



DECA PREP Distance Learning Plan

Put Students First • Demand Success • Invest
Deeply in Relationships • Do What's Right • Prove
Education Changes Lives • Find Joy

DECA PREP's Distance Learning Plan

Introduction

Dear DECA PREP Teachers and Staff,

Thank you all so much for all that you have done already to make distance learning relevant and meaningful for our students. This definitely feels like uncharted waters and we appreciate how everyone is working together to make this happen for our students! Your creativity, talent, research of best practices, and dedication to our students is evident in the hours that you have already put in!

This plan reflects the collaboration of teachers, coaches, PREP administrators, and district administrators in working to be clear and transparent with all stakeholders - students, parents, teachers, and staff. This outlines many areas of our distance learning plan - expectations for parents, students, and teachers, digital tools and platforms to support student learning, sample schedules, etc. We worked as a team to lay out these guidelines but also realize that, in the newness of this learning environment, may have missed some items. It's very important that you utilize your team lead, coaches, administrators, and each other along the way! Now, more than ever before, it's important that we approach this new learning with patience and grace for all - students, parents, teachers, coaches, administrators - so that we can work to put the best in front of our students each day as we work to #DemandSuccess and #DoWhat'sRight for our school community!

We are in this together!
Eddie, Lane, and Aileen

Additional Resources:

Steps to Implementing Quality Distance Learning ([Slides](#))
[Webinar](#) from Friday, March 27, 2020

Dear DECA PREP Families,

As we prepare to engage in Distance Learning, we are so grateful that our students have such strong supports at home. Even now it's so important that we're working to provide our children with an excellent education that will put them on the path to college. Being out of the physical school building can not be the reason that our children lose ground or that we see any learning gaps widen.

Over the last few weeks, our staff has spent countless hours preparing this plan and thinking through each piece with incredible intention. We will continue to deliver quality instruction and support for our students and we are thankful that we get to do it in partnership with you.

This plan reflects the collaboration of teachers, coaches, PREP administrators, and district administrators in working to be clear and transparent with all stakeholders - students, parents, teachers, and staff. This outlines many areas of our distance learning plan including expectations for you as parents and family members, digital tools and platforms that we'll be using to support student learning, and sample student schedules. We worked as a team to lay out these guidelines but also realize that, in the newness of this learning environment, may have missed some items. Please know that we are always available for questions and are here to support you as you work with your children at home. Now, more than ever before, it's important that we approach this new learning with patience and grace for all - students, parents, teachers, coaches, administrators - so that we can work to put the best in front of our students each day as we work to #DemandSuccess and #DoWhat'sRight for our school community!

We are in this together!

Mrs. Ernst

Mr. Davis

Ms. Clegg

Additional Resources: [COVID-19 Parent Resources](#)

Methods of Communication

Our Methods of Communication			
Channel	Audience	Description	Tutorial Links
Email	Staff, Parents, Students	Teachers and Leaders will predominantly communicate with each other via email. Teachers and leaders may also communicate with parents in this way.	You know how to do this :)
Google Hangouts	Staff, Parents, Students	Google Hangouts will be our primary platform for meetings with each other, with families, and with students.	Hangouts Help Center
Hangouts/ Zoom/Dojo	Staff and Students	Teachers have the option to use Hangouts, Zoom, or Dojo to create opportunities for interactive learning and community building with students and each other.	Zoom Help Center Class Dojo Help Center
GroupMe	Staff	This is how we will communicate with each other about time sensitive information when email won't work.	GroupMe Help Center
One Call	Parents	If there are messages that we need to get out to all parents or specific groups of parents, we will use One Call to ensure families are getting the exact same message.	
Social Media (Facebook & Instagram)	Parents, Community, & Public	We will update the school Facebook and Instagram pages often with the most recent communication.	DECA Facebook DECA PREP Instagram

For Parents

10 Guidelines for Parents

The transition to distance learning will be challenging for all of us - including families! We're asking you to think differently about how to support your children; to create structures and routines that allow your children to be successful; and to monitor and support their learning. We can't do this without you! Some students will thrive with distance learning, while others may struggle. The ten guidelines provided below are intended to help you think about what you can do to help your child find success with distance learning. There are also more resources available [here](#).

