

WCSD Required Learning Plan Roles and Responsibilities (6.17.20)

<p>Superintendent</p>	<ul style="list-style-type: none"> ● Communicate the plan with the Board ● Communicate the plan with parents ● Return to Learn Plan modifications ● District calendar changes ● Ensure all staff understand their roles and responsibilities ● Provide necessary resources and supports to execute the plan ● Collect data on the effectiveness of the plan ● Monitor and revise the plan, as necessary ● Determine essential worker plan ● Determine facility use - by whom and for what use, key fobs, CDC guidelines, schools, adm buildings, district property (i.e. fields, playgrounds, track), staff access to rooms ● Professional development on: Privacy/FERPA, Mitigation strategies, mandatory reporter requirements, CDC guidelines ● Coordinate with local childcare facilities ● Coordinate survey for parents/students ● Coordinate document for families Who Can Help You
<p>Director of Teaching and Learning</p>	<ul style="list-style-type: none"> ● Create, explain and distribute the plan ● Oversight of online platforms including district google site ● Oversight of data collection platforms (FastBridge, iReady, Panorama) ● Support faculty and students/families to a distance learning environment (Ex. Online platforms) ● Help teachers implement the plan ● Professional development on: On-line instructional strategies, SEL/Stress/Trauma ● Coordinate Classroom 180 PD (Formerly the Advanced Track) ● Oversight of essential standards and adjustments to instruction
<p>Coordinator of Student Services</p>	<ul style="list-style-type: none"> ● Collaborate with state and AEA leaders to understand expectations for services ● Collaborate with teachers and parents to identify wi-fi needs and resources available ● Communicate expectations for equitable delivery of services during Required Learning Plan for students with individual education plans, 504s, English Language Learning needs ● Provide necessary resources to teachers of students with specialized needs ● Assign associate duties to support student needs ● Professional development on: On-line instructional strategies for special populations, SEL/Stress/Trauma ● Central location of students names and categories

Technology	<ul style="list-style-type: none"> ● Deployment of devices - staff and students ● Support wi-fi access ● Support faculty and students/families shifting to a distance learning environment ● Provide tutorials regarding security expectations ● Provide tutorials to assist faculty with district identified resources: Google Classroom, Zoom and SeeSaw ● Troubleshoot device issues for students and staff ● Fix broken devices for students and staff ● Support security needs ● Determine essential worker plan ● Determine essential worker plan (Matt)
Principals	<ul style="list-style-type: none"> ● Monitor communication between teachers and students ● Communicate and expect security expectations ● Review records of student attendance at the Live Online Learning sessions ● Review completion of work submitted by students at end of each week ● Support teachers in their duty to reach out to students and parents who are not participating ● Support faculty and students/families shifting to a distance learning environment ● Assist teachers to implement the Required Learning Plan ● Determine family and student needs -- support and refer ● Create and implement room usage plan for teachers using classrooms ● Oversight of essential standards and adjustments to instruction ● Attend virtual IEP meetings
Athletic Director	<ul style="list-style-type: none"> ● Plan for playgrounds and other outdoor school facilities when shutdown
Core Teachers Preschool Success Center Bridges	<ul style="list-style-type: none"> ● Collaborate with members of PLC team to design distance learning experiences ● Follow virtual master schedule (listed below) ● Use district curriculum and resources as well as district identified platforms (Google Classroom and SeeSaw) to communicate and deliver content. If you are unfamiliar, contact an Instructional Coach to ensure you are able to utilize district approved platforms, curriculum and resources ● Submit lessons to District Google Resource by Friday at 3:30pm for upcoming week ● Keep records of student attendance on Live Online Learning sessions and work completion. Record in IC by Friday at 3pm. ● Record all Zoom lessons/sessions and post on Google Site

