



**Purpose**

The purpose of this document is to provide parents/guardians of PreK-12 students 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:

1. Improve predictability in a time of uncertainty, so as to enhance students’ social-emotional well-being and learning;
2. Offer support for routines at home and strengthen support systems between home and school

**Learning Zones & Periods**

Please 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 for students to be engaged in learning within these windows of time. Several examples are bulleted above each schedule. This is a recommended schedule; please note that you can determine the schedule that works best for your family.*

**When will this take effect?**

Please anticipate following these structures beginning Monday, April 20.

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**Elementary School**

*In what range of ways can I expect the teacher to engage my student in the “learning zone”?*

- Post daily or weekly schedule of lessons
- Communicate with the classroom through Zoom, via phone or through email
- Assign independent work; tutorials
- Provide feedback on daily work
- Hold “office hours” (open-ended; student specific needs; student/parent consultation)
- Differentiate outreach (teacher to student); individual or group assistance
- Provide flexible options for families who need a different schedule

*What should my student be doing in the learning zone?*

- Visit classroom website to access scheduled lessons
- Communicate with teacher(s) and submit completed assignments

*How should my student engage in learning outside of the learning zone?*

- Learning, as a continuous process, should happen throughout the day and can be student/family initiated in addition to teacher assigned
- Engage in 20 minutes of i-Ready reading and math each day
- Exercise; students need physical activity and mental breaks each day

*What is the commitment to completing independent work?*

- Washington state’s Office of the Superintendent of Public Instruction (OSPI) recommends the student commitment for each day should not exceed 45 minutes for K–1, 60 minutes for 2–3, and 90 minutes

for grades 4–5. This is not a maximum number of minutes a student should be engaged in learning per day. Required independent work assigned by your teacher (not counting instruction) should be able to be completed within these guidelines.

- If you or your child are concerned over the workload assigned, please connect with your teacher. 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.

**Sample daily schedule – Elementary students**

<b>Time</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>
<b>8:00</b>	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
<b>9:00</b>	<i>Learning Zone</i>	<i>Learning Zone</i>	<i>Learning Zone</i>	<i>Learning Zone</i>	<i>Learning Zone</i>
<b>11:30</b>	Lunch and Physical Activity	Lunch and Physical Activity	Lunch and Physical Activity	Lunch and Physical Activity	Lunch and Physical Activity
<b>1:00</b>	Elementary specialists or time to explore something students have always wanted to learn about	Elementary specialists or time to explore something students have always wanted to learn about	Elementary specialists or time to explore something students have always wanted to learn about	Elementary specialists or time to explore something students have always wanted to learn about	Elementary specialists or time to explore something students have always wanted to learn about
<b>2:00</b>	Independent reading and i-Ready 20 minutes	Independent reading and i-Ready 20 minutes	Independent reading and i-Ready 20 minutes	Independent reading and i-Ready 20 minutes	Independent reading and i-Ready 20 minutes
<b>3:00</b>	Math practice and i-Ready 20 minutes	Math practice and i-Ready 20 minutes	Math practice and i-Ready 20 minutes	Math practice and i-Ready 20 minutes	Math practice and i-Ready 20 minutes

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**Middle School**

*In what range of ways can I expect teachers to engage my student in the learning “periods”?*

- Post daily or weekly schedule of lessons
- Communicate with the classroom through Zoom, via phone or through email
- Assign independent work; tutorials
- Provide feedback on daily work
- Hold “Office hours” (open-ended; student specific needs; student/parent consultation)
- Differentiate outreach (teacher to student); individual or group assistance
- Provide flexible options for families who need a different schedule

*What should my student be doing in the learning periods?*

- Visit classroom website to access scheduled lessons
- Communicate with teacher(s) and submit completed assignments

*How should my student engage in learning outside of the periods?*

- Learning, as a continuous process, should happen throughout the day and can be student/family initiated in addition to teacher assigned
- Engage in 20 minutes of i-Ready reading and math each day (if your school is participating in i-Ready)
- Exercise; students need physical activity and mental breaks each day

*What is the commitment to completing independent work?*

- Washington state’s Office of the Superintendent of Public Instruction (OSPI) recommends the student commitment for each day in grades 6-8 should not exceed 2.5 hours. This is not a maximum number of minutes a student should be engaged in learning per day. Required independent work (not counting instruction) should be able to be completed within these guidelines.
- If you or your child are concerned over the workload assigned, please connect with your teachers. 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.

**Sample daily schedule – Middle school students**

<b>Time</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>
<b>8:00-10:00</b>	Breakfast & independent reading	Breakfast & independent reading	Breakfast & independent reading	Breakfast & independent reading	Breakfast & independent reading
<b>10:00-10:45</b>	Independent work / connect with teachers as necessary	Independent work / connect with teachers as necessary	Independent work / connect with teachers as necessary	Independent work / connect with teachers as necessary	Independent work / connect with teachers as necessary
<b>10:45-11:30</b>	Period 1	Period 4	Period 1	Period 4	
<b>11:30-1:00</b>	Lunch and Physical Activity	Lunch and Physical Activity	Lunch and Physical Activity	Lunch and Physical Activity	Lunch and Physical Activity
<b>1:05-1:50</b>	Period 2	Period 5	Period 2	Period 5	Electives
<b>1:55-2:40</b>	Period 3	Period 6	Period 3	Period 6	Independent work / connect with teachers as necessary
<b>2:45-3:30</b>	Independent work / connect with teachers as necessary	Period 7	Independent work / connect with teachers as necessary	Period 7	