**These guidelines are adapted and at times copied verbatim from the Brightworks Distance Learning plan and the American School in Japan.*

1. **Establish routines and expectations** - From the beginning of this plan, it's important that parents establish routines and expectations around learning at home. We are encouraging you to set regular hours for your children's work. Your child's teacher will communicate with you about meet up times (where your child and their teacher may interact virtually) and work expectations for the day. Your child will need to move regularly and take breaks as they work. It's important to set these expectations early - not days after starting when you notice that your child is struggling with a lack of a routine.
2. **Define the physical space for your child's work** - Look for a space/location where your child will learn most of the time. This should be a public/family space NOT the child's bedroom. It should be a place that can be quiet at times (and has a strong wireless connection). Above all, it should be a space where parents can be present and monitor their learning!
3. **Monitor communication for your child's teacher** - Teachers will communicate with you through Dojo (or email) each day. We also want you to contact your child's teachers if issues arise. Please remember that our teachers are also juggling their own families as

well and be respectful of their quiet hours. If you need extra, immediate support, please reach out to our admin team. We also encourage you to ask your children to explain the learning platforms (Google Classroom, etc.) that their teachers are using if they're old enough!

4. **Begin and end each day with a check in** - Starting your child's day with a check-in is a great way to help them build routine! In the morning, ask what your child is working on that day. What help do they need? This brief conversation matters! It helps your child process what they have to do for their teachers, organize themselves, and set priorities. Establishing regular check points throughout the day helps to keep them on track!
5. **Take an active role in helping your children process and own their learning** - Kids (and adults) learn best when they have time to process what they're learning with others. During the regular school day, your children have dozens of opportunities to socially process what they are learning by asking questions, working in groups, and more. While some of these social interactions will be re-created on virtual platforms, others will not. Aside from the check-ins, you should regularly circle back and engage with your children about what they're learning or working on. Still, it's important that your child owns their work - don't complete assignments for them, even when they are struggling!
6. **Establish times for quiet and reflection** - A huge challenge for families with multiple children will be how to manage all of their children's needs, especially when those children are different ages and have different needs. There may be times when siblings need to work in different rooms to avoid distraction. You may even have to experiment with headphones (no music necessary) to block out distractions!
7. **Encourage physical activity, exercise, and/or creativity** - Make sure your children remember to move and exercise! This is vitally important to their health, well-being, and learning. Our specials teachers will be sharing weekly activities that students can use when they finish their work or when they need a break - take advantage of

these! Think also about how your children can pitch in more around the house with chores or other responsibilities - don't let them off the hook!

8. **Remain mindful of your child's stress or worry** - It's so important that we help children manage the worry, anxiety, and range of emotions they may experience because of COVID-19 and the school closure. It may be hard not to transfer your own stress or worry on to them but try your best! They will be out of sort, whether they admit it or not, and need as much normal routine as you all can provide!
9. **Monitor how much time your child is spending online** - We do NOT want your children staring at computer screens for 7-8 hours a day. Please give our teachers and staff grace and remember that we are not experts in distance learning and that it is going to require some trial and error before we get it all the way right. We will work to check in with you and adjust based on what we're seeing at home. We thank you in advance for your patience and partnership!
10. **Keep your children social, but set rules around their social media interactions** - For the first few days of this extended closure, your children may find this exciting. That initial excitement, however, will wear off when they start to miss their friends, classmates, and teachers. Help your children maintain contact with friends and see them in person when circumstances permit. Please also be sure to keep an eye on their social media use - especially during this extended closure. Older students will rely more on social media to communicate with friends. Social media apps like SnapChat, TikTok, Instagram, etc. are not official, school-sanctioned channels of communication. Please remind your children to be polite, respectful, and appropriate in their communications!

Roles and Responsibilities

Parents	
<ul style="list-style-type: none"> • Establish routines and expectations. Be proactive in giving your child the structure they need to be successful! • Define the physical space for your child's work. Make that space public and visible. • Monitor communications from your children's teacher. Staying in touch with your teacher will give you the context you need to help your child. • Begin and end each day with a check-in. Get clear on goals and reflect on work! • Take an active role in helping your children process and own their learning. Help them process; don't do the work for them. • Establish times for quiet and reflection. Everyone needs some quiet time! • Encourage physical activity and/or exercise. Movement makes us more productive. • Remain mindful of your child's stress or worry. Help your children process this experience and be mindful of the impact of your own stress levels. • Monitor how much time your child is spending online. We don't want our students in front of a screen for 8 hours a day. Help them unglue and give us feedback on our assignments. • Keep your children social, but set rules around their social media interactions. Kids need to be social. Help them do this in a kind and responsible way. 	
Question about . . .	Contact
A project or assignment	Your child's teacher
A technology issue	help@daytonearlycollege.org
Personal or social-emotional concern	Your child's teacher
DECA PREP's approach to Distance Learning	lclegg@daytonearlycollege.org