	<ul style="list-style-type: none"> ● Follow up with no-shows - teacher 2 call attempts, then referral to counselor (2 call attempts), then referral to administrator - phone call or home visit ● Follow the district pacing guide, grading expectations, formative/summative assessment, and other district guidance (Ex. Early Literacy Implementation) ● Communicate with parents which online resources your students will access upon implementation of the plan and when changes are made. Any communication you send must start with your name and email ● Packets and activity boxes for students with specific needs ● Communicate with and provide timely feedback 2-3 times a week with your students (whole group, small group and 1:1) ● Call students who have not actively participated - refer if unable to make connection ● Communicate with parents- at least weekly email, phone call to half of your assigned weekly and document in IC ● Ensure parent permission to engage electronically has been granted ● Opening activities - examples include dropping off supplies, meeting with teacher, parent, student prior to school starting ● Closure activities - example includes reverse parade, phone calls by parents ● General education teachers aware of and implementing 504 and special education plans, and awareness of TAG and ELL students ● If teachers accessing classroom - wipe down the area after each use ● Provide access to SeeSaw or Google classroom access to Special Education, TAG, and ELL teachers ● Documents behaviors during virtual instruction ● Administer state assessments/screeners as needed
<p>Special Education Teachers</p>	<ul style="list-style-type: none"> ● Communicate regularly with the subject or classroom teachers who teach the students on your caseload ● Follow virtual master schedule (listed below) ● Use district curriculum and resources as well as district identified platforms (Google Classroom and SeeSaw) to communicate and deliver content. If you are unfamiliar, contact an Instructional Coach to ensure you are able to utilize district approved platforms, curriculum and resources ● Provide activities that support IEP goals ● Packets and activity boxes for students with specific needs ● Call an IEP team meeting and revise the IEP to best meet the student's needs in this environment ● If SDI is necessary - set up sessions to provide this and a schedule to progress monitor goals

	<ul style="list-style-type: none"> ● If consultation is appropriate - provide supplementary activities that support IEP goals and classroom lessons ● Communicate regularly with students on your caseload and/or their parents (every other week alternating with gen ed teacher) ● Keep records of student attendance on Live Online Learning sessions and work completion. Record in IC by Friday at 3pm. ● Follow up with no-shows - teacher 2 call attempts, then referral to counselor (2 call attempts), then referral to administrator - phone call or home visit ● Communicate student's accommodations and modifications with general education teachers ● Assign duties to associates to support student needs ● Keep log of all communication, direct services, work, and accommodations/modifications made. ● Follow the district pacing guide, grading expectations, formative/summative assessment, and other district guidance ● Create a schedule for live teaching, recorded videos, and when assignments are due to be shared with families ● If teachers accessing classroom - wipe down the area after each use
<p>Special Education Teachers - Level 3</p>	<ul style="list-style-type: none"> ● Establish an ongoing communication channel with families ● Follow virtual master schedule (listed below) ● Call an IEP team meeting and revise the IEP to best meet the student's needs in this environment ● Determine the best mode of delivery for instruction - electronic or activity boxes ● Packets and activity boxes for students with specific needs ● Ensure work is focused on IEP goals and devise a schedule to progress monitor goals ● Provide distance learning supports by collaborating with related service providers ● If associate support will be provided, communicate expectations with associate and provide learning activities ● Collaborate with team members involved in each student's IEP ● Keep records of student attendance on Live Online Learning sessions and work completion. Record in IC by Friday at 3pm. ● Follow up with no-shows - teacher 2 call attempts, then referral to counselor (2 call attempts), then referral to administrator - phone call or home visit ● Communicate student's accommodations and modifications with general education teachers ● Assign duties to associates to support student needs ● Keep log of all communication, direct services, and accommodations/modifications made. ● Create schedule for live teaching, recorded videos, and when assignments are due to be shared with families

