EVERETT PUBLIC SCHOOLS

Purpose

The purpose of this document is to provide K-12 certificated and classified staff an overview of new school-day structures to better support our students and families during school closure.

These frameworks are designed to meet the following goals:

Goal: to provide students and families *sufficient structure* to	...so as to
• Improve predictability in a time of uncertainty • Offer support for routines at home	• minimize stress and maximize social-emotional well-being • strengthen support systems between home and school
Goal: to provide you with *sufficient flexibility* to	...so as to
• Meet the unique needs of their students and families • Explore ways to leverage technology resources • Grow professionally and in collaboration with colleagues	• bridge the gap in ways educators know best • maximize learning opportunities and student engagement • stay connected to one another in learning communities

Learning Zones & Periods

You will notice in each schedule that follows below (for pre-K, elementary, middle, and high school), specific windows of time are dedicated for teachers and students to enter into teaching and learning. *There are many opportunities and ways to engage students in these windows of time.* Several examples are bulleted above each schedule.

The purpose of introducing schedules is to be able to provide sufficient structure to the learning-at-home experience for students and families, while providing teachers sufficient flexibility to engage students within those schedules.

When will this take effect?

Please anticipate following these structures beginning Wednesday, April 15. A modified version of this correspondence will be sent to parents Friday, April 3.

A non-exhaustive Q & A list is included at the end of this document to help guide our work within these parameters.

Elementary School

What happens in the "learning zone"?
- Two-way communication/instruction (synchronous); and/or
- One-way assignment of tasks (asynchronous); tutorials; and/or
- Student independent work; and/or
- Formative assessment; feedback; and/or
- Differentiated outreach (teacher to student); individual or group assistance; and/or
- "Office hours" (open-ended; student specific needs; student/parent consultation)

Time	M	T	W	Th	F
8:00-9:00	Team/Dept.*	Team/Dept.*	Team/Dept.*	Team/Dept.*	ILT
9:00-11:30 "Learning Zone"	Engage students in learning across content areas & monitor engagement in instruction Specially-designed instruction for students with disabilities	Engage students in learning across content areas & monitor engagement in instruction Specially-designed instruction for students with disabilities	Engage students in learning across content areas & monitor engagement in instruction Specially-designed instruction for students with disabilities	Engage students in learning across content areas & monitor engagement in instruction Specially-designed instruction for students with disabilities	Engage students in learning across content areas & monitor engagement in instruction Specially-designed instruction for students with disabilities
Student lunch / physical break 11:30-1:00	Teacher lunch / Planning	Teacher lunch / Planning	Teacher lunch / Planning	Teacher lunch / Planning	Teacher lunch / Planning
1:00-2:00 "Learning Zone"	Provides access for students to Specialists' curriculum and instruction rotation (art, music, PE, library, etc.)	Provides access for students to Specialists' curriculum and instruction rotation (art, music, PE, library, etc.)	Provides access for students to Specialists' curriculum and instruction rotation (art, music, PE, library, etc.)	Provides access for students to Specialists' curriculum and instruction rotation (art, music, PE, library, etc.)	Provides access for students to Specialists' curriculum and instruction rotation (art, music, PE, library, etc.)
2:00-2:30	Student- contact/help or IEP participation	Student- contact/help or IEP participation	Student- contact/help or IEP participation	Student- contact/help or IEP participation	Student- contact/help or IEP participation
2:30-3:30	Elective PD	Elective PD	Hold for possible staff meetings	Elective PD	Elective PD

*Note: Team/Dept. time can be scheduled at a different predetermined time if agreed to by team and principal

ECEAP and Developmental Preschool – AM/PM sessions

What happens in the "learning zone"?
- Two-way communication/instruction (synchronous); and/or
- One-way assignment of tasks (asynchronous); tutorials; and/or
- Student independent work; and/or
- Formative assessment; feedback; and/or
- Differentiated outreach (teacher to student); individual or group assistance; and/or
- "Office hours" (open-ended; student specific needs; student/parent consultation)