For Students

Guidelines for Students

Just because our school is closed and we aren't meeting in person every day, doesn't mean that learning is going to stop. Your teacher is still going to be checking in every day to help you learn new material, review what you've already learned, and keep growing your brain. To make the most of this experience, we have a few suggestions and guidelines for you!

1. **Establish Routines** - You may have a lot of freedom with your schedule but with that freedom can come procrastination! Make sure you create a to-do list and stick to a schedule. By setting aside the same time each day to tackle your lessons, you can stay on track!
2. **Find a good workspace** - Find a quiet place where you won't be distracted and won't be tempted to tab over to YouTube or Netflix. In fact, close those tabs! It can be helpful to sit near someone else who is working in a focused way as well!
3. **Check for messages from your teachers** - Start your day by checking your email, Google Classroom, or Class Dojo. Ask your parent if your teacher sent out the agenda and list of things to do each day.
4. **Establish time for quiet and reflection** - Everyone needs down time to reflect and relax. This closure may be difficult in unexpected ways. Keeping a journal and making time to reflect on this experience can help you process it.
5. **Make sure to exercise** - Studies show that exercise not only makes you healthier, it can make you happier and more productive. Put time aside each day to move around.
6. **Use technology as a tool and don't spend your whole day in front of the computer or on the iPad** - It's easy to get distracted by Netflix or go down a YouTube wormhole. During this time, your computer is

your connection point to your teacher and classmates. Make sure to use it for learning, not just for entertainment.

7. **Remember our community values when you chat or post on social media** - Take extra care to be kind and respectful on chat and social media. On these apps it can be hard for others to read your tone and comments or posts made in the heat of the moment live for far longer than words spoken in person. If you find yourself in a challenging social situation, reach out to a trusted adult for help!

Roles and Responsibilities

Students	
<ul style="list-style-type: none"> • Establish Routines • Create a focused physical and digital workspace. • Check messages from your teachers • Exercise! Movement makes us more productive! • Tech as a tool. We don't want you to be in front of a screen for 8 hours a day. • Remember our community values when you chat or post on social media. Be social but in a kind and responsible way. Think before you post. 	
Questions about . . .	Contact
A project or assignment	Your teacher
A technology issue	help@daytonearlycollege.org
Personal or social emotional concern	Your teacher

For DECA Staff

Staff Expectations

Ensure Supporting the Needs of Students and Adults Is Our Top Priority: We recognize that transitioning to remote teaching and learning while in the midst of so many other changes is incredibly taxing on all of us; therefore, our remote learning deployment must account for and be responsive to people's needs.

- Our design must recognize that parents need the structure of remote learning to be as simple as possible;
- Teachers must recognize that students need grace from teachers as they work to navigate this process;
- Administrators and coaches must recognize that teachers need grace as they learn how to deliver content in an almost entirely new format;
- Administrators and teachers must commit to listening to feedback from parents
 - Within a few weeks of launch remote learning, we will produce a survey for parents to provide feedback on the process.
 - We ask teachers to solicit feedback from students and parents regularly.
 - We will provide several venues for teachers to provide feedback from their experience as well as what they have learned from parents and students.

Focus on Excellence: Our mission remains preparing DECA students to become college graduates and these are weeks and/or months that our scholars cannot afford to lose. Our focus will continue to be to provide an excellent learning experience for every child, every day.

