



Arlington Public Schools Continuous Learning Plan Elementary: PreK-5



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EXPECTATIONS FOR STUDENT ENGAGEMENT

We recognize and appreciate that it may, at times, be difficult for students to remain engaged in distance learning activities. We encourage teachers, students and families work together to strengthen connections to ensure that students appreciate the importance of completing academic tasks as they close out this school year and prepare for the 2020-21 school year. Students are reminded that lessons learned this year serve as a foundation for learning that will occur next year.

GUIDELINES FOR MAXIMUM STUDENT COMMITMENT EACH DAY

PRE-K: 30 MINUTES A DAY

A Pre-K packet, including a calendar of activities and materials, focused on social emotional learning, literacy, math, and motor skills will be available to all families through ParentVUE. Additionally, paper copies of the packet will be available for pick up at the APS grab-and-go meal sites.

GRADE K: 30 MINUTES A DAY

GRADES 1 & 2: 45 MINUTES A DAY

- Packets for Grades K-2, including a calendar of activities and materials, focused on literacy and numeracy will be available to all families through ParentVUE. Additionally, paper copies of the packet will be available for pick up at the APS grab-and-go meal sites.
- Teachers will call or email students/families once a week for a check-in.
- Reading specialists will call or email students/families receiving reading intervention once per week for a check-in.
- Supplemental reading lessons for K-2 (30-minute sessions) will also be available via video links created by teachers and DTL specialists in conjunction with Arlington Educational TV (AETV). Teachers will communicate these video links to families when they are ready.

GRADE 3: 60 MINUTES A DAY

English Language Arts (Reading, Writing, Word Study): 30 minutes daily

- One weekly word study lesson and opportunities to practice
- Two weekly writing mini-lessons and opportunities to write and receive feedback
- Two weekly reading mini-lessons and Raz Kids texts pushed out by teacher

Mathematics: 30 minutes daily

- One Number Sense Routine daily
- One Task or Activity daily
- One Reflection daily
- Additional options include Dreambox and/or Reflex

Teachers will call or email students/families once a week for a check-in.

Reading specialists will call or email students/families receiving reading intervention once per week for a check-in.

GRADES 4-5: 90 MINUTES A DAY

English Language Arts (Reading, Writing, Word Study): 45 minutes daily

- One weekly word study lesson and opportunities to practice
- Two weekly writing mini-lessons and opportunities to write and receive feedback
- Two weekly reading mini-lessons and Raz Kids texts pushed out by teacher

Math: 45 minutes daily

- One Number Sense Routine daily
- One Task or Activity daily
- One Reflection daily
- Additional options include Dreambox and/or Reflex

Teachers will call or email students/families once a week for a check-in.

Reading specialists will call or email students/families receiving reading intervention once per week for a check-in.

EXPECTATIONS FOR ENGAGEMENT WITH PARENTS

Arlington Public Schools views the partnership that exists between families and schools as essential to success. Note that the last pages of this document include some recommendations for parents and guardians regarding how to structure their child's day, which can also be found on the APS website at apsva.us/continuity-of-learning.

With this in mind, teachers will engage with parents regularly to ensure that they are aware of and able to support the learning plans in place to support their child.

INSTRUCTIONAL PLAN

- The primary focus will be on literacy and numeracy standards
- Lessons will focus on previously introduced learning and will enrich power standards throughout the remainder of the 2019-20 school year.
- Science and Social Studies topics may be addressed through interdisciplinary activities.
- Activities from Art, FLES, Library, Music, Physical Education, Science, and Social Studies will be posted online at the [APS Continuity of Learning webpage](#) and/or shared through Canvas or Seesaw. Teachers can direct students and families to these optional activities during their weekly calls.

GRADING

- There will be no formal grading for the remainder of the school year. There will be no 4th quarter report cards.
- Teachers will address only previously introduced learning and enrich quarters 1-3 power standards throughout the remainder of the school year.
- Students will be formatively assessed on any standards reviewed or enriched throughout the remainder of the school year (beginning April 14th).
- There will not be another PreK or Kindergarten report card this school year. Teachers should report student progress from Quarter 3 during one of the weekly calls to families.

INSTRUCTIONAL EXPECTATIONS FOR SPECIAL EDUCATION

NOTE: For the purposes of this document, the term “parent” also refers to guardians and adult students (age 18+).

Arlington Public Schools is committed to supporting students with special needs and their families by providing a mix of activities and options tailored to meet individual needs. The plan is built with flexibility and a range of resources to allow teachers and case carriers to collaborate on learning activities that students can access and that are easy to understand.

