



of Landstar

PEP Instructional Plan and School Calendar

Kids R Kids Learning Academy of Landstar | Kindergarten-Grade 3 | 2026-2027

Response: Remaining Required Instructional Time

Instruction for PEP students during the remaining required instructional time will be provided through a structured hybrid learning model that combines scheduled in-person instruction at Kids R Kids Learning Academy of Landstar with teacher-assigned, parent-supported instruction outside the physical campus. Time4Learning will serve as the primary online curriculum for English language arts, mathematics, science, and social studies. Students will also complete teacher-created reading, handwriting, project-based learning, physical education, and enrichment activities as assigned. The student's weekly plan will identify the lessons, estimated instructional time, due dates, required work products, and any accommodations or intervention activities.

Each PEP student will have regular and direct contact with a qualified teacher at the school's physical location for at least two full school days each week. On remaining scheduled instructional days, the student will complete assigned Time4Learning lessons and related offline activities under parent or guardian supervision. Instruction may include recorded or live teacher mini-lessons, independent reading, written responses, practice activities, educational projects, and scheduled teacher check-ins. The parent or guardian will confirm participation through the weekly learning log and will promptly communicate any technology, attendance, or academic concerns to the assigned teacher.

Assignments and progress will be monitored through the Time4Learning teacher dashboard and the school's student record system. The assigned teacher will review login activity, lesson completion, time-on-task indicators, quizzes, and test scores, written work, and missing or overdue assignments at least weekly. Teachers will compare completed work with the weekly assignment plan, provide feedback, document grades and mastery, and contact the family when progress is incomplete or below expectation. A target of 80 percent mastery will generally be used before a student advances; teachers may reteach, reassign, modify, or supplement lessons based on the student's needs. Student progress will also be reviewed through work samples, conferences, benchmark checks, quarterly reports, and the annual assessment required for PEP renewal.

Attendance for off-campus instructional time will be documented by completion of assigned learning activities, parent verification, and teacher review. If a student does not participate or falls behind, the school will initiate an intervention plan that may include a family conference, revised pacing, additional on-campus support, tutoring, make-up assignments, or more frequent progress checks. The parent or guardian remains responsible for maintaining the student's

Student Learning Plan in EMA and for protecting EMA login credentials; school staff will provide records and support but will not access or manage the family's scholarship account.

Weekly Instruction and Monitoring Framework

Component	Frequency	Instruction Provided	How Monitored
On-campus instruction	At least 2 full school days weekly	Direct teacher instruction; small groups; guided practice; assessment; intervention; specials/enrichment.	Teacher attendance, lesson plans, grades, work samples, observation notes.
Off-campus online learning	Remaining scheduled weekdays	Time4Learning ELA, math, science, and social studies; teacher-assigned extensions.	Dashboard login, completion, time-on-task indicators, scores, due-date report.
Offline/home learning	As listed in weekly plan	Independent reading, handwriting, projects, PE/health, art, experiments, family learning.	Parent learning log, uploaded/photo evidence, student products, teacher feedback.
Progress review	Weekly and quarterly	Teacher reviews mastery and assigns reteaching, acceleration, or intervention.	Weekly progress check, family communication, quarterly report, benchmark data.

2026-2027 Kids R Kids Academic Calendar

Calendar basis. Kids R Kids begins Tuesday, August 18, 2026, and generally follows Orange County Public Schools holidays, breaks, marking-period dates, and the May 26, 2027, closing date. Because OCPS begins August 18, Kids R Kids uses its hybrid weekly plan and Time4Learning pacing to address instruction outside scheduled campus attendance. Individual PEP schedules may differ according to each Student Learning Plan.

Date	Kids R Kids Calendar Event
August 18, 2026	First day for Kids R Kids students; orientation and baseline assessments
September 7, 2026	Labor Day - school closed
October 9, 2026	End of first marking period
October 12, 2026	OCPS student holiday; Kids R Kids teacher review/flexible Time4Learning day as assigned
October 13, 2026	Second marking period begins
November 23-27, 2026	Thanksgiving break
December 18, 2026	End of second marking period / first semester
December 21, 2026-January 1, 2027	Winter break
January 4, 2027	OCPS student holiday; Kids R Kids planning/flexible Time4Learning day as assigned
January 5, 2027	Third marking period / second semester begins
January 18, 2027	Martin Luther King Jr. holiday - school closed
February 15, 2027	Presidents Day - school closed
March 11, 2027	End of third marking period
March 12, 2027	OCPS student holiday; Kids R Kids teacher review/flexible Time4Learning day as assigned
March 15-19, 2027	Spring break
March 22, 2027	Fourth marking period begins
April 23, 2027	OCPS student holiday; Kids R Kids flexible Time4Learning/catch-up day as assigned
May 26, 2027	Last day for students; end of fourth marking period

Time4Learning Pacing Calendar

Dates	Pacing Phase	Time4Learning and Teacher-Directed Focus
August 18-September 4	Launch and baseline	Platform orientation; diagnostics; establish daily routines; begin first ELA and math units; introductory science/social studies.
September 8-October 9	Quarter 1 foundations	Complete assigned core lessons weekly; reading response and math practice; weekly dashboard review; quarter checkpoint.
October 13-November 20	Quarter 2, Part A	New units in all core subjects; one teacher-selected project; targeted reteaching from Quarter 1 data.
November 30-December 18	Quarter 2, Part B	Complete semester-one sequence; missing-work recovery; cumulative review and semester progress report.
January 5-February 12	Quarter 3, Part A	Second-semester launch; updated goals; core-unit pacing; fluency, writing, and math-fact practice.
February 16-March 11	Quarter 3, Part B	Continue core lessons; integrated project; benchmark/mastery checks; intervention or enrichment assignments.
March 22-April 22	Quarter 4, Part A	Fourth-quarter units; annual-assessment readiness; portfolio/work-sample review.
April 26-May 26	Quarter 4, Part B	Complete grade-level sequence; final projects; course completion review; annual progress and promotion documentation.

Standard Weekly Student Schedule

The specific on-campus days will be recorded in each student's enrollment agreement and Student Learning Plan. The model below may be adjusted while preserving at least two full on-campus days and documented instruction on the remaining scheduled days.

Day	Setting	Expected Instruction
Monday	On campus or assigned home-learning day	ELA/reading; mathematics; science/social studies; teacher check-in or learning log.
Tuesday	On campus	Direct instruction, small groups, guided practice, assessments, and intervention.
Wednesday	Assigned home-learning day	Time4Learning core lessons, independent reading, handwriting/writing, and PE/health.
Thursday	On campus	Direct instruction, project work, progress conference, assessment, and enrichment.
Friday	Assigned home-learning day	Complete weekly lessons; submit work samples; enrichment/project; make-up or extension work.

Weekly Monitoring Checklist

- Teacher posts the weekly assignment plan, lesson sequence, due dates, and required offline work.
- Parent or guardian supervises off-campus instruction and completes the learning log.
- Student completes assigned lessons and submits required written or project work.
- Teacher reviews Time4Learning activity, completion, scores, and missing assignments at least weekly.
- Teacher provides feedback and records grades, mastery, interventions, and family contacts.
- School retains attendance evidence, dashboard reports, work samples, and quarterly progress records.

Recordkeeping and Family Acknowledgment

Student Name: _____ Grade: _____

Assigned On-Campus Days: _____

Parent/Guardian: _____ Date: _____

Assigned Teacher: _____ Date: _____