

Sample Schedules for 3 Different Student Profiles in Rocketship’s Integrated Special Education

Since the needs of our students receiving special education support vary widely, so do their distance learning schedules. To help you assess what makes sense for your learner, we’ve created different student profiles and suggested schedules to help them thrive during distance learning. Below you’ll also find questions we recommend families ask their school provider to see what educational opportunities are available.

Questions Families Should Ask Their School Leaders:

- What access to technology does our family need to engage in Distance Learning? Is the school able to send needed technology for our family to use if we don’t have what we need?
- What are the weekly (or daily) expectations for student engagement in Distance Learning?
- What accommodations can be made for assignment quantity, assignment length or modification of work if my student needs these supports to be successful?
- What academic opportunities are being provided to all students and what services can I expect to be provided for my student?
- What related services that my student receives at school can I expect to be provided during this time?

Student Profile 1, Joey: *Joey is in 1st grade and 6 years old. Joey receives academic support, speech-language services and occupational therapy at school. His academic performance is within a year of meeting grade level benchmarks in reading and math. He has three siblings (two are in high school, one in pre-kindergarten), his family has internet access at home and a computer that the kids share.*

Joey’s Distance Learning Schedule
8:00-8:10: I watch Launch (virtual assembly) on Facebook. At Launch, I can see the Principal, say the creed, hear shout-outs from his school leaders and dance!
8:15 - 9:00: I eat breakfast, get dressed, brush my teeth and get ready for my live learning class
9:00 - 9:30: I listen to the read aloud from my teacher. Today, we read the <i>Princess & the Pea</i> . My teacher gave us time to draw our favorite character and write about their character traits using a word bank.
9:30 - 9:35: My teacher gives us a brain break - a classmate picked my favorite GoNoodle video!

9:35 - 10:00: I watch my phonics lesson about “bossy e”. I write bossy e words on my paper and practice marking them so I can remember this phonics rule.

10:00 - 10:05: My math teacher logs in and we have another brain break - this time it’s a workout video! I love the workout videos because I’m getting ready for football season.

10:05 - 10:30: I watch my math teacher start our daily number story. She reads the story, one of my classmates retells the story and we start working on our own. One of my teachers asks if I need help and takes me and some of my friends into a breakout room so we can work together.

10:30 - 10:35: It’s time for another brain break! My teachers try to give us lots of breaks during live teaching because they know how hard it is to sit in front of a computer for so long!

10:35 - 11:00: I watch the lesson from my teacher. We are working on making different kinds of graphs about our favorite colors. My job after the lesson is to ask my family their favorite colors, make my own graph and send a picture to my teacher.

11:00 - 11:30: I login with my art teacher for an Art lesson. She is teaching us to draw different animals using a tracing of our hand as a starting point. I didn’t think I was a very good artist, but if I use my hand to help it looks great! My occupational therapy teacher told my mom that joining art would really help me work on my drawing and writing.

11:30 - 12:30: Now it’s time for a nice, long break! My mom helped me with my class this morning, so now she has to do some of her work. I play with my little sister and my brother makes us lunch. My sister and I watch Coach J doing a P.E. workout video on Facebook - I had to help her with the moves.

12:30 - 1:00: My speech teacher calls me after lunch to work on answering different types of questions. She says I’m good at who, what and where questions. I’m going to keep working on why and how questions with her. On Friday, I will see my occupational therapy teacher during this time.

1:00 - 1:15: I worked really hard in speech, so I take a little break to play video games with my brother. He has to work on his assignments too, so we don’t play for long.

1:15 - 2:00: I log in to my online learning programs. I met my Lexia goal for reading already this week, but I haven’t finished Freckle math. My teachers have assigned me some practice to help with my math facts.

2:00 - 2:20: I like to take lots of short breaks during Distance Learning. Sitting all day isn’t easy, but my mom says short breaks can help me stay focused. During this break, I watch an episode of Pokemon on Netflix.

