



THE AVERY COONLEY SCHOOL

DISTANCE LEARNING PLAN

In the event of a temporary campus closing, Avery Coonley School has the capability to transition from on-campus learning to off-campus distance learning for our students. The School will employ a combination of synchronous (real-time) and asynchronous (learning/sharing outside the constraints of time and place) off-site learning. This type of learning connects faculty with students and families using digital devices and platforms to continue learning when the School deems it is not possible to provide on-campus, face-to-face instruction. Essential to our Distance Learning Plan is the priority to maintain the relationships between teachers and students as well as those between the students. Avery Coonley School is committed to planning and implementing experiences that promote growth, engagement, and intellectual stimulation during distance-learning opportunities.

DISTANCE LEARNING APPROACH

- Teaching and learning will continue, but the process will look and feel different from on-campus school. Participants are asked to be patient, take risks, communicate needs, keep a sense of humor, and embrace change to promote success.
- Students and families will continue to experience creative and innovative lessons, delivered in a virtual format.
- Attendance taking and accountability remain standard practices. Additionally, standards of behavior continue.
- The emphasis for online learning is to advance skill sets through personal connections between teachers and students.
- Appropriate guidelines and expectations exist so that distance-learning school days do not place students in front of screens more than is deemed developmentally appropriate. Suggested daily schedules for on/off screen time by grade will help support parents and caregivers.
- Consistent, predictable methods of communication with families will continue. The Division Heads will communicate frequently to keep everyone informed of changing needs and routines.
- Methods of assessing students and communicating student progress will include, yet are not limited to: individual conferences, video chats, traditional assignments and recordings of progress uploaded for review, and other developmentally appropriate methods that the teachers determine.
- Interdivisional classes will continue, offering enrichment activities and extensions to learning.

- The Tech Team will provide necessary assistance to families to set-up initial platforms and support technology needs throughout the duration of distance learning.
- Frequent communication from the teachers will outline changes, class requirements, and specifics of the courses.
- Distance learning requires a unique partnership between the School and families. Flexibility, creativity, problem solving, and communication are critical for successful distance learning experiences.

DISTANCE LEARNING SUPPLIES/EXPECTATIONS

Learning Platforms

Distance learning tools will vary by grade level and with interdivisional needs. Nonetheless, with the exception of EC and JK, which will use Seesaw to organize their content, Groups K-8 will use Power School's Unified Classroom as their learning management system. Teachers will post assignments in Unified Classroom. Daily and class agendas, links to resources, assignments, and Zoom links are located under the *events* tab in UC. After opening the events tab, assignments will be outlined by date, and virtual classrooms with the subject headings are organized on each student's homepage. Kindergarten through Group 3 use Chromebooks that function well with Google Classroom. Groups 4-8 use Microsoft Surfaces that align with OneNote.

Student Responsibilities/Requirements for Distance Learning

- Early Childhood-Group Four: Internet access, one family device for occasional access to internet in EC/JK, school-issued laptops in K-4, hands-on materials, a space to play/exercise/practice mindfulness, and a dedicated workspace
- Groups Five-Eight: Internet access, school-issued laptops, and a space to play/exercise/practice mindfulness

Faculty Responsibilities/Home Requirements for Distance Learning

- School-provided laptop, internet access, and a space to play/exercise/practice mindfulness
- Home office space with printer and scanner as needed
- Access to teachers' guides, subscriptions, manuals

ACS DISTANCE LEARNING CONTACTS

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|---------------------------------|--|---|----------------|
| • Head of School– | <u>Paul Druzinsky</u> | <u>pdruzinsky@averycoonley.org</u> | (860) 418-9715 |
| • Lower School Head– | <u>Lisa Wiltz</u> | <u>lwiltz@averycoonley.org</u> | (630) 479-7644 |
| • Middle School Head– | <u>Gwen Cooper</u> | <u>gcooper@averycoonley.org</u> | (623) 570-4473 |
| • Director of Technology– | <u>Steven Bosco</u> | <u>sbosco@averycoonley.org</u> | |
| • Learning Resource Specialist– | <u>Neha Thakkar</u> | <u>nthakkar@averycoonley.org</u> | |
| • Tech. Integration Specialist– | <u>Lynne Hurdle</u> | <u>lhurdle@averycoonley.org</u> | |
| • Technology Specialist– | <u>Linda Cerna</u> | <u>lcerna@averycoonley.org</u> | |
| • School Counselor– | <u>Meghan McCarthy</u> | <u>mmccarthy@averycoonley.org</u> | |
| • School Nurse– | <u>Rose Ciccione</u> | <u>rciccione@averycoonley.org</u> | |

ACS TECH HELP

The ACS Tech Team is available for faculty, students, and parents needing tech support related to distance learning.

Please try the following steps before contacting the Tech Team:

1. Check to make sure that all necessary connections (USB, power, etc.) are plugged in properly.
2. Run any updates.
3. Read the tips/training sheets provided by the tech department specific to the individual platform in question.
4. Shut down, then power on the device that is not working properly.