SPECIAL EDUCATION SERVICES PLANNING

To determine each student’s special education services, case carriers and service providers will:

- Review grade level material being provided to students
- Identify potential areas of focus for students with disabilities
- Consult with specialists, such as related service providers or vision, hearing, or other specialists to collaborate and obtain input to draft plans
- Communicate with parents and students, as appropriate, to develop and refine plans with parent/student input. Plans should include:
 - » Schedule of check-ins and alternative instructional means of service delivery
 - » Goals that will be focused on
 - » Accommodations needed
- Send family an email summarizing the agreed-upon plan
- Document communication and agreed-upon plan

It is expected that special education services will be in alignment with general education learning opportunities; however, due to the closure, hours and services will not be the same as those outlined in current Individualized Education Programs (IEPs). As conditions change, plans may be updated as agreed upon by IEP team members.

The chart below outlines APS instructional expectations for students by grade level, and suggestions for delivery of special education services, to be determined based on the unique needs of individual students.

GRADE LEVEL	GENERAL EDUCATION INSTRUCTION	TYPE OF INSTRUCTION	SPECIAL EDUCATION SUPPORT
Pre-K	30 min./day	Packets	<p>Case Carriers:</p> <ul style="list-style-type: none"> • Consult weekly with general education teachers • 2x week: Provide a variety of alternative means of instruction to students with IEPs <p>Families of students who receive services in specialized programs such as the Multi-Intervention Program for Students with Autism (MIPA), Functional Life Skills (FLS), or Shriver Program will receive a personalized learning program.</p> <p>Related Service Providers:</p> <p>Include a variety of alternative means of instruction delivery methods based on individual student needs</p>
K-2	45 min./day	Packets	
Grade 3	60 min./day	Online Continuous Learning	
Grade 4-5	90 min./day	Online Continuous Learning	

EXTENDED SCHOOL YEAR SERVICES

Each child’s IEP Team will need to determine whether a student qualifies for ESY services as a result of school closure due to response to COVID-19, and should consider factors such as whether the prolonged absence resulted in regression during other breaks. If a student was determined to need ESY services prior to school closure, then the student would continue to need ESY.

The effect of the closure should be evaluated for each student with a disability.

SPECIAL EDUCATION MEETINGS

APS is making every effort to adhere to all IDEA and VA Regulations during this closure.

Parents may participate in Student Support Team, Section 504 and/or special education meetings, such as Individualized Education Program (IEP) meetings, as needed virtually or by phone. Families of students who are in the midst of special education/Section 504 processes such as evaluations and/or re-evaluations will be contacted by their child’s case carrier or the school’s Student Support Coordinator. Parents may elect to provide electronic consent for special education processes. For additional questions regarding special education meetings, parents are encouraged to communicate directly with their child’s case carrier. The Parent Resource Center provides ongoing support to families, and can be reached during the closure at prc@apsva.us or 703-228-7239.

INSTRUCTIONAL EXPECTATIONS FOR ENGLISH LEARNERS

Arlington Public Schools is committed to supporting students with language needs and their families by providing a mix of activities and options tailored to meet individual needs. English Learner (EL) teachers will work with general education teachers to support English Learners in the following ways:

- Take into consideration students’ English Language Proficiency level (1, 2, 3, 4 or 6) when developing and making modifications to learning activities.
- Incorporate the speaking, listening, reading and writing in content instruction for English language development to occur while learning the content.
- Provide learning supports for all English language proficiency levels (including to make sure instructional directions are accessible and understandable for EL levels 1 and 2).
- Present information in many formats such as with visual and auditory supports.
- Model and provide examples of key concepts.
- Build students’ background knowledge to support their ability to understand academic language.

- Encouraging use of allowable accommodations as appropriate, examples to include but not limited to:
 - » English and/or bilingual dictionaries,
 - » Providing extended time
 - » Read aloud or audio support
- Recognize student's strengths and use them to help build their language development.

EL teachers will also check in frequently with students and families and will participate in IEP or 504 meetings for dually identified students.

TECHNOLOGY

- **Students in Grades 3-5** will have an iPad to use and can engage in digital learning activities.
- **Seesaw, Canvas, or Google Classroom:** Teachers will provide learning activities and resources for their students through one of these systems.
- **Microsoft Teams Meetings:** Teachers, students, and parents will be able to interact virtually. Teams Meetings provide a secure way for teachers to check in with students, provide instruction and guidance on learning activities, and communicate with parents.
- **Zoom is not an APS approved platform.** The free service tier offered by Zoom has no assurance of student data privacy, and it is unclear whether their standard terms of service meets the requirements of Family Educational Rights and Privacy Act (FERPA). APS has confirmed FERPA compliance with the Microsoft Teams Meetings. We have consulted with other school systems in the area, and they have all taken similar positions. While it is clear that vendors such as Zoom are extending these offers with the best of intentions, it is best to use the APS-approved tools that have been vetted for student use.