	<ul style="list-style-type: none"> ● Follow the district pacing guide, grading expectations, formative/summative assessment, and other district guidance ● If teachers accessing classroom - wipe down the area after each use
Direct Service Providers (Ex. AEA)	<ul style="list-style-type: none"> ● All direct service providers will be responsible for scheduling and providing services to eligible individuals per their IEP
Learning Support Teachers (Title, Tutors, ELL, TAG)	<ul style="list-style-type: none"> ● Communicate regularly with the subject or classroom teachers who teach the students on your caseload ● Follow the district pacing guide, grading expectations, formative/summative assessment, and other district guidance ● Follow virtual master schedule (listed below) ● Communicate regularly with students on your caseload and/or their parents ● Provide supplementary learning activities for students on your caseload at least 2x/week. Communicate these activities via email ● Packets and activity boxes for students with specific needs ● Title- Manage tutoring rosters at your building ● Create schedule for tutoring (for your building) and match students with associates and 7-12 students ● Communicate student's accommodations and modifications with general education teachers ● If teachers accessing classroom - wipe down the area after each use ● Initial screening for programming ● Administration of state assessments (Ex. ELPA21)
K-6 Specials (PE, Art, Music, Science, Technology)	<ul style="list-style-type: none"> ● Develop a bank of activities being mindful of the resources families may or may not have in their home (2-5 activities per week) ● Follow the district pacing guide, grading expectations, formative/summative assessment, and other district guidance ● Follow virtual master schedule (listed below) ● Communicate with students/families who reach out for assistance ● Submit lessons to District Google Resource by Friday at 3:30pm for upcoming week ● Packets and activity boxes for students with specific needs ● Teachers aware of and implementing 504 and special education plans, and awareness of TAG and ELL students ● Utilize the Winterset Google Online Learning Website to post weekly activities by Friday at 3:30pm ● If teachers accessing classroom - wipe down the area after each use

<p>7-8 Music, Art, PE</p>	<ul style="list-style-type: none"> ● Develop a bank of activities being mindful of the resources families may or may not have in their home (5 activities per week) ● Follow the district pacing guide, grading expectations, formative/summative assessment, and other district guidance ● Follow virtual master schedule (listed below) ● Communicate with students/families who reach out for assistance ● Submit lessons to District Google Resource by Friday at 3:30pm for upcoming week ● Packets and activity boxes for students with specific needs ● Teachers aware of and implementing 504 and special education plans, and awareness of TAG and ELL students ● If teachers accessing classroom - wipe down the area after each use
<p>7-8 Electives</p>	<ul style="list-style-type: none"> ● Collaborate with members of PLC team to design distance learning experiences ● Follow the district pacing guide, grading expectations, formative/summative assessment, and other district guidance ● Follow virtual master schedule (listed below) ● Use district curriculum and resources as well as district identified platforms (Google Classroom and SeeSaw) to communicate and deliver content. If you are unfamiliar, contact an Instructional Coach to ensure you are able to utilize district approved platforms, curriculum and resources ● Submit lessons to District Google Resource by Monday at 8am each week ● Packets and activity boxes for students with specific needs ● Keep records of student attendance on Live Online Learning sessions and work completion. Record in IC by Friday at 3pm. ● Follow up with no-shows - teacher 2 call attempts, then referral to counselor (2 call attempts), then referral to administrator - phone call or home visit ● Follow the district pacing guide or other district guidance ● Communicate with parents which online resources your students will access upon implementation of the plan and when changes are made. Any communication you send must start with your name and email ● Submit lessons to District Google Resource by Friday at 3:30pm for upcoming week ● Communicate with and provide timely feedback 2-3 times a week with your students (whole group, small group and 1:1) ● Teachers aware of and implementing 504 and special education plans, and awareness of TAG and ELL students ● Call students who have not actively participated ● Communicate with parents, as necessary

	<ul style="list-style-type: none"> ● If teachers accessing classroom - wipe down the area after each use
<p>HS Elective Teachers</p>	<ul style="list-style-type: none"> ● Collaborate with members of PLC team to design distance learning experiences ● Follow the district pacing guide, grading expectations, formative/summative assessment, and other district guidance ● Follow virtual master schedule (listed below) ● Use district curriculum and resources as well as district identified platforms (Google Classroom and SeeSaw) to communicate and deliver content. If you are unfamiliar, contact an Instructional Coach to ensure you are able to utilize district approved platforms, curriculum and resources ● Submit lessons to District Google Resource by Friday at 3:30pm for upcoming week ● Packets and activity boxes for students with specific needs ● Keep records of student attendance on Live Online Learning sessions and work completion. Record in IC by Friday at 3pm. ● Follow up with no-shows - teacher 2 call attempts, then referral to counselor (2 call attempts), then referral to administrator - phone call or home visit ● Follow the district pacing guide or other district guidance ● Communicate with parents which online resources your students will access upon implementation of the plan and when changes are made. Any communication you send must start with your name and email. ● Communicate with and provide timely feedback 2-3 times a week with your students (whole group, small group and 1:1) ● Teachers aware of and implementing 504 and special education plans, and awareness of TAG and ELL students ● Call students who have not actively participated ● Communicate with parents, as necessary ● If teachers accessing classroom - wipe down the area after each use ● Guidance on performing arts education
<p>Instructional Coaches</p>	<ul style="list-style-type: none"> ● Develop professional development tutorials (videos) on the following: <ul style="list-style-type: none"> ○ Digital citizenship ○ Basics of Google Classroom ○ Intermediate use of Google Classroom ○ Basics of SeeSaw ○ Intermediate use of SeeSaw ○ Basics of Teaching an On-line Course ○ Intermediate use of On-line teaching ○ Engagement strategies for on-line courses ○ Others as requested by teachers