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**High School**

*In what range of ways can I expect teachers to engage my student in the learning “periods”?*

- Post daily or weekly schedule of lessons
- Communicate with the classroom through Zoom, via phone or through email
- Assign independent work; tutorials
- Provide feedback on daily work
- Hold “Office hours” (open-ended; student specific needs; student/parent consultation)
- Differentiate outreach (teacher to student); individual or group assistance
- Provide flexible options for families who need a different schedule

*What should my student be doing in the learning periods?*

- Visit classroom website to access scheduled lessons
- Communicate with teacher(s) and submit completed assignments

*How should my student engage in learning outside of the learning periods?*

- Learning, as a continuous process, should happen throughout the day and can be student/family initiated in addition to teacher assigned
- Exercise; students need physical activity and mental breaks each day

*What is the commitment to completing independent work?*

- Washington state’s Office of the Superintendent of Public Instruction (OSPI) recommends the student commitment for each day in grades 9-12 should not exceed 3 hours. This is not a maximum number of minutes a student should be engaged in learning per day. Required independent work (not counting instruction) should be able to be completed within these guidelines.
- If you or your child are concerned over the workload assigned, please connect with your teachers. 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.

## Sample daily schedule – High school students

Time	M	T	W	Time	Th	F
<b>8:00-9:00</b>	Breakfast & independent reading	Breakfast & independent reading	Breakfast & independent reading	<b>8:00-9:00</b>	Breakfast & independent reading	Breakfast & independent reading
<b>9:00-10:00</b>	Independent work / connect with teachers as necessary	Independent work / connect with teachers as necessary	Independent work / connect with teachers as necessary	<b>9:05-9:50</b>	<i>5 min. transition</i>	
					Period 1 (45 min.)	Period 4 (45 min.)
<b>10:00-11:30</b>	Period 1	Period 3	Period 5	<b>9:55-10:40</b>	<i>5 min. transition</i>	
					Period 2 (45 min.)	Period 5 (45 min.)
					<i>5 min. transition</i>	
<b>10:45-11:30</b>				<b>10:45-11:30</b>	Period 3 (45 min.)	Period 6 (45 min.)
					<i>5 min. transition</i>	
<b>11:30-1:00</b>	Lunch and Physical Activity	Lunch and Physical Activity	Lunch and Physical Activity	<b>11:30-1:00</b>	Lunch and Physical Activity	Lunch and Physical Activity
<b>1:00-2:30</b>	Period 2	Period 4	Period 6	<b>1:00-2:30</b>	Independent work / connect with teachers as necessary	Independent work / connect with teachers as necessary
<b>2:30-3:30</b>	Independent work / connect with teachers as necessary	Independent work / connect with teachers as necessary	Independent work / connect with teachers as necessary	<b>2:30-3:30</b>	Independent work / connect with teachers as necessary	Independent work / connect with teachers as necessary

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## ECEAP and Developmental Preschool – AM/PM sessions

*In what range of ways can I expect the teacher to engage my student in the “learning zone”?*

- Post daily or weekly schedule of lessons
- Communicate with the classroom through Zoom, via phone or through email
- Assign independent work; tutorials
- Provide feedback on daily work
- Hold “Office hours” (open-ended; student specific needs; student/parent consultation)
- Differentiate outreach (teacher to student); individual or group assistance
- Provide flexible options for families who need a different schedule

*What should my student and I be doing in the learning zone?*

- Visit classroom website to access scheduled lessons
- Communicate with teacher(s) and complete assignments or activities
- Aim to engage in one activity per area of focus (reading, math, science, social-emotional)
- Talk, talk, talk with your child! Conversations and questions encourage language development
- Limit screen time and keep activities hands-on, active, and engaging
- Remember you are your child’s first teacher and your interactions and play encourage brain development

*How should my student engage in learning outside of the learning zone?*

- Learning, as a continuous process, should happen throughout the day and can be student/family initiated in addition to teacher assigned
- Exercise; students need physical activity and mental breaks each day

*What is the commitment to completing independent work?*

- The Office of the Superintendent of Public Instruction (OSPI) recommends the student commitment for each day should not exceed 30 minutes for PreK students. This is not a maximum number of minutes a student should be engaged in learning per day. Required independent work assigned by your teacher (not counting instruction, such as Zoom class meetings) should be able to be completed within these guidelines.
- If you or your child are concerned over the workload assigned, please connect with your teacher. 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.

**Sample daily schedule – PreK students**

<b>Time</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>
<b>8:00-9:00</b>	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
<b>9:00-11:30</b>  <b>“Learning Zone”</b>	Teachers engage students in learning: e.g., circle time, student learning activities	Teachers engage students in learning: e.g., circle time, student learning activities	Teachers engage students in learning: e.g., circle time, student learning activities	Teachers engage students in learning: e.g., circle time, student learning activities	Student independent work at home
<b>11:30-1:00</b>	Lunch and Physical Activity	Lunch and Physical Activity	Lunch and Physical Activity	Lunch and Physical Activity	Lunch and Physical Activity
<b>1:00-2:00</b>	Independent work / connect with teachers as necessary	Independent work / connect with teachers as necessary	Independent work / connect with teachers as necessary	Independent work / connect with teachers as necessary	Open choice at home; arts/crafts
<b>2:00-3:30</b>	Time to explore something they have always wanted to learn about	Time to explore something they have always wanted to learn about	Time to explore something they have always wanted to learn about	Time to explore something they have always wanted to learn about	Time to explore something they have always wanted to learn about