SOCIAL EMOTIONAL LEARNING (SEL)

The elementary school counseling team will provide emotion-management and empathy lesson topics along with stress mitigation strategies to students, using the Second Step resource.

Elementary school counselors will videotape lessons for grades 3-5, uploading them weekly to the platform used by their grade level team (Canvas or Seesaw) where students can view the video.

Students in grades K-2 will receive packets with social emotional strategies and activities. A team of elementary counselors will develop videos demonstrating those strategies and activities, which will be provided by links to families.

There are a number of Mental Health Resources on the main APS website (apsva.us/continuity-of-learning/mental-health-resources/) for parents to learn how to talk with their children, set routines, and practice wellness. There are also extended activities and resources available for students from Second Step lessons. Finally, teachers and staff can provide a direct connection to the school's counselor, psychologist, social worker or substance abuse counselor for check-in, when needed.

Family Access to Second Step Resources: www.secondstep.org/covid19support

SUGGESTIONS FOR AT-HOME LEARNING

Developing a Schedule

Routines are extremely important for elementary students. Here are some tips to help your student learn at home:

- Create short blocks of time for learning, for the length of minutes of their age. For example, a 10-year-old student would work for 10 minutes and then take a movement break.
- Give your student a quiet place to work each day, in a location with as few distractions as possible.
- Make sure to take movement breaks throughout the day—jumping jacks, wall push-ups or jogging in place.
- Take time to be outside, at least 25 minutes per day. Supervised walks, bike rides and family games are a great way to be outside and have some fun.
- Your work schedule/family needs may make your schedule different than the one suggested. Things to consider:
 - Wake-up and bedtime
 - Time for reading, for kids alone and with adults
 - Meal times
 - Outdoor time
 - When do you (the adults) need quiet time—plan an independent activity for your child
 - Free play or choice activities
 - Learning time (in chunks)
 - Chores
- This is a great time to teach the skills that help kids be successful in school and life, for instance:
 - How to be organized
 - How to cook something age-appropriate
 - Creating family rituals to encourage social skills

Optional Daily Schedule *This may look different for every family based on household work schedules.*

TIME PERIOD	ACTIVITY
7:30–8:30 a.m.	Wake up, eat breakfast & get dressed
8:30–9:30 a.m.	Literacy and Mathematics Learning *For every 10-15 minutes of work, take a 10-15 min. movement break
9:30–10 a.m.	Outdoor or Indoor Break
10–10:30	Snack and conversation
10:30-11 a.m.	Finish Literacy and Mathematics Learning
11–11:30 a.m.	Outdoor or Indoor Break
11:30–12 p.m.	Art or Music Break
12–12:30 p.m.	Lunch
12:30–1 p.m.	Reading and Relaxation
1–2 p.m.	Free Play Time
2–2:30 p.m.	Outdoor Supervised Walk or Bike Ride
2:30–3 p.m.	Connect with others—Talk to someone on the phone or have a conversation in the household
3 p.m.–bedtime	Ideas: <ul style="list-style-type: none"> <li style="width: 50%;">• Go for a Family Walk <li style="width: 50%;">• Read Books <li style="width: 50%;">• Listen To or Create Music <li style="width: 50%;">• Help with Dinner and Clean-up <li style="width: 50%;">• Help with Chores <li style="width: 50%;">• Family Game

Screen Use Tips for All Students

The following tips were excerpted from *www.screensandkids.us* regarding good screen hygiene:

DO:

1. Sit up straight at a table or desk, with feet flat on the floor
2. Keep arms at 90-degree angle
3. Adjust the device so that the top of the monitor is just below eye level
4. Keep monitor at least 15" from the face
5. To prevent glare, set up workstation perpendicular to windows (remove light sources directly in front of, or behind, the monitor)
6. Blink. Keep blinking. Remind your kids to blink.
7. Take frequent breaks - stretch, get a drink of water... dance!
8. Turn off devices around sundown
9. Remove all devices from bedrooms at night
10. Consult your device manufacturer's health and safety warning documentation

DON'T:

11. Use devices on laps, or place on beds or cushions
12. Have screen closer than 15" from face
13. Look down at screen, or use device lying down on bed, couch or floor
14. Sit on feet, or sit slouched over device
15. Work for more than 30 minutes without a stretch/water/dance break
16. Stare into monitor without blinking
17. Allow young kids to use devices without supervision, or rely on devices to keep kids occupied
18. Stay on devices - or allow kids to - close to bedtime
19. Put light source in front of or directly behind monitor
20. Allow or require kids to use devices without offering alternatives