	<ul style="list-style-type: none"> ● Support teachers in the acquisition of online teaching skills and strategies ● Follow virtual master schedule (listed below) ● Support faculty and students/families to a distance learning environment (Ex. Online platforms) ● If accessing classroom - wipe down the area after each use ● Oversight of SAEBRS (Riley)
<p>Tech Assistants</p>	<ul style="list-style-type: none"> ● Provide tutorials on the following: <ul style="list-style-type: none"> ○ Use of Infinite Campus ○ Use of Quicktime or ScreenCastify ○ Assessment add-ons
<p>Counselors</p>	<ul style="list-style-type: none"> ● Serve as a liaison for communication with students/families in crisis ● Follow virtual master schedule (listed below) ● Follow the district pacing guide, grading expectations, formative/summative assessment, and other district guidance ● Provide resources for students and families to support them while they are away from school ● Communicate regularly with the subject or classroom teachers who teach students on 504 plans ● Provide support for 504 accommodations ● Connecting school-based counselors to students - continuing work via Tele-health ● Students of concern called weekly by counselors (at-risk, no show/no answer) ● Coordinate virtual tours/information on buildings ● Provide resources for students and families on google site (Behavior, SEL, Anxiety, etc.) ● Monitor students to check-in on (Survey) ● Attend team meetings/PLC's as needed ● Communicate with students every other week opposite the classroom teacher
<p>504 Building Coordinators</p>	<ul style="list-style-type: none"> ● Hold a meeting at the beginning of a school closure to determine supports for all 504 students ● Communicate with all teachers of students with a 504 plan ● Communicate with parents of 504 students bi-weekly opposite of general education teacher ● Support teachers in ways to meet accommodations for students
<p>Social Worker</p>	<ul style="list-style-type: none"> ● Connect service providers to students and staff with social/emotional needs ● Parent outreach- Parent Cafe, Resources to support parents/families to help students succeed in virtual environment

	<ul style="list-style-type: none"> ● Work with wellness committee ● Group Check-Ins for Staff ● Set up peer (older students and younger students) tutoring ● Connecting school-based counselors to students - continuing work via Tele-health ● Implement google survey for staff to determine needs for staff
School Liaison	<ul style="list-style-type: none"> ● Support family basic needs: Food (Paw Pantry), Shelter ● Parent outreach- Parent Cafe ● Support for childcare services ● Connecting school-based counselors to students - continuing work via Tele-health
Wellness Committee	<ul style="list-style-type: none"> ● Remote resources and activities for staff
Teacher Librarian	<ul style="list-style-type: none"> ● Collaborate with colleagues to find resources for high-quality distance learning experiences and research ● Regularly check in with subject and classroom teachers to identify ways to support their design of distance learning experiences ● Suggest supplementary resources for students and families
Associates	<ul style="list-style-type: none"> ● Complete work assigned by administrators or teachers. These may include tasks such as: <ul style="list-style-type: none"> ○ Tutoring all students ○ Attending Online Learning Classes with students ○ Meeting with students to support work from classes ○ Communicate with special ed teachers on coursework ○ Meet with students to practice IEP skills ○ Copy and mail packets ○ Paw Pantry packaging, handout and delivery ○ Lunch handout and delivery ○ Prepare, print, and deliver packets to students ○ Supporting our students learning at a daycare centers
Secretaries	<ul style="list-style-type: none"> ● Ensure attendance is recorded by teachers ● Record absences in IC ● Support student, teacher, parent communication via Infinite Campus ● Flag students in IC as appropriate ● Other duties as assigned by administrator
Nurses	<ul style="list-style-type: none"> ● Reach out to families regarding medication at school ● Guidance and support for families regarding health and safety for students ● Guidance for leadership regarding delivery model best suited for current situation