Tech Assistance:

Students, parents, and employees needing tech assistance should email the technology department at techteam@averycoonley.org. A work ticket automatically generates.

WHAT WE VALUE

- Connection/Contact/Community
- Meeting our students where they are and helping them grow
- Families spending quality time together
- Succinct, purposeful screen time (to alleviate overuse)
- Maximum time exploring, creating, and relating
- Continuity of mental stimulation/academic growth/physical development
- Social-emotional well-being of all constituents



Faculty/Staff Responsibilities

Leadership Team

- Create, distribute, and update the distance-learning plan.
- Establish clear channels of communications between faculty, staff, families, and students.
- Support faculty and students/families shifting to a distance-learning environment with professional development/training, FAQs, and personal contact.
- Help teachers implement distance learning and ensure high-quality learning experiences for all students.

Classroom Teachers

Prior to the start of distance learning

- Attend school preparedness meetings about the potential need for distance learning.
- Attend digital platform training (Zoom, Seesaw, Google Classroom, OneNote, and Unified Classroom) and set up a virtual classroom.
- Train students about Zoom expectations (EC-8). Train students and/or parents about Seesaw expectations (grades EC-JK). Student training should include the following:
 - Overview and practice with any digital platform that might be used during school closure
 - Expectations for online behavior - including appropriate approaches (language, attire, attitude) to learning, participating in any breakout groups, or online chats, etc.
 - Clarity about how “performance” will be assessed with online learning
 - Expectations for makeup work if students are ill, quarantined, or cannot participate
 - Encouragement to have a buddy (or two) in the class with whom they can connect in the event that they have tech/communication problems
 - Collaborate with other team members or departments to design distance-learning experiences for students

Faculty Responsibilities

Once distance learning has begun

- Communicate frequently with students and, as needed, with their parents. Distance learning may require more frequent communication with students and families to clarify expectations, ease anxiety, and answer questions than would be typical during in-class instruction
- Provide timely feedback to support student learning

- Carefully document conversations with students and parents to ensure accurate record-keeping
- Keep gradebooks up to date
- Continue to collaborate with colleagues to enhance the quality of distance learning experiences
- Work with supervisors to review feedback about families' distance-learning experiences and make appropriate adjustments
- Establish a “buddy” teacher to assist if needed. If teachers are ill, delivery of asynchronous learning for students remains the expectation
- Update class pages to include distance-learning expectations (Groups 5 -8). Early and Lower School teachers should have a week’s worth of distance learning prepared for families at the beginning of each week
- Run classes for the times designated in the distance-learning schedule
- Engage with students professionally as if teaching in a physical classroom (language, setting, etc.)
- Attend Division, Department, Grade Level, and Full Faculty meetings via Zoom or other designated platform during distance learning
- Attend virtual assemblies with students in each division as scheduled by the Division Directors
- Hold “office hours” by keeping Zoom sessions open during Shared Working Time and the Working Time after each class period as delineated in the distance learning schedule (Groups 5-8)
- If there is a need to step away from a live Zoom session, an “away message” should be activated
- Utilize any workday time that is not direct student contact time for planning, collaboration, curriculum work, assessment development, etc.
- Take student attendance and enter it into PowerSchool

Counselors

- Serve as liaison for communication with students/families in crisis
- Maintain developmentally appropriate social-emotional resources and send out resources to provide support for our student and parent bodies
- Support faculty with well-being tools, conversations, and collaboration
- Support advisors and/or classroom teachers as needed with students who are absent or cannot participate once parent/family contact has been established by teachers and/or administration
- Provide social work services to those students previously receiving services. The social worker will continue to communicate with those families as needed to determine appropriate levels of support
- Respond to emails sent to the SEL Department (mmccarthy@averycoonley.org // avanhowe@averycoonley.org) and establish individual plans for support as needed

Tech Support Team

- Manage technology needs for faculty, students, and parents: techteam@averycoonley.org
- Review and develop how-to tutorials, ensuring teachers, students, and parents have the necessary tools and skills to excel in a distance-learning environment
- Continually monitor the needs of teachers, students, and parents and troubleshoot their challenges, as needed
- Be available remotely to provide on-demand tech support

Parents/Caregivers

ACS understands that a shift to a distance learning approach will require our students and families to make adjustments. Yet a continued **partnership** with parents and guardians plays a vital part of ensuring the success of the remote learning plan. The division heads, the technology department, and teachers are all available to support and guide students (and parents/guardians/caregivers) should they need help. Below are some guidelines for parents/guardians/caregivers to help students achieve success with distance learning. Overall, viewing this time at home as a time of possibilities, will allow for patience with ourselves and with the process.

- **Establish a Regular Schedule for Your Child & Stay Engaged with Their Learning**

Once the School initiates distance learning, it will be important for parents/guardians/caregivers to help students establish and maintain a **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 to avoid 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 maintain a schedule and stay on top of schoolwork.

