical exercises, mindfulness work, art projects, board games, etc.