	<ul style="list-style-type: none"> ● Reach out to families regarding students who were taking medication at school- is that continuing at home? <ul style="list-style-type: none"> ○ Stay in communication with teachers ● Paw-pantry oversight ● Create and implement entry protocol for teachers using facilities (See room usage plan) ● Order and administer supplies needed
Food Service	<ul style="list-style-type: none"> ● Grab and Go Lunch distribution
Director of Operations	<ul style="list-style-type: none"> ● Determine essential worker plan for OPS employees ● Devise a cleaning plan based on room usage plan provided by building administrator ● Assign open and closed bathrooms and devise cleaning plan based on usage needs ● Order and administer supplies as needed to buildings ● Plan for playgrounds and other outdoor school facilities when shutdown ● Materials and mail delivery plan
Director of Transportation	<ul style="list-style-type: none"> ● Determine essential worker plan for transportation employees
Bus Drivers	<ul style="list-style-type: none"> ● Paw Pantry packaging, handout and delivery
Custodians	<ul style="list-style-type: none"> ● Implement cleaning plan (See room usage plan)

Student Roles and Responsibilities	
<p>*Establish daily routines for engaging in the learning experiences</p> <p>*Identify a space in your home where you can work effectively and successfully</p> <p>*Identify a space in your home where you can participate in live on-line learning</p> <p>*During live online learning sit at a table and wear school appropriate clothing</p> <p>*Monitor online platforms daily (email and Google classroom or SeeSaw)</p> <p>*Engage in all learning with academic honesty</p> <p>*Communicate proactively with your teachers if you cannot meet deadlines or require additional support</p> <p>*Comply with district policies regarding Internet Safety and Acceptable Use (insert here)</p> <p>*If student is unable to attend live session, student or parent will email teacher if/when they view the recorded session in order to be considered in attendance (within 24 hours)</p>	
For questions about . . .	Contact
A course, assignment or resource	The relevant teacher

A technology related problem or issue	The relevant teacher or technology specialist
A personal, academic or social-emotional concern	The relevant teacher or building counselor
Other issues related to distance learning	Your school principal or associate principal
Family Roles and Responsibilities	
Provide support for your child/children by: *Establishing routines and expectations *Defining the physical space for your child to study *Grant permission for children to engage electronically with teachers *Monitoring communications from your child's teachers *Beginning and ending each day with a check-in *Taking an active role in helping your child process his/her learning *Establishing times for quiet and reflection *Encouraging physical activity and/or exercise *Remaining mindful of your child's stress or worry *Monitoring how much time your child is spending online *Keeping your child social, but set rules around their social media interactions *If student is unable to attend live session, student or parent will email teacher if/when they view the recorded session in order to be considered in attendance (within 24 hours)	
For questions about . . .	Contact
A course, assignment or resource	The relevant teacher
A technology related problem or issue	The relevant teacher or technology specialist
A personal, academic or social-emotional concern	The relevant teacher or building counselor
Other issues related to distance learning	Your school principal or associate principal

General Guidelines for Teachers During Required Learning	
Grading and Feedback	<ul style="list-style-type: none"> ● Provide timely feedback as it is essential for student learning in this environment ● Provide clear communication regarding where/how students should ask questions and seek clarification ● Monitor your email daily and respond to questions and communications from students/families ● Record office hour individual communication in IC Contact and Behavior Log ● Grades will be based on work assigned during this time