- **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 learning and screen activity. A room with **strong wireless connection** will also be important. Organizing school supplies, headphones, and required course materials prior to beginning classes is a necessity.

- **Stay in Communication with Your Child’s Teachers**

Your child's teachers and the division directors will maintain regular communication with parents/guardians/caregivers. 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. ***Please use email as your primary method of contact with teachers.***

- **Encourage Independence and Allow for Productive Struggle**

Stay engaged in your child'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 schoolwork, please reach out to your child's teachers, advisors, or counselors.

- **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 distance learning. Encourage interaction with friends through phone conversations if physical distancing is required. They can form study groups created by their teachers or informal groups that they develop on their own to ***stay connected*** and feel a part of the school community.

- **Wellness: Encourage Physical Activity and Movement and Monitor Student Stress**

Physical 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 the school counselor for advice as needed. The health and wellness of our students is of the utmost importance to us. Our P.E. department offers online opportunities to maintain a level of activity for students, even if homebound. Parents can partner with the school by ***checking in on their child's physical activity*** and ensuring that they participate in the activities provided.

- **Time Management**

During certain times in the distance-learning schedule, especially Shared Working Time, some students may need help with time management. Teachers are available to assist, but it is also important for parents to ***ensure that students are spending this time on schoolwork***. Even if a student says that he or she is done with assignments, this is a valuable time to meet with teachers, study with peers, and master the learning outcomes for the course. Students should be actively working during the designated times. Supporting your child's ***executive functions*** will be necessary to help with initiation of tasks, sustained attention, follow-through, time management and organization.

Students

- **Attendance**

Families should email the teachers to report absences per regular expectations. Being a part of the daily class sessions is a requirement at all grade levels. Attendance will be taken each day through a method communicated by the teachers at the beginning of distance learning.

- **Grades**

Depending on the circumstances of distance learning and the duration of the remote learning, the Division Heads will determine changes with the grading process. One possible adaptation could be that students will receive progress reports with Participation/Exemption marks for Lower School and grade reports and transcripts Pass/Fail marks for Middle School. Alternatively, a continuation of regular grading practices could be the decision. Class grades will be posted on the parent portal for the corresponding trimester.

- **Assessments**

Teachers will design assessments that are appropriate for both the distance-learning setting and the developmental stage of the student. An emphasis will be placed on the “good faith effort” of the student to complete the outlined evaluation. Accommodations from *Student Support Plans* will be upheld. Grades for assignments as well as evaluations will be posted in PowerSchool.

- **Zoom Class Behavior & Etiquette**

Students should follow the handbook regarding dress code and behavioral expectations. Students will be required to use mute during parts of a lesson or the “raise hand” feature of Zoom. Students will follow expectations communicated by teachers, including not using cell phones during classes.

- **Honor Code and Responsible Use**

The ACS Honor Code and Responsible Technology Use Plan apply to the Distance Learning Plan.



LOWER SCHOOL SCHEDULES

Lower School Distance Learning will be mostly asynchronous. A guide for managing the day is outlined below. Adaptations and adjustments will be made as needed and will be communicated with parents by the teachers.

Schedule for Early Childhood and Junior Kindergarten

Color Code Blue=Synchronous Collaboration (using technology) Orange=Asynchronous Learning Activities (communicated through recordings, assignments or outlined projects) Green=Interactive Office Hours (connection time with small groups of students or one-on-one time)

Monday	Tuesday	Wednesday	Thursday	Friday
8:45 Listen to morning meeting message from teacher or join Zoom session	8:45 Listen to morning meeting message from teacher or join Zoom session	8:45 Listen to morning meeting message from teacher or join Zoom session	8:45 Listen to morning meeting message from teacher or join Zoom session	8:45 Listen to morning meeting message from teacher or join Zoom session
9:00 Technology Break	9:00 Technology Break	9:00 Technology Break	9:00 Technology Break	9:00 Technology Break
9:15 Academic instruction block with Zoom, video posts, recorded books, etc.—designed to match developmental needs	9:15 Academic instruction block with Zoom, video posts, recorded books, etc.—designed to match developmental needs	9:15 Academic instruction block with Zoom, video posts, recorded books, etc.—designed to match developmental needs	9:15 Academic instruction block with Zoom, video posts, recorded books, etc.—designed to match developmental needs	9:15 Academic instruction block with Zoom, video posts, recorded books, etc.—designed to match developmental needs
9:45 Age-appropriate reinforcement activities provided by teachers	9:45 Age-appropriate reinforcement activities provided by teachers	9:45 Age-appropriate reinforcement activities provided by teachers	9:45 Age-appropriate reinforcement activities provided by teachers	9:45 Age-appropriate reinforcement activities provided by teachers
10:15 Exploration Time – activities connected to science, Music, French, learning about others, or cooking provided by teachers and specialists	10:15 Exploration Time – activities connected to science, Music, French, learning about others, or cooking provided by teachers and specialists	10:15 Exploration Time – activities connected to science, Music, French, learning about others, or cooking provided by teachers and specialists	10:15 Exploration Time – activities connected to science, Music, French, learning about others, or cooking provided by teachers and specialists	10:15 Exploration Time – activities connected to science, Music, French, learning about others, or cooking provided by teachers and specialists
10:45-11:15 Interactive Office Hours	10:45-11:15 Interactive Office Hours	10:45-11:15 Interactive Office Hours	10:45-11:15 Interactive Office Hours	10:45-11:15 Interactive Office Hours