2:20 - 3:00: My special education teacher calls me to work on reading. We practice sight words - on their own and then in sentences. She times my reading because I’m working on my fluency, which means I’m working on reading in phrases so it sounds more like talking.

3:00 - 3:15: I join Landing on Facebook! My school leaders play fun music, we say the Creed and then they give shoutouts to me and my friends.

3:15 - 3:30: I clean up my school area so it’s ready for tomorrow. I share the table with my brother and sister, so I keep my things in a bin to make sure I don’t lose them. My bin has all my work, pencils, crayons, computer and charger. That way I’m all ready for tomorrow.

3:30 - 3:45: My mom takes pictures of my other work from the day and sends it to my teachers. We look at the school Facebook page where I can see my friends posted pictures & videos of their work.

3:45: My school day is over! It’s time to spend some fun time with my family.

Sample Schedule for “Aaron” in Rocketship’s Integrated Special Education

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Student 2 Profile, Aaron: *Aaron is a 4th grade student and is 10 years old. Aaron receives academic support, speech-language services, occupational therapy and behavior support services at school. His academic performance is on grade level for reading and math. He has one sibling in Kindergarten, his family has internet access at home and he and his brother each have a device to use for learning.*

Aaron’s Distance Learning Schedule
8:00-8:10: I watch Launch (virtual assembly) on Facebook. At Launch, I can see the Principal, say the creed, hear shout-outs from his school leaders and dance!
8:15 - 9:00: I eat breakfast, get dressed, brush my teeth and get ready for my live learning class
9:00 - 9:30: I watch the close reading lesson from my teacher. Since we have read this text before, I take my jots out of a folder my mom got me to stay organized during distance learning.
9:30 - 9:35: My teacher gives us a quick brain break before we start work time.
9:35 - 10:00: My special education teacher takes me and some classmates into a breakout room to coach us during work time. I am focused on understanding the author’s point of view, which some of my classmates are working on too.
10:00 - 10:05: My math teacher logs in and we have another brain break. After that he shows some great work that students did the day before on their Google Classroom - including mine!
10:05 - 10:30: My teacher starts our number story for today. Sometimes visualizing what happens in a number story can be hard for me, but I use my Visualizing & Verbalizing chart that my special education teacher made for me, which helps a lot.
10:30 - 10:35: It’s time for another brain break! My teachers try to give us lots of breaks during live teaching because they know how hard it is to sit in front of a computer for so long!
10:35 - 11:00: My math teacher gives us work time for our number story and our math board assignments on Google Classroom. I keep my classroom opened and work on my assignments. I like to see my classmates while I’m working because it makes me feel like I’m really at school. My math teacher reminds us that he’ll have help hours this afternoon if we want to log in.

11:00 - 11:30: I login with my art teacher for an Art lesson. She is teaching us to draw different animals using a tracing of our hand as a starting point. I don't always like Art, but my mom says it's important to try things out so I am giving it a chance. My occupational therapy teacher told my mom that joining art would really help me work on my fine motor skills, which are the little muscles in my hands I use to draw, write and type.

11:30 - 12:30: Now it's time for a nice, long break! My mom goes to work, so it's just my grandma, my brother and me now. I play Legos with him before lunch and then play video games after lunch.

12:30 - 1:00: My speech teacher calls me after lunch to work on my conversation skills. I am working on asking questions about other people and what is interesting to them, so one of my other friends joins us too.

1:00 - 1:15: I worked really hard in speech so I take a little break to play video games with my brother. Later, I will help him with his math.

1:15 - 2:00: I log in to my online learning programs. My school has a LightSail competition to see who can read the most minutes so I work on that first, then I do Reflex Math - which is fun because it's games and math facts. I'm trying to get to Level 50 before the end of the year and I'm already on Level 47!

2:00 - 2:20: My mom says I should take lots of breaks during the day to move my body. I wish I could use the bouncy chair at school, but instead I bounce a little on my bed.