Time	M	T	W	Th	F
8:00-9:00	Staff Collaboration*	Staff Collaboration*	Staff Collaboration*	Staff Collaboration*	Staff Collaboration*
9:00-11:30 **"Learning Zone"**	Engage students in learning by embedding content and monitor engagement in instruction: e.g., circle time, student learning activities Specially-designed instruction for students with disabilities	Engage students in learning by embedding content and monitor engagement in instruction: e.g., circle time, student learning activities Specially-designed instruction for students with disabilities	Engage students in learning by embedding content and monitor engagement in instruction: e.g., circle time, student learning activities Specially-designed instruction for students with disabilities	Engage students in learning by embedding content and monitor engagement in instruction: e.g., circle time, student learning activities Specially-designed instruction for students with disabilities	Job-alike Collaborative planning Team engagement and planning District and/or Program PD
Student lunch / physical break **11:30-1:00**	Teacher lunch / Planning	Teacher lunch / Planning	Teacher lunch / Planning	Teacher lunch / Planning	Teacher lunch / Planning
1:00-2:00 **"Learning Zone"**	Establishing calls with families to support learning and provide support for individual needs	Establishing calls with families to support learning and provide support for individual needs	Establishing calls with families to support learning and provide support for individual needs	Establishing calls with families to support learning and provide support for individual needs	Job-alike Collaborative planning Team engagement and planning
2:00-2:30	Hold and attend IEP meetings, complete other program requirements	Hold and attend IEP meetings, complete other program requirements	Hold and attend IEP meetings, complete other program requirements	Hold and attend IEP meetings, complete other program requirements	
2:30-3:30	Elective PD	Elective PD	Elective PD	Elective PD	District and/or Program PD

*Note: staff collaboration time can be scheduled at a different predetermined time if agreed to by team and principal /program supervisor

Middle School

What happens in a period?

- Two-way communication/instruction (synchronous); and/or
- One-way assignment of tasks (asynchronous); tutorials; and/or
- Student independent work; and/or
- Formative assessment; feedback; and/or
- Differentiated outreach (teacher to student); individual or group assistance; and/or
- "Office hours" (open-ended; student specific needs; student/parent consultation)

Time	M	T	W	Time	Th	F
8:00-9:00	Team/Dept.*	Team/Dept.*	Team/Dept.*	**8:00-9:00**	Team/Dept.*	ILT
9:00-10:30	Period 1	Period 3	Period 5	**9:00-11:30**	*15 min. transition*	*15 min. transition*
					Period 1 (45 min.)	Period 4 (45 min.)
10:30-11:30	Student-contact/help or IEP participation	*15 min. transition*	Student-contact/help or IEP participation		Period 2 (45 min.)	Period 5 (45 min.)
		Period 6 (45 min.)			Period 3 (45 min.)	Period 7 (45 min.)
Student lunch / physical break **11:30-1:00**	Teacher lunch / Planning	Teacher lunch / Planning	Teacher lunch / Planning	**11:30-1:00**	Teacher lunch / Planning	Teacher lunch / Planning
1:00-2:30	Period 2	Period 4	Period 7	**1:00-2:30**	Period 6	Student-contact/help or IEP participation
2:30-3:30	Elective PD	Elective PD	Hold for possible staff meetings	**2:30-3:30**	Elective PD	Elective PD

*Note: Team/Dept. time can be scheduled at a different predetermined time if agreed to by team and principal

High School

What happens in a period?