Schedule for Kindergarten and Group One

Color Code **Blue**=Synchronous Collaboration (using technology) **Orange**=Asynchronous Learning Activities (communicated through recordings, assignments or outlined projects) **Green**=Interactive Office Hours (connection time with small groups of students or one-on-one time)

Monday	Tuesday	Wednesday	Thursday	Friday
8:45 Listen to morning meeting message from teacher or join Zoom session	8:45 Listen to morning meeting message from teacher or join Zoom session	8:45 Listen to morning meeting message from teacher or join Zoom session	8:45 Listen to morning meeting message from teacher or join Zoom session	8:45 Listen to morning meeting message from teacher or join Zoom session
9:00 Academic instruction block with Zoom, video posts, recorded books, etc.—designed to match developmental needs	9:00 Academic instruction block with Zoom, video posts, recorded books, etc.—designed to match developmental needs	9:00 Academic instruction block with Zoom, video posts, recorded books, etc.—designed to match developmental needs	9:00 Academic instruction block with Zoom, video posts, recorded books, etc.—designed to match developmental needs	9:00 Academic instruction block with Zoom, video posts, recorded books, etc.—designed to match developmental needs
9:30 Technology Break	9:30 Technology Break	9:30 Technology Break	9:30 Technology Break	9:30 Technology Break
10:00 Age-appropriate reinforcement activities provided by teachers	10:00 Age-appropriate reinforcement activities provided by teachers	10:00 Age-appropriate reinforcement activities provided by teachers	10:00 Age-appropriate reinforcement activities provided by teachers	10:00 Age-appropriate reinforcement activities provided by teachers
10:45 Journaling/Art – students write or draw in response to teacher prompt	10:45 Journaling/Art – students write or draw in response to teacher prompt	10:45 Journaling/Art – students write or draw in response to teacher prompt	10:45 Journaling/Art – students write or draw in response to teacher prompt	Optional Art Zoom K Art=10:45 1 st Art=11:10
11:45 Lunch time	11:45 Lunch time	11:45 Lunch time	11:45 Lunch time	11:45 Lunch time

12:30 Recess /Music ideas provided	12:30 Recess/P.E.– movement ideas provided	12:30 Recess /Music ideas provided	Optional P.E./Music Zoom K P.E.=12:30 K Music= 12:50 1 st Music=12:30 1 st P.E.=12:50	12:30 Recess/P.E. – movement ideas provided
1:10 Rest, reading, and/or quiet activity time	1:10 Rest, reading, and/or quiet activity time	1:10 Rest, reading, and/or quiet activity time	1:10 Rest, reading, and/or quiet activity time	1:10 Rest, reading, and/or quiet activity time
1:30 Optional French Zoom K French=1:30 1 st French=1:50	1:30 Exploration Time – activities connected to science, learning about others, or French	1:30 Exploration Time – activities connected to science, learning about others, or French	1:30 Exploration Time – activities connected to science, learning about others, or French	1:30 Exploration Time – activities connected to science, learning about others, or French
2:10-3:10 Interactive Office Hours	2:00-3:00 Interactive Office Hours	2:00-3:00 Interactive Office Hours	2:00-3:00 Interactive Office Hours	2:00-3:00 Interactive Office Hours

Schedule for Groups Two, Three, and Four

Color Code Blue=Synchronous Collaboration (using technology) Orange=Asynchronous Learning Activities (communicated through recordings, assignments or outlined projects) Green=Interactive Office Hours (connection time with small groups of students or one-on-one time)

Monday	Tuesday	Wednesday	Thursday	Friday
8:45 Morning Zoom Meeting	8:45 Morning Zoom Meeting	8:45 Morning Zoom Meeting	8:45 Morning Zoom Meeting	8:45 Morning Zoom Meeting
9:00 Collaborative Content-specific Lessons: Literacy, Math, Science or Social Studies as determined by Homeroom Teachers	9:00 Collaborative Content-specific Lessons: Literacy, Math, Science or Social Studies as determined by Homeroom Teachers	9:00 Collaborative Content-specific Lessons: Literacy, Math, Science or Social Studies as determined by Homeroom Teachers	9:00 Collaborative Content-specific Lessons: Literacy, Math, Science or Social Studies as determined by Homeroom Teachers	9:00 Collaborative Content-specific Lessons: Literacy, Math, Science or Social Studies as determined by Homeroom Teachers