- Teachers will focus on producing high quality content that is meaningful for their students (i.e. quality over quantity);
- Teachers' instruction, whenever possible, will break things into smaller, manageable chunks to support students' ability to understand and complete assignments;

- Teachers will work to become exceptional in delivering content a few ways rather than constantly shifting teaching strategies;
- Teacher Work Expectations
 - Guidelines: Teachers should expect to spend at least 6 hours per day actively engaged in teaching activities;
 - Expectation: These are our expectations for how teachers will allocate their time while we engage in remote teaching. These are district-wide minimum expectations. Campuses may have more extensive requirements, and these are subject to change as we work through the challenges of running school differently.
 - Minimum 30 hours per week actively engaged in teaching activities;
 - Daily Availability (10 hours weekly): For approximately two hours each day, teachers will make themselves available to support student learning, follow up with individual students and/or parents, and answer questions that may arise;
 - Student Facing Time: Teachers will engage in a minimum of four hours of face to face interaction with students each week.
 - Interactive Community (i.e. Morning Meeting, Advisory, office hours): Two hours weekly;
 - Delivering/Reviewing Content (e.g. study sessions via Zoom or Google Meet): Two hours weekly;
 - Note: Students should not be negatively affected academically if they are unable to participate in live sessions. We have to be cognizant of families' limitations. However, it is best practice to follow up with individuals who aren't able to be present to let them know that they are missed;
 - Entering Grades: At least once per week;
 - Collaborating with Your Team: At least once per week;
 - Participation in All General Staff Events (e.g. PLC, staff meetings);

Make Plans Simple and Be Consistent in Implementation: Many DECA families have children at multiple campuses and for their benefit, we will

work to develop consistent and simple routines for them to follow regardless of which campus(es) their children attend.

- Teachers throughout the district will adopt and utilize only a few learning platforms:
 - Grades K-2: Teachers will utilize *Class Dojo* to deliver content to students;
 - Grades 3-12: Teachers will utilize *Google Classroom* to deliver content to students;
 - All grades will use *Google Hangouts Meet* (preferred) or *Zoom* to conduct live/interactive sessions with students (Note: those sessions should be recorded and shared with students who were unable to participate. Be sure to remind students that are present that the session will be recorded!);
 - The district will provide families with a list of all student-facing platforms students may be expected to use (e.g. Pathblazer, ReadingPlus, Illuminate) and provide guidance how students can retrieve lost usernames and passwords;
- Teachers will develop a schedule for their students (and their parents) and will honor it daily
 - Grades K-2: 2 hours per day (not including independent reading or Pathblazer);
 - Grades 3-4: 3 hours per day (not including independent reading or Pathblazer);
 - Grades 5-8: 4 hours per day;
 - Grades 9-12: 5 hours per day;

Track Student Participation Daily and Monitor Their Performance

Constantly: For as long as we are engaged in remote teaching and learning, this will be how we “do school.” This means that students are expected to be present daily, engaging in their work. Teachers need to be actively monitoring and checking on students who have not been participating to ensure they are not falling behind.

- Teachers will not be immediately punitive if students are unable to access their class daily;
- Teachers will check for completed assignments at regular intervals to check on disengaged students. At least twice a week, teachers/advisors will reach out to students and/or families who are not consistently engaged in remote learning;

Plan for Regular Interactive Time with Students: Students need to see their teacher and know that they are still part of a learning community.

- Teachers will work to create an interactive community with their advisory/class;
- Teachers will deliver content/instruction to their students on a regular basis;

Ensure Students Are Constantly Reading: We know if our students do nothing other than read voraciously during our time away, they will still be learning. We need to work to provide students with opportunities to engage high interest, high quality books.

- The district will provide guidance for families to access free digital resources that will provide books for students;
- The district is committed to ensure that students receive physical copies of novel study books. Teachers planning a novel study must coordinate with their building leader with enough time to plan distribution of books to students;
- Teachers will encourage and incentivize students to read whenever they can.

Sample Teacher/Staff Schedules

Sample Schedule for Classroom Teacher	
<i>Staff Activity</i>	<i>Time per Day</i>
Morning/Afternoon Meeting (time to get link ready and sent, have video meeting, post link for student who have missed)	30 minutes (Consistent schedule, during school hours)
Creating Digital Lessons or Videos	2 hours (Time could easily be flexed to work around your home schedule as well - does not have to happen during "school hours.")
Office Hours (responding to parent emails, one on one student support on Interactive Communication Tool, checking in with students via phone, positive calls to families, etc.)	2 hours (Does not need to happen during "school hours" but does need to be a consistent schedule for students/families - e.g. MWF schedule, TTH schedule, etc.)

Grading and Checking on Assignment Completion; Entering Grade on Illuminate	1 hour (This may take longer than normal due to getting assignments from Google Classroom, Dojo, etc.) (Time could easily be flexed to work around your home schedule as well - does not have to happen during "school hours.")
Lesson Planning	30 minutes (Time could easily be flexed to work around your home schedule as well - does not have to happen during "school hours.")