	<p>period</p> <ul style="list-style-type: none"> • All late work policies are suspended for the duration of the Required Learning Plan • Teachers are expected to follow-up with students if work is not completed, being sensitive to the challenges some families are facing and that extra time and support may be required to complete work • CC another district employee (the principal) for any individual, 1:1 student communications <p>Grading will be as follows: Elementary: Meets, Progressing, Needs More Time Middle School: Meets, Progressing, Needs More Time Junior High: Pass or Withdraw High School: Pass or Withdraw (summative) Use of HS rubrics (formative) *High School courses taken by Junior High students will be graded **DMACC concurrent enrollment course will be graded</p>
Offline Work	<ul style="list-style-type: none"> • Avoid requiring printing for any assignments (unless students are utilizing packets instead of computer for instruction). All tasks must be completed on a device or uploaded as a picture • Include offline activities in your lessons that connect to district objectives such as reading, engaging in discussions with a family member or friend remotely, writing in a journal, taking pictures and/or making a video
Instruction	<ul style="list-style-type: none"> • Strictly follow the guidelines for time and schedule provided by the district based on your grade level and subject area • Use the gradual release of responsibility instructional framework to enhance learning for students • Collaboration with your colleagues as appropriate • Utilize engagement strategies • When utilizing Google Classroom or Zoom - record each session
Deadlines	<ul style="list-style-type: none"> • Provide students ample time to complete assignments - more time than you would usually provide in class may be necessary for students • Make sure that all directions for tasks are clear and detailed
Online Learning Environment	<ul style="list-style-type: none"> • Use only district supported platforms - Google Classroom, Zoom, Google Drive, SeeSaw and online textbook supplementary materials • Provide both Live Online and other online learning opportunities as detailed by the district based on your grade level and subject area

Live Online Learning	<ul style="list-style-type: none"> ● Give students the opportunity to interact with one another and the teacher ● Use Google Classroom or Zoom ● All video Live Online Learning opportunities should be recorded and posted for students who are unable to participate in the live session
Video Conferencing Guidelines	<ul style="list-style-type: none"> ● Students and teachers should be seated at a table with a wall behind them ● School appropriate dress is expected ● Class rules and etiquette are expected ● No 1:1 sessions with students and teachers (if working with a student individually another teacher or associate will be in attendance virtually) ● 1:1 sessions are acceptable with students and counselors if the sessions are recorded. HPPA confidentiality statement read prior to meeting.
Student Check-in & Assessment	<ul style="list-style-type: none"> ● Assess students to ensure learning is taking place ● Use tools such as Google Forms, online textbook assessments, and Google Classroom Tools ● District Common Assessments will not be administered during the implementation of the Required Learning Plan ● State required assessments are cancelled

Preschool	
<p>Priorities: Learning will be mainly focused around literacy and numeracy to maintain current skills and build knowledge around prioritized content found in Gold Curriculum.</p> <p>The primary tools for communication and learning platform between teachers and families will be parent provided email addresses and See Saw</p>	
Approximate Time Frames for Learning	
20+ minutes per day	Emergent Literacy Activities, Games and Challenges focused on language development, vocabulary, comprehension, and phonological awareness
20+ minutes per day	Emergent Numeracy Activities, Games and Challenges focused on counting, sorting and patterning
20+ minutes per day	Holistically-Focused Activities, Games and Challenges to support cognitive, physical and social development

Flex Learning	<p>Learning takes place in many ways for our youngest learners. The Flex Learning activities are intended to provide ideas for families on how to keep your child's mind engaged while they are away from school.</p> <ul style="list-style-type: none"> Reading aloud Board games and challenges Pretend play Learning a new skill Puzzles Designing and building structures with blocks or other available materials
Total Required Learning Time	Approximately 1 hour per day
Teacher Office Hours	1 hour/day
Live online learning is not an expectation for preschoolers	

Elementary (K-3)	
<p>Priorities: Learning will be mainly focused around literacy and numeracy to maintain current skills and build knowledge around prioritized content found in curriculum review documents</p> <p>Teachers will follow the WCSD Pacing Guide</p> <p>Students will have both online and offline learning activities. These opportunities are provided Monday through Friday and are posted on the Winterset On-line Learning Link (on WCSD website)</p> <p>The primary tools for communication and learning platform between teachers and families will be SeeSaw and parent provided email</p> <p>Core teachers will provide live online learning that will also be recorded and made available to students to watch at any time.</p>	
<p>Approximate Time Frames for Learning (includes both live online learning and independent practice)</p>	
20-30 minutes per day	Reading
20 minutes per day	Writing
20-30 minutes per day	Math

