

# GRISWOLD PUBLIC SCHOOLS

## CONTINUOUS LEARNING PLAN



**GOALS:**

- To ensure continuity between classes and grades in a digital/home learning environment
- To continue instruction using many existing programs for students in partnership with families
- To provide a platform that allows flexible access for students and families

**DEFINITIONS:** There are two models for online teaching and learning—

- Synchronous: Students and teachers are working together and interacting in a digital space concurrently.
- Asynchronous: Teachers post instruction and learning materials online. Students engage with class materials and complete work at their own pace within a given 1 week interval.

**CLASSROOM PLATFORMS:**

Kindergarten - Grade 4: Bloomz, Class Dojo, Google documents  
Grade 5 - Grade 12: Google Classroom

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SCHOOL ROLES AND RESPONSIBILITIES	
Administration	<ul style="list-style-type: none"> <li>• Create and distribute the Continuous Learning Plan</li> <li>• Create sample templates and guidelines for Continuous Learning Plan</li> <li>• Support faculty and students/families shifting to a distance learning environment</li> <li>• Help teachers implement the plan</li> <li>• Facilitate communication between teachers, students, and families</li> <li>• All district updates will be delivered through the superintendent</li> </ul>
Technology Department	<ul style="list-style-type: none"> <li>• Create and distribute a survey to find out which families need devices</li> <li>• Provide at least one device per household as requested and possible</li> <li>• Support faculty shifting to a distance learning environment</li> <li>• Provide written/video support to assist faculty using district identified resources</li> </ul>
Academic/Team Leaders	<ul style="list-style-type: none"> <li>• Report in daily with building administration to assure support as needed</li> <li>• Maintain regular online meetings with each other and their team during building closures</li> <li>• Support faculty during the transition and implementation of the plan for a distance learning environment</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• Collaborate with other members of your team or department to meaningful distance learning instruction</li> <li>• Use district curriculum and resources (ex. SeeSaw, Google Classroom, online textbooks) to communicate and deliver content</li> <li>• Add your administrator to your Google Classroom and online meetings</li> <li>• Be aware of the unique privacy issues and risks that might arise with virtual learning and communication</li> <li>• Share completed weekly planning templates as directed (update google doc)</li> <li>• Differentiate lessons to meet all students' needs</li> <li>• Collaborate with special education staff (co-teacher or case manager) as necessary</li> <li>• Make sure parents are aware which online resources your students will access. Include information on how to access the resources.</li> <li>• Communicate with and provide timely feedback -Daily if possible</li> <li>• Assess student work with productive feedback.</li> <li>• Work completion will serve as evidence of attendance and should be submitted weekly.</li> <li>• Reach out to parents, counselors, team leaders, and/or administrators when concerned about: <ul style="list-style-type: none"> <li>○ Attendance/participation</li> <li>○ Work completion</li> <li>○ Any other behavioral/social-emotional concerns</li> </ul> </li> <li>• Communicate with parents, as necessary (ex. email, Class Dojo, phone, etc.)</li> <li>• Be available online for each class during the scheduled time, as appropriate</li> <li>• Interventionists provide students additional learning activities and additional virtual support opportunities</li> <li>• Communicate with the technology department over any tech issues that arise (Help Desk)</li> <li>• Virtually attend meetings with Team/Curriculum/Admin as scheduled</li> </ul>
Special Education	<ul style="list-style-type: none"> <li>• Communicate regularly with the subject or classroom teachers who teach the students on your caseload.</li> <li>• Communicate regularly with students on your caseload and/or their parents</li> <li>• Provide virtual support opportunities for students on your caseload</li> <li>• Attend to any directives as assigned by the Director of Special Education</li> </ul>

Counselors Social Workers School Psychologists	<ul style="list-style-type: none"> <li>• Serve as a liaison for communication with students/families in crisis</li> <li>• Provide resources for students and families to support them while they are away from school</li> <li>• Provide college and career readiness lessons through Naviance (HS)</li> <li>• Plan course selection</li> <li>• Provide virtual support to students as needed in collaboration with families</li> <li>• Contact students who are not engaging in Distance Learning (absences)</li> </ul>
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## STUDENT ROLES AND RESPONSIBILITIES