Sample Schedule for Intervention Specialist/Reading Intervention	
<i>Staff Activity</i>	<i>Time per Day</i>
One on One or Small Group Interactive Lessons with SWD or Reading Recovery Students	3 hours (Time determined by teacher and parent)
Office Hours (responding to parent emails,, checking in with students via phone, positive calls to families, recording progress monitoring, etc.)	2 hours
Lesson Planning	1 hour (Time could easily be flexed to work around your home schedule as well - does not have to happen during "school hours.")

Roles and Responsibilities

DECA PREP Staff	
Teachers	<ul style="list-style-type: none"> • Work with grade level teachers and support staff to design and implement rich learning experiences for your students. • Daily interactive time with students - morning or afternoon meeting. • Give timely feedback to students (and parents) on their work and provide accountability structures. • Regularly communicate with students and families. (Contact each student/parent minimum of once every 3 weeks, working to touch base with all students/parents individually in the first week.)
Support Staff	<ul style="list-style-type: none"> • Support/sub for office hours when a team member takes sick leave/family sick leave • Support grade level teachers on team with relevant mini-lessons, videos, small group interactive tutoring, gathering materials, etc. • Support with student check ins and small group tutoring
Instructional Coaches: Speranza-Hess and D. Richardson	<ul style="list-style-type: none"> • Support as grade level leads <ul style="list-style-type: none"> ◦ Speranza-Hess - Kindergarten ◦ D. Richardson - 2nd Grade • Regularly check in with teachers they work with • Support special area teachers • Review, revise, and support implementation of the Distance Learning Plan (with administrators)
Administrators: Clegg, E. Davis, and Ernst	<ul style="list-style-type: none"> • Review, revise, and support implementation of the Distance Learning Plan • Support families with the transition to distance learning • Maintain open lines of communication

	<p>between staff, students, families and foster a feeling of community</p> <ul style="list-style-type: none"> • Regularly update the school community with changes and developments around school closure and the Distance Learning Plan
Family Support: Cain and Kelly	<ul style="list-style-type: none"> • Support DECA families with social emotional needs, food support, non-academic needs, etc. • Work with various support staff to help maintain needed programs during the school closure • Maintain open lines of communication between staff, students, families and foster a feeling of community

Digital Teaching Tools

Learning Platforms			
Platform	Audience	Description	Tutorial Links
Google Classroom	3rd and 4th grade	This is where most assignments are posted and tracked.	Help Center
Class Dojo	All Grades	<p>This is where most assignments are posted and tracked for kindergarten-2nd grades.</p> <p>All grade levels will post student daily agendas for parents/guardians to also access.</p>	Class Dojo Help Center

Collaborative Platforms			
Platform	Audience	Description	Tutorial Links
Google Hangouts	Staff, Parents, Students	Google Hangouts will be our primary platform for morning/afternoon meetings, one on one tutoring or small group sessions, etc.	Hangouts Help Center
Hangouts/ Zoom/Dojo	Staff and Students	Teachers have the option to use Hangouts, Zoom, or Dojo to create opportunities for interactive learning and community building with students and each other.	Zoom Help Center Class Dojo Help Center

Additional Reading Resources			
Resource	Audience	Description	Tutorial Links
EPIC	Students and Families	Access to 40,000+ digital books online Families are able to create a free account (for 30 days) or use classroom provided account information.	Help Center
Storybook Online	Students and Families	The SAG-AFTRA Foundation's award-winning children's literacy website, Storyline Online, streams videos featuring celebrated actors reading children's books alongside creatively produced illustrations.	
Facebook Live (@DaytonEarly College page)	Students and Families	Daily read out by a DECA PREP administrator at 2:00	
Scholastic	Students and Families	Scholastic Learn at Home provides 20 days' worth of active learning journeys designed to reinforce and sustain educational opportunities for those students who are unable to attend school. Click here: Family Resources	
Reading A to Z	Students and Families	Access to free, printable books by reading level and activities that coincide with the stories. Click here: Reading A to Z	

“Paper” Teaching Tools

Packet Pick-Up Procedures

Since our students are young learners, we realize that everything can’t be 100% digital for all students. Grade levels have worked paper assignments and activities, specific books to read, etc. into their plans for students as well. We will work as a building to facilitate getting these materials to families. For families unable to get to PREP to pick up materials, grade levels will also be required to have digital copies available for families and allow students to print them at home or write their answers on “blank” paper to practice on or turn in for a grade.