20-30 minutes per day	Specials (1x day - Guidance, Science, Technology, Art, PE and Music)
Flex Learning	<p>The Flex Learning activities are intended to provide ideas for families on how to keep your child’s mind engaged while they are away from school.</p> <p>Reading aloud and independent reading</p> <p>Board games and challenges with math/strategy/critical thinking</p> <p>Puzzles</p> <p>Designing and building structures with blocks or other available materials</p> <p>Learning a new skill</p>
Total Required Learning Time	Approximately 1.5 - 2 hours per day
Teacher Office Hours	1 hour/day - TIME
Live Online Learning Guidelines	<p>Live Learning will take place twice a week for literacy and math</p> <p>The teacher will post the links for the week’s sessions in the WCSD Online Learning site each Friday by 3:30pm</p> <p>Live Learning will start and end on time</p> <p>Live Learning will be recorded and a link to the video will be provided to students who were unable to attend</p> <p>The teacher will establish a routine and take attendance for each Live Learning session</p> <p>The teacher will end the meeting for all participants at the conclusion of the session</p>
Kindergarten Live Learning	Monday and Thursday 8:15-8:45 and 10:30-11:00
1st grade Live Learning	Monday and Thursday 9:00-9:30 and 11:15-11:45
2nd grade Live Learning	Tuesday and Friday 8:15-8:45 and 10:30-11:00
3rd grade Live Learning	Tuesday and Friday 9:00-9:30 and 11:15-11:45
The time reflected in the table includes approximately 2 hours of live learning per week. The remaining learning time will be fulfilled through teacher provided activities and scheduled by	

families.

Middle School (4-6)

Priorities:

Learning will be mainly focused around literacy and numeracy to maintain current skills and build knowledge around prioritized content found in curriculum review documents

Teachers will follow the WCSD Pacing Guide

Students will have both online and offline learning activities. These opportunities are provided Monday through Friday and are posted on the Winterset On-line Learning Link (on WCSD website)

The primary tools for communication and learning platform between teachers and families will be SeeSaw and parent provided email

Core teachers will provide live online learning that will also be recorded and made available to students to watch at any time.

**Approximate Time Frames for Learning
(includes both live online learning and independent practice)**

25-30 minutes per day	Reading
25-30 minutes per day	Writing
25-30 minutes per day	Math
20-30 minutes per day	Specials (Science, Technology, Art, PE and Music)
Flex Learning	The Flex Learning activities are intended to provide ideas for families on how to keep your child's mind engaged while they are away from school. Reading aloud and independent reading Board games and challenges with math/strategy/critical thinking Puzzles Designing and building structures with blocks or other available materials Learning a new skill
Total Required Learning Time	Approximately 2 hours per day

Teacher Office Hours	1 hour/day -TIME
Live Online Learning Guidelines	<p>Live Learning will take place twice a week for literacy and math</p> <p>The teacher will post the links for the week's sessions in the WCSD Online Learning site each Friday by 3:30pm</p> <p>Live Learning will start and end on time</p> <p>Live Learning will be recorded and a link to the video will be provided to students who were unable to attend</p> <p>The teacher will establish a routine and take attendance for each Live Learning session</p> <p>The teacher will end the meeting for all participants at the conclusion of the session</p>
4th Grade Live Learning	Monday and Thursday 8:15-8:45 and 10:30-11:00
5th Grade Live Learning	Monday and Thursday 9:00-9:30 and 11:15-11:45
6th Grade Live Learning	Tuesday and Friday 8:15-8:45 and 10:30-11:00
<p>The time reflected in the table includes approximately 2 hours of live learning per week. The remaining learning time will be fulfilled through teacher provided activities and scheduled by families.</p>	

<p>Junior High (7-8)</p>
<p>Priorities: Learning will be mainly focused around literacy and numeracy to maintain current skills and build knowledge around prioritized content found in curriculum review documents</p> <p>Teachers will follow the WCSD Pacing Guide</p> <p>Students will have both online and offline learning activities. These opportunities are provided Monday through Friday and are posted on the Winterset On-line Learning Link (on WCSD</p>

website)

The primary tools for communication and learning platform between teachers and families will be Google Classroom or Zoom and parent provided email

Core teachers will provide live online learning that will also be recorded and made available to students to watch at any time.