9:45 Technology Break	9:45 Technology Break	9:45 Technology Break	9:45 Technology Break	9:45 Technology Break
10:00 Project work, reinforcement activities, and/or assignments	10:00 Project work, reinforcement activities, and/or assignments	10:00 Project work, reinforcement activities, and/or assignments	10:00 Project work, reinforcement activities, and/or assignments	10:00 Project work, reinforcement activities, and/or assignments
11:00 Optional Interdivisional Classes on Zoom 2 nd =P.E. 3 rd =Art 4 th =Music	11:00 Optional Interdivisional Classes on Zoom 2 nd =Music 3 rd =P.E. 4 th =Art	11:00 Optional Interdivisional Classes on Zoom 2 nd =Computers 3 rd = Story time 4 th = Computers	11:00 Optional Interdivisional Classes on Zoom 2 nd =Art 3 rd =Music 4 th =P.E.	11:00 Optional Interdivisional Classes on Zoom 2 nd = Story time 3 rd = Computers 4 th =Drama
11:30 Lunch time	11:30 Lunch time	11:30 Lunch time	11:30 Lunch time	11:30 Lunch time
12:30 Collaborative Content-specific Lessons: Literacy, Math, Science or Social Studies as determined by Homeroom Teachers	12:30 Collaborative Content-specific Lessons: Literacy, Math, Science or Social Studies as determined by Homeroom Teachers	12:30 Collaborative Content-specific Lessons: Literacy, Math, Science or Social Studies as determined by Homeroom Teachers	12:30 Collaborative Content-specific Lessons: Literacy, Math, Science or Social Studies as determined by Homeroom Teachers	12:30 Collaborative Content-specific Lessons: Literacy, Math, Science or Social Studies as determined by Homeroom Teachers
1:15 Project work, reinforcement activities, interdivisional lessons, and/or assignments	1:15 Project work, reinforcement activities, interdivisional lessons, and/or assignments	1:15 Project work, reinforcement activities, interdivisional lessons, and/or assignments	1:15 Project work, reinforcement activities, interdivisional lessons, and/or assignments	1:15 Project work, reinforcement activities, interdivisional lessons, and/or assignments
2:00-3:00 Interactive Office Hours	2:00-3:00 Interactive Office Hours	Optional French Zoom 2 nd =1:35 3 rd =1:55 4 th =2:15	2:00-3:00 Interactive Office Hours	2:00-3:00 Interactive Office Hours
		2:00-3:00 Interactive Office Hours when not in French class		

MIDDLE SCHOOL SCHEDULES

Color code= **GROUP 5** **GROUP 6** **GROUP 7** **GROUP 8**

Schedule for Groups 5 – 8

Group 5

5 th – Q1	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-10:35	5 Math Qureshi 1 – 9:00-9:30 Qureshi 1 to French – 9:32-10:02 Asynchronous Learning Time for Literacy (10:05-10:35)	5 Math Qureshi 1 – 9:00-9:30 Asynchronous Learning Time for Science & DMA (9:32-10:35)	Science (9:00-9:30) Soc St (Mathews)/Lit (Bryant) (9:35-10:05) Advisory (10:10-10:35)	5 Math Qureshi 1 – 9:00-9:30 Asynchronous Learning Time for French & Literacy (9:32-10:35)	5 Math Qureshi 1 – 9:00-9:30 Asynchronous Learning Time for Science & DMA (9:32-10:35)
10:40 – 11:10	5 Soc St (Mathews)/Lit (Bryant)	Science	Soc St (Bryant)/Lit (Mathews)	French (01)/DMA (02)	Science
11:15 – 11:45	Soc St (Bryant)/Lit (Mathews)	Asynchronous Learning Time for French	PE (11:15-11:35)	French (02)/DMA (01) (11:15-11:45)	Literacy
11:50-12:30	Lunch	Lunch	Lunch 11:35-12:25	Lunch	Lunch
12:30-1:30	5 Math Office Hours	5 Social Studies Office Hours	5 French Office Hours	5 Literacy Office Hours	5 Science Office Hours
1:35-2:35	Asynchronous Learning Time for Social Studies & PE	Asynchronous Learning Time for Math & PE	Asynchronous Learning Time for Social Studies	Asynchronous Learning Time for Math & PE	Asynchronous Learning Time for Social Studies & PE

