

Plan 1A Model

Week	Mon.	Tues.	Wed.	Thurs.	Fri.
	Group D (Remote)				
1	Group A	Group A	Group B	Group A	Group B
2	Group B	Group A	Group B	Group A	Group B

ELEMENTARY SCHOOL – SAMPLE SCHEDULE					
Period	Start	End	Length	Teacher 8:00 AM – 2:50 PM 6 hours 50 min day	Student Schedule 8:30 AM – 2:00 PM 5 ½ hours instructional day
0	8:00 AM	8:30 AM	30 min	Instructional Coordination	
1	8:30 AM	9:17 AM	47 min	Morning Meeting/Teaching	Class
2	9:17 AM	10:04 AM	47 min	Teaching	Class
3	10:04 AM	10:51 AM	47 min	Teaching	Class
4	10:51 AM	11:38 AM	47 min	Duty Free Lunch	Class
5	11:38 AM	12:25 PM	47 min	Teaching	Class (with instructional lunch)
6	12:25 PM	1:12 PM	47 min	Teaching	Class
7	1:12 pm	2:00 PM	48 min	Teaching	Class
n/a	2:00 PM	2:20 PM	20 min	Office Hours	
n/a	2:20 PM	2:50 PM	30 min	Teacher preparation period	

Instructional Focus from Chancellor Carranza

All staff will have a daily 30-minute Instructional Coordination period before the students' instructional day begins to coordinate instruction and plan together with all teachers on the grade (remote and in-person) To ensure continuity of learning, teachers need time to coordinate instruction and plan together. Planning periods will provide teachers who are working together to support a group of students (e.g. in person and all-remote, ICT ENL and SETSS students, time to plan for a coordinated, seamless instructional approach. School staff will have time at the beginning of the day for coordinating

instruction to address continuity of learning for all students. This will take place for 30 minutes before the students' instructional day begins (8:00 – 8:30 daily).

Teachers will receive a 30-minute prep period at the end of the school day. In person teachers will not be required to be in the school building and can engage in their prep time activities remotely.

Schools will end the teacher workday with a prep period, which shall be 30 minutes (2:20 – 2:50pm) with the condition that in person teachers are not expected to remain on site during the prep period. It is expected that typical planning and preparation that occurs during a teacher's prep be conducted flexibly in these cases so all teachers are prepared for collaborative planning with colleagues that occurs each morning.

Teachers will have 20 minutes of daily Office Hours scheduled during the workday to communicate virtually with families and students (2:00 – 2:20pm).

To engage students and families, schools will allot time in the teachers' schedules where all teachers are available to meet with students and families via video conference or telephone. This will allow teachers to offer support and guidance to students and families as well as provide updates related to student progress and learning. This will be done through phone, teleconferencing and class dojo.

In-person student lunch will be instructional;

Teachers will continue to have a duty-free lunch that is separate and apart from any in-person student instructional lunch.

In order to maximize instructional time for in-person students, lunch will be during a 30-minute instructional block. Lunch in the Classroom will allow students to eat lunch during one of their regularly scheduled instructional periods. During Lunch in the Classroom, students will receive instruction related to the class scheduled for that time. As students are engaged in instruction for this class, they will also eat their lunch, maintaining all health and safety guidelines for in-person learning. This approach will result in a shorter day for students while not reducing the amount of instruction students receive each day.