**Approximate Time Frames for Learning
(includes both live online learning and independent practice)**

60 minutes per day	English Language Arts Block
30 minutes per day	Math, Science, Social Studies
20-25 minutes per day	Music (Band and Chorus) and PE teachers will provide a range of ungraded activities that continue to support the current program
20-25 minutes per day	Electives
Total Required Learning Time	Approximately 2-2.5 hours per day
Teacher Office Hours	1 hour/day
Live Online Learning Guidelines	<p>Live Learning will take place twice a week for literacy and math</p> <p>The teacher will post the links for the week's sessions in the WCSD Online Learning site each Friday by 3:30pm</p> <p>Live Learning will start and end on time</p> <p>Live Learning will be recorded and a link to the video will be provided to students who were unable to attend</p> <p>The teacher will establish a routine and take attendance for each Live Learning session</p> <p>The teacher will end the meeting for all participants at the conclusion of the session</p>
7th Grade	<p>Elective: Monday, Tuesday, Thursday, Friday 12:00-12:30</p> <p>Science, SS</p>

	<p>ELA Monday and Thursday 1:00-2:00</p> <p>Math Tuesday and Friday 1:00-1:30 lesson, 1:30-2:00 supplements and supports</p>
8th Grade	<p>Elective: Monday, Tuesday, Thursday, Friday 12:00-12:30</p> <p>Science, SS</p> <p>ELA Monday and Thursday 1:00-2:00</p> <p>Math Tuesday and Friday 1:00-1:30 lesson, 1:30-2:00 supplements and supports</p>
<p>The time reflected in the table includes approximately 2 hours of live learning per week. The remaining learning time will be fulfilled through teacher provided activities and scheduled by families.</p>	

High School				
<p>Priorities: Learning will be mainly focused around prioritized content found in course pacing guides</p> <p>Students will have both online and off-line learning activities. These opportunities are provided Monday through Friday</p> <p>The primary tools for communication and learning platforms between teachers and families will be Google Classroom or Zoom, student email addresses and parent provided email addresses</p> <p>Teachers will provide Live Online learning that will also be recorded and made available to students to watch at any time. The Live Online learning sessions will follow the provided schedule</p>				
<p>Approximate Time Frames for Learning - Including both Live Online Learning and Independent Practice</p>				
<p>60 minutes twice a week for each scheduled course Office hours at least 1 hour/day</p>				
	M/Th	T/F	Time	Live Online Learning Guidelines

1st Block	X		1:00-2:00pm	The teacher will end the meeting for all participants at the conclusion of the Live Online Learning session
2nd Block	X		2:15-3:15pm	The teacher will post the links for the week's sessions in the WCSD Online Learning site each Friday by 3:30pm
3rd Block		X	1:00-2:00pm	Live Online Learning will start and end on time to allow students and teachers to get to their next class
4th Block		X	2:15-3:15pm	Live Online Learning will be recorded and a link to the video communicated with students who are unable to attend Teachers will establish a routine and take attendance for each Live Online Learning session Additional Live Online Learning may be scheduled in the morning per teacher discretion

Live Online Learning Overview

	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-8:45	Kdg 4th	2nd 6th	Professional Development 7:30-9:00 Staff Meeting	Kdg 4th	2nd 6th
9:00-9:30	1st 5th	3rd		1st 5th	3rd

10:30-11	Kdg 4th	2nd 6th	9:00-9:30 Team Meeting and Collaborative Prep 9:30-noon	Kdg 4th	2nd 6th
11:15-11:45	1st 5th	3rd		1st 5th	3rd
12:00-12:25	8th Exploratories	8th Exploratories		8th Exploratories	8th Exploratories
12:30-12:55	7th Exploratories	7th Exploratories		7th Exploratories	7th Exploratories
1:00-2:00	7th ELA 8th ELA WHS 1st block	7th Math 8th Math WHS 3rd block		7th ELA 8th ELA WHS 1st block	7th Math 8th Math WHS 3rd block
2:15-3:15	WHS 2nd block	WHS 4th block		WHS 2nd block	WHS 4th block

Office Hours = 1 hour/day DRAFT

Elementary		
Preschool 8-9am	Kdg 11am-noon	1st grade 8-9am
2nd grade 11am-noon	3rd grade 9:45-10:45am	
Middle School		
4th grade 9-10am	5th grade 8-9am	6th grade 9-10am
Junior High		

7th grade 2-3pm	8th grade 2-3pm	
High School		
12:00-1:00pm		

*If you are unable to reach a teacher during regular office hours, please email them. They will respond within 24 hours.