- Packet Pick-Up will happen every two weeks and students will get two week’s worth of assignments at a time. It is important that families store these in a safe/consistent place at home to prevent them from getting lost.

Packet Pick-Up Dates:	<p>Tuesday, April 7th (one week of assignments only)</p> <p>Monday, April 13th (two weeks of assignments)</p> <p>Monday, April 27th (one week of assignments only)</p> <p>If needed due to closure extension:</p> <p>Monday, May 4th (two weeks of assignments)</p> <p>Monday, May 18th (two weeks of assignments)</p>
Times:	<p>8:00-10:30 am</p> <p>5:00-7:30 pm</p> <p>**At this time, there are not other time options for packet pick up.**</p>
Procedure:	<p>Enter on Squirrel Rd. (from Five Oaks like during dismissal and arrival) and pull up by the side of the school. Tables will be marked</p>

	<p>with each grade level and you will stop by the table for the grade level needed. Parents/guardians will stay in their car while PREP staff hand out the learning packets.</p> <p>PREP staff will mark off the class list for families that come for packets. Teachers are responsible for following up with families that didn't come for packet pick up to get materials digitally to them.</p>
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- Teachers will also provide digital (Google docs, PDFs, etc.) copies of assignments for families to print at home if they are unable/chose not to come to PREP for pick-up. If families are unable to pick-up and don't have a printer at home, parents/guardians can help students "re-create" the assignment on a blank sheet of paper to turn in.

Distance Learning Time Frames and Goals

DECA PREP

- The primary mode of communication for students and families within grades K-4 will be Class Dojo and/or Google Classroom.
- We do not expect that your child will be sitting in front of their device for 2-3 straight hours. Teachers will design lessons that incorporate student/teacher interaction and also opportunities for students to practice independently. We ask that the assignments be submitted via a learning platform (Google Classroom, Dojo (via text, etc.)). Your child's teacher will indicate which assignments need to be submitted.
- We know that our youngest students will need more support than their middle and high school peers/siblings. We will do our best to provide you with sufficient directions and support but please reach out with questions!

Expected Time Engaged in Learning	
Kindergarten - 2nd Grade	2 hours per day <i>(not including Pathblazer & Independent Reading time)</i>
3rd - 4th Grade	3 hours per day <i>(not including Pathblazer & Independent Reading time)</i>

Grade Level Time Allotments (Approximate)

Kindergarten	
<i>Learning Component</i>	<i>Time per Day</i>
Morning/Afternoon Meeting	20 minutes
Daily Calendar & Sight Words	15 minutes
Read Aloud/Skills Block	15 minutes
Review Skill (Reading/Math)	30 minutes

New Skill (Reading/Math)	30 minutes
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First Grade	
<i>Learning Component</i>	<i>Time per Day</i>
Morning/Afternoon Meeting	20 minutes
Word Work	20 minutes
Intervention	15 minutes
Reading	25 minutes
Writing	20 minutes
Math	25 minutes

Second Grade	
<i>Learning Component</i>	<i>Time per Day</i>
Morning/Afternoon Meeting	<i>Daily check in with teacher via Zoom</i>
Skills Block (Mini Lesson and Practice)	25 minutes
Interactive Read Aloud	20 minutes
Writing (Mini Lesson and Practice)	25 minutes
Math (Mini Lesson and Practice)	50 minutes
Science/Social Studies & Intervention Activities	Optional

Third Grade	
<i>Learning Component</i>	<i>Time per Day</i>
Morning/Afternoon Meeting	<i>Daily check in with teacher via Zoom</i>
Reading	45 minutes
Read Aloud	10 minutes
Vocabulary	15 minutes
Writing	20 minutes
Math	40 minutes
Daily Reflection	5 minutes
Review Activities/Extra Practice	30 minutes

Fourth Grade	
<i>Learning Component</i>	<i>Time per Day</i>
Morning/Afternoon Meeting	<i>Daily check in with teacher via Zoom</i>
Math (Video, Practice, Independent Practice)	1 hour 5 minutes
Xtra Math (additional practice - fact fluency)	10 minutes
Reading (Video, Practice, Independent Practice)	1 hour 5 minutes
Read Aloud	15 minutes
Vocabulary	15 minutes
<i>Make Corrections to Work</i>	<i>10 minutes</i>