2:20 - 3:00: My special education teacher calls me to work on some of my Google Classroom assignments.. She says that I did a great job during humanities coaching today, so we work on the number story and math board. She reminds to check my work, which sometimes I forget to do when I'm moving fast. We talk about missing each other and missing school, but she says she's happy we get to see each other on the computer.

3:00 - 3:15: I join Landing on Facebook! My teachers always log back in to our classroom so that we can watch and celebrate together. I like to see my classmates and teachers all together while we watch our school leaders dance and give shoutouts.

3:15 - 3:45: I help my brother with his math. He's only in Kindergarten so he's still working on counting and shapes. We look around the house for different shapes and I try not to give away all the answers. I help him spell the names of the shapes and then take a picture with my grandma's phone to send to his teacher.

3:45 - 4:00: We clean up all our learning spaces. My brother and I each have a folder where all our work goes so my mom can see if when she gets home from work.

4:00: My school day is over! It's time to spend some fun time with my family.

Sample Schedule for “Michelle” in Rocketship’s Integrated Special Education

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Student 2 Profile, Michelle: *Michelle is a 2nd grade student and is 8 years old. Michelle receives academic support both push-in and pull-out, speech-language services, occupational therapy and behavior support services at school. Her academic performance is two years below her current grade level. She has a baby sister who isn’t in school yet, her family has internet access at home and she’s using her mom’s tablet to work on her school work.*

Michelle’s Distance Learning Schedule
8:00-8:15: I watch Launch (virtual assembly) on Facebook. At Launch, I can see the Principal, say the creed, hear shout-outs from his school leaders and dance!
8:15 - 9:00: I eat breakfast, get dressed, brush my teeth and get ready for my live learning class
9:00 - 9:30: I log in to my classroom for live learning. I love seeing my classmates! My special education teacher takes me into a breakout room to practice reading while my classmates work on their language boards. I’m practicing my sight words - I almost passed a new List today!
9:30 - 9:35: My teacher gives us a quick brain break before we start our read aloud.
9:35 - 10:00: My teacher starts a new read aloud today. I like to listen to the funny voice she uses when she reads.
10:00 - 10:05: My math teacher logs in and we have another brain break. After that he shows some great work that students did the day before on their Google Classroom and shares who met their online learning goals - which I did!
10:05 - 10:30: One of the teachers pulls me into a breakout room with a bunch of my classmates to work on number stories. She reads the story, asks lots of questions and models the story on her virtual work mat with virtual blocks. She tells us we can work on the Google Classroom assignment she posted for us. It’s the same type of problem we did during our lesson, but this time I’ll do it on my own.
10:30 - 10:35: It’s time for another brain break! My teachers try to give us lots of breaks during live teaching because they know how hard it is to sit in front of a computer for so long!
10:35 - 11:00: My math teacher gives us work time for our number story and our math board assignments on Google Classroom. My special education teacher posted a number story just for me and I have a Zearn account that I can work on. I keep my classroom opened and work on my assignments. I like to see my classmates while I’m working because it makes me feel like I’m really at school.

11:00 - 11:30: I login with my art teacher for an Art lesson. She is teaching us to draw different animals using a tracing of our hand as a starting point. This is so much fun! My occupational therapy teacher told my mom that joining art would really help me work on my fine motor and visual perception skills.

11:30 - 12:30: Now it's time for a nice, long break! My mom has to go to work, so my aunt is here to help me get on to talk to my teachers this afternoon. I eat lunch and then get ready to talk to my speech teacher.

12:30 - 1:00: My speech teacher calls me after lunch. I get to see her and a couple of my other friends. We play a fun game about following directions and listening with our whole body.

1:00 - 1:15: I worked really hard in speech so I take a little break to play in the backyard with my hula hoop.

1:15 - 2:00: My aunt helps me login to my Online Learning Programs. I use some of the ones that my classmates use and my special education teacher gave my mom a few other logins that I use with her at school. She has me use Zearn to practice math and RAZ kids which is fun because I can choose my own books to read.

