



# Farmington Public Schools' Continuity of Learning Plan

The Farmington Public Schools' Continuity of Learning Plan applies to all students and programs. Accommodations and supports are being put into place to ensure the needs of individual students or groups of students are met.

The Farmington Public Schools' Continuity of Learning Plan is guided by the following goals:

- To provide students with continued academic learning.
- To provide students with continued connection with peers and staff.
- To maintain a sense of structure in the absence of a traditional school day.
- To reduce the loss of learning and academic perseverance during this "in-person instructional break."

With the new day comes new strength and new thoughts.

- Eleanor Roosevelt

## Key Components

**Digital Classrooms:** Digital learning environments provide communication and access to learning experiences. For most K-12 classrooms, this is Google Classroom and/or Clever. Additional apps and tools are used to support content delivery and student interactions.

**Essential Standards:** This plan moves learning forward with new content. Each grade level and course focus instruction on identified essential standards. Essential Standards are key "stepping stone standards" for the next grade level or course.

**Instructional Design:** Lessons are designed to connect students with the concepts and skills of each content area. There are two types of learning tasks within the plan:

- **CORE** tasks support the Essential Standards and are a priority to engage in.
- **EXTENSION** tasks support reinforcement and enrichment for individualized learning.

Weekly lesson design integrates both real-time and non-real time tasks, as well as online and offline tasks.

**Teacher-Student Connections:** Teachers and students make periodic connections using a variety of methods to engage in learning together and to continue to build relationships. All members of the learning community participate in ways that honor classroom norms, the design of the learning experiences, and their role in the learning community.

**Monitoring Learning and Engagement:** Students are provided opportunities to show their engagement and learning. Student learning and participation is monitored weekly for the purpose of supporting student growth. Monitoring is for the purpose of encouragement and moving the learning forward.

**Instructional Time and Schedules:** Time guidelines and weekly schedules are in place to guide instructional planning and student participation. **Lessons are designed to fit within the following instructional time expectations and schedules.** Weekly lessons integrate both real-time and non-real time tasks, as well as online and offline tasks. **Classes do not meet live daily!**

| Grade Level    | Instructional Time Expectations | Recommended Length of Sustained Attention |
|----------------|---------------------------------|---|
| Birth - 5      | 20-35 minutes/day               | 3-5 minutes                               |
| K              | 30-35 minutes/day               | 5 minutes                                 |
| 1-2            | 45-60 minutes/day               | 10 minutes                                |
| 3-5            | 60-75 minutes/day               | 15 minutes                                |
| 6-8            | 15-30 minutes/class             | 1 class                                   |
| 9-12           | 20-35 minutes/class             | 1 class                                   |
| Post-Secondary | 60-75 minutes/day               | 15 minutes                                |



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## Take what you need most today.

- Creativity
- Rest
- Strategy
- Patience
- Organization
- Time
- Boundaries
- Support
- Peace
- Health
- Hope
- Inspiration
- Energy
- Friendship

# Key Components

**Elementary Schedule:** Elementary teachers plan four **CORE** lessons a week, Monday - Thursday, that fall within the instructional time expectations. Teachers design **EXTENSION** tasks for reinforcement and enrichment each day that students can choose to do outside of the instructional minute expectations each day. Fridays are **WORKSHOP** days. On these days, students choose from a menu of tasks to extend weekly learning targets.

| Monday                    | Tuesday                   | Wednesday                 | Thursday                  | Friday              |
|---------------------------|---------------------------|---------------------------|---------------------------|---------------------|
| Core Lesson 1 + Extension | Core Lesson 2 + Extension | Core Lesson 3 + Extension | Core Lesson 4 + Extension | Workshop Day (menu) |

\* 1-2 Live Meets scheduled each week by the classroom teacher.

**Classes do not meet live daily!**

**Secondary Schedule:** Teachers plan five **CORE** lessons a week, that fall within the instructional time expectations. Teachers design **EXTENSION** tasks each week that students can choose to do outside of the instructional minute expectations. Live instructional sessions are scheduled based on the hour a student has the class. In addition, each teacher holds an "office hour" session per week.

|              | Monday                          | Tuesday                    | Wednesday                  | Thursday                   | Friday   |
|--------------|---------------------------------|----------------------------|----------------------------|----------------------------|--|
|              | Core Lesson 1                   | Core Lesson 2              | Core Lesson 3              | Core Lesson 4              | Core Lesson 5  |
|              | Extension Tasks (choice)        |                            |                            |                            |  |
| 10 AM -12 PM | Office hours* for hours 1, 2, 3 | 1st hour (real-time; live) | 3rd hour (real-time; live) | 5th hour (real-time; live) | Teacher Collaboration Mtgs. 0, 7 hour contact time (if applicable) |
| 1-3 PM       | Office Hours* for hours 4, 5, 6 | 2nd hour (real-time; live) | 4th hour (real-time; live) | 6th hour (real-time; live) |  |

\* Office Hour times set at the building level.

**Classes do not meet live daily!**

\*\* Please note that teachers will schedule and communicate a time for live meetings within this time frame. Students are not expected to be engaged in a live session the entire two hours.

**Social-Emotional Support:** All members of the learning community are safe. Members respect and support each other's self-care and well-being.

**Special Populations:** Supports for Special Education, 504 and English Learners are embedded throughout the plan. IEPs and 504 plans are honored within the CLP. All special education staff will demonstrate a good faith effort to meet the individualized goals and objectives of students to the best of their ability under the current circumstances.

When students are participating in live sessions, parental/guardian consent is automatically given for photographic images or recordings to be created and retained by FPS.