- Two-way communication/instruction (synchronous); and/or
- One-way assignment of tasks (asynchronous); tutorials; and/or
- Student independent work; and/or
- Formative assessment; feedback; and/or
- Differentiated outreach (teacher to student); individual or group assistance; and/or
- "Office hours" (open-ended; student specific needs; student/parent consultation)

Time	M	T	W	Time	Th	F
8:00-9:00	Team/Dept.*	Team/Dept.*	Team/Dept.*	**8:00-9:00**	Team/Dept.*	ILT
9:00-10:30	Period 1	Period 3	Period 5		*15 min. transition*	*15 min. transition*
					Period 1 (45 min.)	Period 4 (45 min.)
10:30-11:30	Student-contact/help or IEP participation	Student-contact/help or IEP participation	Student-contact/help or IEP participation	**9:00-11:30**	Period 2 (45 min.)	Period 5 (45 min.)
					Period 3 (45 min.)	Period 6 (45 min.)
Student lunch / physical break **11:30-1:00**	Teacher lunch / Planning	Teacher lunch / Planning	Teacher lunch / Planning	**11:30-1:00**	Teacher lunch / Planning	Teacher lunch / Planning
1:00-2:30	Period 2	Period 4	Period 6	**1:00-2:30**	Student-contact/help or IEP participation	Student-contact/help or IEP participation
2:30-3:30	Elective PD	Elective PD	Hold for possible staff meetings	**2:30-3:30**	Elective PD	Elective PD

*Note: Team/Dept. time can be scheduled at a different predetermined time if agreed to by team and principal

Q & A

Q: Why the structured approach now?

A: It has become clear from stakeholder feedback that in order to do our jobs efficiently, some structures for how we engage families and our colleagues is now needed. There is such innovative work being done by staff across the district and we want to continue to support each other in these efforts by better coordinating our time. The goal is that the "end-users" – our students and families – have a more predictable and scaffolded experience as they adjust to learning in this environment.

Q: Might a more structured approach increase stress rather than reduce it?

A: The goal for a more structured approach to teaching and learning is to support more predictable and reliable routines for students and families, while providing teachers sufficient flexibility in determining "the how" we are engaging students in learning. In doing so, we all have to be especially mindful of different family circumstances and unique sources of stress, including our own situations. Challenges remain around access to technology and a wide range of families' abilities to assist their children when trying to juggle work responsibilities. The common approach in these uncommon times is to keep the social-emotional needs of our students and families in the forefront; to monitor and adjust the "just right" approaches for new learning with students' and families' unique situations in mind. This is why we are emphasizing a "hold harmless" learning environment characterized by formative feedback instead of letter grading*, flexible use of technology, and supportive check-ins.

*College-in-the-high school courses may be an exception here, where grades may be required by the partner institution depending on students' registration status.

Q: Am I expected to provide direct instruction in the "learning zones" / periods?

A: The expectation is not direct instruction for the entirety of these windows of time, just like it would not be in a regular classroom environment. Launching a lesson may take on different forms in this environment: could be direct instruction and monitoring student progress via Zoom, a learning prompt delivered through Canvas or Google Classroom, or an email directing students to an assignment or project on your website. It may be that you intermittently engage via technology within a learning period (i.e., check back in toward the end of the window of time), or check back in later in the week. Throughout, the goal is to differentiate your approach to engage as many students as possible, providing them as tailored supports as possible, within these windows of time.

Q: Do learning zones / periods need to be synchronous?

A: No, as stated in the previous section, teaching in a "live" synchronous environment is one of several strategies that can be used during the designated learning times. The key will be to communicate to your students and parents what your methods will be for these learning periods.

Q: Can students connect with our classroom asynchronously?

A: Yes, and we should expect some students will need to check in at different hours than their designated learning times. For example, a student who needs to assist his family's business during the day might engage in his third period work in the evening. This does not mean teachers need to engage the student "live" during the evening, but rather the student has what he needs to continue his work at a time that works for him and his family.

Q: Do elementary specialists need to exclusively engage their students between 1:00-2:00pm each day?

A: We recommend elementary specialists engage students in a scheduled rotation similar to how they would by grade level during a regular school day. Because of the complexity of a K-5 rotation schedule and different staffing arrangements among 18 elementary schools, these schedules will need to be arranged at the local school level with support from each principal.