5 th – Q2	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-10:35	<p>Qureshi 2 – 9:32-10:02</p> <p>Qureshi 2 to French – 10:05-10:35</p> <p>Asynchronous Learning Time for Literacy (9:00-9:30)</p>	<p>Qureshi 2 – 9:32-10:02</p> <p>Asynchronous Learning Time for Science & DMA (9:00-9:30 & 10:05-10:35)</p>	<p>Science (9:00-9:30)</p> <p>Soc St (Mathews)/Lit (Bryant) (9:35-10:05)</p> <p>Advisory (10:10-10:35)</p>	<p>Qureshi 2 – 9:32-10:02</p> <p>Asynchronous Learning Time for French & Literacy (9:00-9:30 & 10:05-10:35)</p>	<p>Qureshi 2 – 9:32-10:02</p> <p>Asynchronous Learning Time for Science & DMA (9:00-9:30 & 10:05-10:35)</p>
10:40 – 11:10	5 Soc St (Mathews)/Lit (Bryant)	Science	Soc St (Bryant)/Lit (Mathews)	French (01)/DMA (02)	Science
11:15 – 11:45	Soc St (Bryant)/Lit (Mathews)	Asynchronous Learning Time for French	PE (11:15-11:35)	French (02)/DMA (01) (11:15-11:45)	Literacy
11:50-12:30	Lunch	Lunch	Lunch 11:35-12:25	Lunch	Lunch
12:30-1:30	5 Math Office Hours	5 Social Studies Office Hours	5 French Office Hours	5 Literacy Office Hours	5 Science Office Hours
1:35-2:35	Asynchronous Learning Time for Social Studies & PE	Asynchronous Learning Time for Math & PE	Asynchronous Learning Time for Social Studies	Asynchronous Learning Time for Math & PE	Asynchronous Learning Time for Social Studies & PE

5 th – Q3	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-10:35	<p>Qureshi 3 – 10:05-10:35</p> <p>Qureshi 3 to French – 9:00-9:30</p> <p>Asynchronous Learning Time for Literacy (9:32-10:02)</p>	<p>Qureshi 3 – 10:05-10:35</p> <p>Asynchronous Learning Time for Science & DMA (9:00-10:05)</p>	<p>Science (9:00-9:30)</p> <p>Soc St (Mathews)/Lit (Bryant) (9:35-10:05)</p> <p>Advisory (10:10-10:35)</p>	<p>Qureshi 3 – 10:05-10:35</p> <p>Asynchronous Learning Time for French & Literacy (9:00-10:05)</p>	<p>Qureshi 3 – 10:05-10:35</p> <p>Asynchronous Learning Time for Science & DMA (9:00-10:05)</p>
10:40 – 11:10	5 Soc St (Mathews)/Lit (Bryant)	Science	Soc St (Bryant)/Lit (Mathews)	French (01)/DMA (02)	Science
11:15 – 11:45	Soc St (Bryant)/Lit (Mathews)	Asynchronous Learning Time for French	PE (11:15-11:35)	French (02)/DMA (01) (11:15-11:45)	Literacy
11:50-12:30	Lunch	Lunch	Lunch 11:35-12:25	Lunch	Lunch
12:30-1:30	5 Math Office Hours	5 Social Studies Office Hours	5 French Office Hours	5 Literacy Office Hours	5 Science Office Hours
1:35-2:35	Asynchronous Learning Time for Social Studies & PE	Asynchronous Learning Time for Math & PE	Asynchronous Learning Time for Social Studies		

Group 6

6 th – S1	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-10:35	Sedlack 1 – 9:00-9:30 Asynchronous Learning Time for French & Literacy (9:32-10:35)	Sedlack 1 – 9:00-9:30 Asynchronous Learning Time for Science & DMA (9:32-10:35)	Advisory (9:00-9:25) PE (9:30-9:50) Science (9:55-10:25)	Sedlack 1 – 9:00-9:30 Sedlack 1 to French – 9:32-10:02 Asynchronous Learning Time for Literacy (10:05-10:35)	Sedlack 1 – 9:00-9:30 Asynchronous Learning Time for Science & DMA (9:32-10:35)
10:40 – 11:10	Asynchronous Learning Time for French	Soc St (Bryant)/Lit (Mathews)	French (01)/DMA (02) (10:30-11:00)	Soc St (Bryant)/Lit (Mathews)	Literacy
11:15 – 11:45	Science	Soc St (Mathews)/Lit (Bryant)	French (02)/DMA (01) (11:05-11:35)	Soc St (Mathews)/Lit (Bryant)	Science
11:50-12:30	Lunch	Lunch	Lunch 11:40-12:25	Lunch	Lunch
12:30-1:30	6 Math Office Hours	6 French Office Hours	6 Science Office Hours	6 Social Studies Office Hours	6 Literacy Office Hours
1:35-2:35	Asynchronous Learning Time for Social Studies & PE	Asynchronous Learning Time for Math & PE	Asynchronous Learning Time for Social Studies	Asynchronous Learning Time for Math & PE	Asynchronous Learning Time for Social Studies & PE