2:00 - 2:20: My aunt needs to make a phone call for work so I take a break. I start watching TV, but before I know it it's time to get back to work. My aunt sets up the computer so my special education teacher can call me.

2:20 - 3:00: My special education teacher calls me to work on my goals. I practice my sight words and read a book that has lots of them. I earn two dance breaks because I'm working so hard at reading! My teacher tells me she misses school and can't wait to see me again. On Friday, we'll work on math with a new counting video.

3:00 - 3:15: I join Landing on Facebook! My teachers always log back in to our classroom so that we can watch and celebrate together. I like to see my classmates and teachers all together while we watch our school leaders dance and give shoutouts.

3:15: My school day is over! It's time to spend some fun time with my family.

Sample Schedule for “Dion” in Rocketship’s Integrated Special Education

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Student 2, Dion: Dion is a 3rd grade student and is 9 years old. Dion receives significant pull-out academic support, speech-language services, occupational therapy, physical therapy and behavior support services at school. His academic performance is on a pre-Kindergarten level and he is working on language development and self-care skills. His family has internet access and the school sent him a device so he can access the programs he needs at home.

Dion’s Distance Learning Schedule
8:00-8:10: I watch Launch (virtual assembly) on Facebook. At Launch, I can see the Principal, say the creed, hear shout-outs from my school leaders and dance!
8:15 - 9:00: I eat breakfast, get dressed, brush my teeth and get ready for my live learning class
9:00 - 9:30: I watch Morning Meeting on my classroom’s Facebook page. I sing, say the date and look outside to tell what the weather is. My mom puts what I say in the comments so my teachers can see it.
9:30 - 9:35: I use the bathroom and make sure to wash my hands, just like at school.
9:35 - 9:40: My special education teacher and one of the paraprofessionals in my classroom call my mom to make sure I’m ready, which I am! I wait for my mom to set up the tablet so I can see my teachers.
9:40 - 10:30: I see my teachers and I’m so excited! Today it’s my special education teacher and one of the paraprofessional in my classroom together. We work extra long today, because my mom had to work earlier this week so I missed calling them. We work on writing my first name - which I’m really good at - and my last name, which I’m still working on. We take breaks to sing and dance my favorite songs - like head, shoulders, knees and toes!
10:30 - 10:35: My mom says it’s time for another bathroom break and to make sure I wash my hands really well. We’re at home because there are lots of germs outside right now.
10:35 - 11:00: I use the tablet to get on my learning apps that my teacher set up for me. I use Epic to pick out books then listen to the reading. I love to read books about trucks and firemen. My mom says first reading books, then Leogs.

11:00 - 11:30: I finished my reading and now I get to play with Legos! My mom puts on the timer and when the timer goes off it's time for lunch.
11:30 - 12:15: It's time to make lunch! My mom lets me help because we learned about going to a restaurant last month at school. I know how to put out the forks and cups on the table. Then we make peanut butter and jelly sandwiches with chips.
12:15 - 1:00: My mom lets me take another break. This time I get to watch videos on my aunt's phone while my mom makes a phone call for work. I fall asleep watching the videos,, but when mom is done with her call she wakes me up.
1:00 - 1:10: I take a bathroom break and wash my face to wake up. My mom is setting up the tablet so that my speech teacher can call.
1:10 - 1:45: My speech teacher calls me and we practice saying the new words I am learning. My speech teacher holds up pictures on the screen and then I say them. She shows me games on her tablet and let's me play them with her.
1:45 - 2:15: I'm so tired from speech, so I watch an episode of PJ Masks.
2:15 - 3:00: My mom and I take a walk outside to get some fresh air. We work on running, jumping and hopping exercises that my physical therapy teacher sent to my mom for me to practice.
3:00 - 3:15: I watch Landing on Facebook! I can see the school leaders and I practice naming them with my mom.
3:15 - 4:00: My mom has some more work to do, so I sit with her and play on the tablet. I play some learning games, but I also play some just for fun games.
4:00: My school day is over! It's time to spend some fun time with my family.