Actively engage in distance learning by:

- Establishing daily routines for engaging in the learning experiences.
- Being present in the same capacity as if you were in school; proper dress and language etiquette; all school rules apply.
- Identifying a space in your home where you can work effectively and successfully.
- Identifying a space in your home where you can participate in live online learning. Sit at a table with a wall behind you, if possible.
- Monitoring online platforms daily.
- Being responsible for independent learning and maintaining a positive growth mindset.
- Engaging in all learning with academic honesty.
- Being an advocate and communicate with your teachers if you cannot meet deadlines or require additional support.
- Complying with School Internet Safety policies including expectations for online etiquette.
- Completing work by Friday at 3:00pm will serve as evidence of attendance.

FOR QUESTIONS ABOUT...	CONTACT
a course, assignment, or resource	the relevant teacher
help with research or how to use online resources	the relevant teacher or library media specialist
a technology related problem or issue	the relevant teacher
a personal, academic or social-emotional concern	your assigned counselor/support staff

## PARENT ROLES AND RESPONSIBILITIES

Provide support for your children by:

- Establishing routines and expectations.
- Defining the physical space for your child to study.
- Monitoring and/or engaging in communications from your child's teachers.
- Beginning and ending each day with a check-in.
- Taking an active role in helping your child process his/her learning.
- Establishing times for quiet and reflection.
- Encouraging physical activity and/or exercise.

- Remaining mindful of your child's stress or worry.
- Keeping your child social, but set rules around their social media interactions.
- Be aware that students are expected to be present in the same capacity as if they are in school: proper dress and language etiquette; all school rules apply.
- Be aware of the unique privacy issues and risks that might arise with virtual learning and communication.
- Refrain from recording the child's virtual class session in order to protect the privacy rights of all students.
- Be aware that parents may opt-out of synchronous educational opportunities for their children upon written request to the Superintendent's office.

FOR QUESTIONS ABOUT...	CONTACT
a course, assignment, or resource	the relevant teacher
a technology related problem or issue	the relevant teacher
a personal, academic or social-emotional concern	your child's assigned counselor/support staff
other issues related to distance learning	the school principal or assistant principal

TEACHER GUIDANCE FOR DISTANCE LEARNING	
Hours	<ul style="list-style-type: none"> <li>• The workday will be your normal work hours per day for all staff</li> <li>• Teachers will check their email at least three times a day</li> </ul>
Online Hours	<ul style="list-style-type: none"> <li>• Be available for immediate support to their students and parents via email and/or digital platforms</li> <li>• Attend meetings with Team/Curriculum/Admin</li> </ul>
Feedback	<ul style="list-style-type: none"> <li>• Provide timely feedback, as it is essential to student learning; this is especially so in online learning environments</li> <li>• Provide clear communication regarding where/how students should ask questions and seek clarification</li> <li>• Actively monitor your email for questions and communications from students/families</li> </ul>
Offline Work	<ul style="list-style-type: none"> <li>• Avoid requiring printing. All tasks should be completed on a device or uploaded as a picture</li> <li>• Consider including offline activities in your lessons such as reading, engaging in discussions with a family member or friend remotely, writing in a journal, taking pictures and/or making a video</li> </ul>
Instruction	<ul style="list-style-type: none"> <li>• Use district approved curriculum and resources to deliver instruction</li> <li>• Follow the guidelines for time and schedule provided by the district based on your grade level and subject area</li> <li>• Consider how to use gradual release of responsibility to enhance learning for</li> </ul>