6 th – S2	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-10:35	Sedlack 2 – 9:32-10:02 Asynchronous Learning Time for French & Literacy (9:00-9:30 & 10:05-10:35)	Sedlack 2 – 9:32-10:02 Asynchronous Learning Time for Science & DMA (9:00-9:30 & 10:05-10:35)	Advisory (9:00-9:25) PE (9:30-9:50) Science (9:55-10:25)	Sedlack 2 – 9:32-10:02 Sedlack 2 to French – 10:05-10:35 Asynchronous Learning Time for Literacy (9:00-9:30)	Sedlack 2 – 9:32-10:02 Asynchronous Learning Time for Science & DMA (9:00-9:30 & 10:05-10:35)
10:40 – 11:10	Asynchronous Learning Time for French	Soc St (Bryant)/Lit (Mathews)	French (C01)/DMA (02) (10:30-11:00)	Soc St (Bryant)/Lit (Mathews)	Literacy
11:15 – 11:45	Science	Soc St (Mathews)/Lit (Bryant)	French (02)/DMA (01) (11:05-11:35)	Soc St (Mathews)/Lit (Bryant)	Science
11:50-12:30	Lunch	Lunch	Lunch 11:40-12:25	Lunch	Lunch
12:30-1:30	6 Math Office Hours	6 French Office Hours	6 Science Office Hours	6 Social Studies Office Hours	6 Literacy Office Hours
1:35-2:35	Asynchronous Learning Time for Social Studies & PE	Asynchronous Learning Time for Math & PE	Asynchronous Learning Time for Social Studies	Asynchronous Learning Time for Math & PE	Asynchronous Learning Time for Social Studies & PE

6 th – S3	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-10:35	Sedlack 3 – 10:05-10:35 Asynchronous Learning Time for French & Literacy (9:00-10:05)	Sedlack 3 – 10:05-10:35 Asynchronous Learning Time for Science & DMA (9:00-10:05)	Advisory (9:00-9:25) PE (9:30-9:50) Science (9:55-10:25)	Sedlack 3 – 10:05-10:35 Sedlack 3 to French – 9:00-9:30 Asynchronous Learning Time for Literacy (9:32-10:02)	Sedlack 3 – 10:05-10:35 Asynchronous Learning Time for Science & DMA (9:00-10:05)
10:40 – 11:10	Asynchronous Learning Time for French	Soc St (Bryant)/Lit (Mathews)	French (01)/DMA (0) (10:30-11:00)	Soc St (Bryant)/Lit (Mathews)	Literacy
11:15 – 11:45	Science	Soc St (Mathews)/Lit (Bryant)	French (02)/DMA (01) (11:05-11:35)	Soc St (Mathews)/Lit (Bryant)	Science
11:50-12:30	Lunch	Lunch	Lunch 11:40-12:25	Lunch	Lunch
12:30-1:30	6 Math Office Hours	6 French Office Hours	6 Science Office Hours	6 Social Studies Office Hours	6 Literacy Office Hours
1:35-2:35	Asynchronous Learning Time for Social Studies & PE	Asynchronous Learning Time for Math & PE	Asynchronous Learning Time for Social Studies	Asynchronous Learning Time for Math & PE	

Group 7

7 th – K1	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-10:35	Kohnke 1 – 9:00-9:30 Asynchronous Learning Time for DMA & Literacy (9:32-10:35)	Kohnke 1 – 9:00-9:30 Kohnke 1 to French – 9:32-10:02 Asynchronous Learning Time for Science (9:32-10:35)	Soc St (Riley)/Lit (Youngquist) (9:00-9:30) Soc St (Youngquist)/Lit (Riley) (9:35-10:05) PE (10:10-10:30)	Kohnke 1 – 9:00-9:30 Asynchronous Learning Time for French & Literacy (9:32-10:35)	Kohnke 1 – 9:00-9:30 Asynchronous Learning Time for Science & DMA (9:32-10:35)
10:40 – 11:10	Science	Asynchronous Learning Time for French	French (02)/DMA (01) (10:35-11:05)	Advisory (10:40-11:05)	Soc St (Riley)/Lit (Youngquist)
11:15 – 11:45	Literacy	Science	French (01)/DMA (02) (11:10-11:40)	Science (11:10-11:40)	Soc St (Youngquist)/Lit (Riley)
11:50-12:30	Lunch	Lunch	Lunch 11:45-12:25	Lunch 11:45-12:25	Lunch
12:30-1:30	7 Science Office Hours	7 Literacy Office Hours	7 Math Office Hours	7 French Office Hours	7 Social Studies Office Hours
	Asynchronous Learning Time for Social Studies & PE	Asynchronous Learning Time for Math & PE	Asynchronous Learning Time for Social Studies	Asynchronous Learning Time for Math & PE	Asynchronous Learning Time for Social Studies & PE