Comparison of Remote and Blended Learning Experiences: School Year 2020-21

Fully Remote Learning Experience <i>Fully remote instruction at home</i>	Blended Learning Experience <i>Combination of learning in-person at school buildings, and remote instruction at home</i>
<p><i>Students participate in a regular schedule of age-appropriate, standards-based remote learning from home every day.</i></p> <ul style="list-style-type: none"> • Students will have live interaction with teachers every day. • Every class will include live instruction. The amount will vary by grade, depending on what is developmentally appropriate. • Students will use a DOE-approved online platform (such as iLearnNYC or Google Classroom), available in multiple languages, for lessons and submission of work. • Students will experience whole class, small group and/or individualized instruction in an online environment, as well as collaboration with classmates and teachers. • We will make every effort to ensure students consistently have the same instructors throughout the year. 	<p><i>Students go to school buildings for age-appropriate, standards-based, in-person instruction on some days; and continue their learning from home remotely on the other days of the week.</i></p> <ul style="list-style-type: none"> • On in-person days, students will attend classes in their school building. • On in-person days, students will have the opportunity for whole class, small group, and individual work and collaboration with classmates and teachers. • Students will use a DOE-approved online platform (such as iLearnNYC or Google Classroom), available in multiple languages, for lessons and submission of work. • We will make every effort to ensure students will be taught by a consistent set of teachers in-person and remotely, who work together throughout the year to maintain continuity and maximize learning.

Comparison of Remote and Blended Learning Experiences: School Year 2020-21

<p style="text-align: center;">Fully Remote Learning Experience <i>Fully remote instruction at home</i></p>	<p style="text-align: center;">Blended Learning Experience <i>Combination of learning in-person at school buildings, and remote instruction at home</i></p>
<ul style="list-style-type: none"> • There will be an emphasis on social-emotional learning across school communities to ensure the mental health and wellness of students and staff. • Students will be able to access video-recorded lessons, assignments, and tasks. • Teachers will regularly engage students and families to check student work, provide timely feedback, and adjust instruction as necessary, via remote learning platforms, calls, emails, video chats, etc. • Students and families will have access to one-on-one support to help with instructional activities. 	<ul style="list-style-type: none"> • There will be an emphasis on social-emotional learning across school communities to ensure the mental health and wellness of students and staff. • Students will be able to access video-recorded lessons, assignments, and tasks. • Teachers will regularly engage students and families to check student work, provide timely feedback, and adjust instruction as necessary, in-person and via remote learning platforms, calls, emails, video chats, etc. • Students and families will have access to one-on-one support to help with instructional

Remote instruction for all students will include both synchronous and asynchronous instruction, with synchronous instruction occurring daily

For students learning in a remote only setting synchronous instruction will be directly tied to the asynchronous learning activities in which they engage to promote continuity of instruction and meaningful, connected learning experiences.

For students learning in a hybrid setting, in person and remote learning experiences (including both synchronous and asynchronous instruction) should complement each other so that the students experience continuity in learning and instruction. This means there should be fluidity between the learning, tasks, activities, assessments and projects that the students engage in both remotely and in person to create one meaningful and integrated learning experience for students Instructional Coordination periods will be used to ensure instruction is coordinated amongst teachers and seamless for students.

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For students learning in a remote only setting synchronous instruction will be directly tied to the asynchronous learning activities in which they engage to promote continuity of instruction and meaningful, connected learning experiences. For students learning in a hybrid setting, in person and remote learning experiences (including both synchronous and asynchronous instruction) should complement each other so that the students experience continuity in learning and instruction. This means there should be fluidity between the learning, tasks, activities, assessments and projects that the students engage in both remotely and in person to create one meaningful and integrated learning experience for students. Instructional Coordination periods will be used to ensure instruction is coordinated amongst teachers and seamless for students.

Class schedules and schedules for synchronous instruction will be posted for families.

As schedules for synchronous instruction are established, schools should keep in mind a number of factors such as feedback that has been received from students and families, the number of students who are more likely to engage at different times of the day, the age and grade level of students, student readiness, etc. with the goal of creating schedules for synchronous instruction that work for students and their families, whether they are learning in an all remote or blended setting. When scheduling synchronous instruction, schools should provide all students with sufficient time for high quality interactions with teachers and peers. (This will be done through small group and whole group instruction) An overall class schedule and times designated for synchronous instruction (including both live instruction in whole and small groups as well as individually) should be posted where it is available to all students and parents in the class. If changes need to be made to the synchronous instruction schedule, then teachers should notify the principal and provide adequate notice to students and families, so that they can adjust their schedules as needed.

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continuity of learning for all students (in-person and all remote) and services/supports e.g., SWDs, MLLs). This will take place for 30 minutes before the students' instructional day begins (8:00 – 8:30 daily).

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