7 th – K2	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-10:35	Kohnke 2 – 9:32-10:02 Asynchronous Learning Time for DMA & Literacy (9:00-9:30 & 10:05-10:35)	Kohnke 2 – 9:32-10:02 Kohnke 2 to French – 10:05-10:35 Asynchronous Learning Time for Science (9:00-9:30)	Soc St (Riley)/Lit (Youngquist) (9:00-9:30) Soc St (Youngquist)/Lit (Riley) (9:35-10:05) PE (10:10-10:30)	Kohnke 2 – 9:32-10:02 Asynchronous Learning Time for French & Literacy (9:00-9:30 & 10:05-10:35)	Kohnke 2 – 9:32-10:02 Asynchronous Learning Time for Science & DMA (9:00-9:30 & 10:05-10:35)
10:40 – 11:10	Science	Asynchronous Learning Time for French	French (02)/DMA (01) (10:35-11:05)	Advisory (10:40-11:05)	Soc St (Riley)/Lit (Youngquist)
11:15 – 11:45	Literacy	Science	French (01)/DMA (02) (11:10-11:40)	Science (11:10-11:40)	Soc St (Youngquist)/Lit (Riley)
11:50-12:30	Lunch	Lunch	Lunch 11:45-12:25	Lunch 11:45-12:25	Lunch
12:30-1:30	7 Science Office Hours	7 Literacy Office Hours	7 Math Office Hours	7 French Office Hours	7 Social Studies Office Hours
	Asynchronous Learning Time for Social Studies & PE	Asynchronous Learning Time for Math & PE	Asynchronous Learning Time for Social Studies	Asynchronous Learning Time for Math & PE	Asynchronous Learning Time for Social Studies & PE

7 th – K3	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-10:35	Kohnke 3 – 10:05-10:35 Asynchronous Learning Time for DMA & Literacy (9:00-10:05)	Kohnke 3 – 10:05-10:35 Kohnke 3 to French – 9:00-9:30 Asynchronous Learning Time for Science (9:00-10:05)	Soc St (Riley)/Lit (Youngquist) (9:00-9:30) Soc St (Youngquist)/Lit (Riley) (9:35-10:05) PE (10:10-10:30)	Kohnke 3 – 10:05-10:35 Asynchronous Learning Time for French & Literacy (9:00-10:05)	Kohnke 3 – 10:05-10:35 Asynchronous Learning Time for Science & DMA (9:00-10:05)
10:40 – 11:10	Science	Asynchronous Learning Time for French	French (02)/DMA (01) (10:35-11:05)	Advisory (10:40-11:05)	Soc St (Riley)/Lit (Youngquist)
11:15 – 11:45	Literacy	Science	French (01)/DMA (02) (11:10-11:40)	Science (11:10-11:40)	Soc St (Youngquist)/Lit (Riley)
11:50-12:30	Lunch	Lunch	Lunch 11:45-12:25	Lunch 11:45-12:25	Lunch
12:30-1:30	7 Science Office Hours	7 Literacy Office Hours	7 Math Office Hours	7 French Office Hours	7 Social Studies Office Hours
	Asynchronous Learning Time for Social Studies & PE	Asynchronous Learning Time for Math & PE	Asynchronous Learning Time for Social Studies	Asynchronous Learning Time for Math & PE	

Group 8

8 th	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-10:35	(Youngquist)/Lit (Riley) (9:00-9:30) (Riley)/Lit (Youngquist) (9:35-10:05) Asynchronous Learning Time for DMA (10:10-10:35)	Literacy (9:00-9:30) Science (9:35-10:05) Asynchronous Learning Time for Science (10:10-10:35)	PE (9:00-9:25) Math (9:30-10:00) Asynchronous Learning Time Literacy (10:05-10:35)	(Youngquist)/Lit (Riley) (9:00-9:30) (Riley)/Lit (Youngquist) (9:35-10:05) Asynchronous Learning Time for French (10:10-10:35)	Asynchronous Learning Time Math (9:00-9:30) Science (9:35-10:05) French (01)/DMA (02) (10:10-10:35)
10:40 – 11:10	French (02)/DMA (01)	French (01)/DMA (02)	Science	French (02)/DMA (01)	Asynchronous Learning Time for Science
11:15 – 11:45	Math	Math	Advisory (11:15-11:40)	Math	Math
11:50-12:30	Lunch	Lunch	Lunch 11:45-12:25	Lunch	Lunch
12:30-1:30	8 Social Studies Office Hours	8 Math Office Hours	8 Literacy Office Hours	8 Science Office Hours	8 French Office Hours

	Asynchronous Learning Time for Social Studies & PE	Asynchronous Learning Time for Math & PE	Asynchronous Learning Time for Social Studies	Asynchronous Learning Time for Math & PE	
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MS Lunch and/or Break Time - During designated breaks there will be no scheduled sessions for classes, though counselors, administrators, and teachers may have open sessions.

MS Teacher Office Hours - During this time, teachers will designate specific times each day during which the teacher will be available for students, other faculty members, and parents. Teachers will clearly communicate their availability to all constituents.

MS P.E. Time - In the event of a suspension of face-to-face classes, it is imperative that students remain appropriately active and healthy. This block of time is set aside for students to engage in one of the suggested activities at this link as prepared by the Physical Education Department.

MS Advisory - Advisors will have open zoom sessions with their advisees during this time. This is a good opportunity to help students plan, be sure that they understand any school announcements, and gather student feedback about how the tele-school schedule has been working. Advisors may also choose to plan simple team-building or other social activities for students during this period.

With a firm commitment to provide continued excellence in education through this distance learning plan, we will anxiously await the time we can be back on campus to continue in-person learning.