	<p>students</p> <ul style="list-style-type: none"> <li>● Collaborate with your grade level colleagues and instructional specialists weekly to plan instruction</li> <li>● Reassess as necessary to ensure students have the appropriate number of learning experiences</li> </ul>
Deadlines	<ul style="list-style-type: none"> <li>● Provide students ample time to complete assignments - more time than you would usually provide in class may be necessary for students</li> <li>● All weekly assigned student work should be completed and submitted by end of day on Friday</li> <li>● Make sure that all directions for tasks are clear and detailed</li> <li>● Complete course weekly plans (with teams or individuals) as directed by Administration</li> </ul>
Online Learning Environment	<ul style="list-style-type: none"> <li>● Use district supported platforms such as Google Classroom, SeeSaw, online textbooks, Google Drive, etc.</li> <li>● Provide both synchronous and asynchronous learning opportunities as detailed by the district based on your grade level and subject area</li> <li>● Identify those families who have opted out of having their directory information (name and video/photographs) shared and discuss with the parent the possibility of allowing their child to participate in the activity and that such participation shall not waive their opt-out” with respect to other instances of sharing directory information</li> </ul>
Synchronous Learning	<ul style="list-style-type: none"> <li>● Create situations for students to interact with you and one another <ul style="list-style-type: none"> <li>○ Google Meet (Hangout)</li> <li>○ Online written interactions such as Questions/Polls in Google Classroom</li> <li>○ Shared Google Docs</li> </ul> </li> <li>● Allow each user/student to prevent his/her picture from being broadcast to the entire group</li> <li>● Avoid use of private, individually identifiable information in group virtual settings</li> <li>● Limit the use of individually identifiable information in one-on-one virtual settings to absolutely necessary situations, and only within district-approved, secure communication channels (Google Hangouts/Meets)</li> <li>● All video synchronous learning opportunities (without students present) should be recorded and posted for students who are unable to make the live session</li> <li>● Students should be reminded of proper video conferencing guidelines and etiquette <ul style="list-style-type: none"> <li>○ Dress code, appropriate location, background</li> </ul> </li> </ul>

## ELEMENTARY

### PRIORITIES

- Learning will be mainly focused around literacy and numeracy to maintain current skills and build knowledge around prioritized content found in learning plans.
- All continuous learning plans must be uploaded into the Elementary school Google drive folders organized by grade level area
- Students will have both online and off-line learning activities.
- The primary tools for communication between teachers and families will be SeeSaw or Google Classroom in addition to the use of Bloomz, Class Dojo, or parent provided email addresses.
- Teachers will provide support for learning and/or synchronous learning sessions. The synchronous learning sessions will be at scheduled times.

### APPROXIMATE TIME FRAMES FOR LEARNING

Time	Content	Delivery
<b>K-2:</b> 30-45 minutes daily  <b>3-5:</b> 45-60 minutes daily	<b>Math</b>	10 -15 minute teacher presentation - concept development  10-15 minutes practice/application
<b>K-2:</b> 30-45 minutes daily  <b>3-5:</b> 45-60 minutes daily	<b>ELA</b>	10-15 minute teacher presentation <ul style="list-style-type: none"> <li>- Read Aloud/Listening Comprehension</li> <li>- Phonics/word work</li> <li>- Vocabulary</li> <li>- Presentation of Comprehension skill</li> <li>- Writing/Grammar</li> </ul> 10-15 minutes to practice/apply skills <ul style="list-style-type: none"> <li>- ConnectED games, answer comprehension questions from texts, writing practice, word building, etc.</li> </ul> 15-30 minutes of reading <ul style="list-style-type: none"> <li>- Newsela when applicable</li> <li>- Text of Choice</li> </ul>
1 per week	<b>Social Studies</b>	Virtual Field Trips (Unless addressed during ELA and Math content)
1 per week	<b>Science</b>	Mystery Science (Unless addressed during ELA and Math content)
30 minutes each per week	<b>STEM/Tech Library Art</b>	Provide a range of activities that continue to support the current program and curriculum.

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	<b>Music PE/Heath</b>	
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**Total Distance Learning Time:** (K-2) approximately 2 hours/day; (3-5) approximately 2-3 hours/day

### SAMPLE WEEKLY CHECKLISTS

<input type="checkbox"/> <b>ELA Lesson 1</b> <input type="checkbox"/> Mini Lesson <input type="checkbox"/> Practice <input type="checkbox"/> Reading	<input type="checkbox"/> <b>Math Lesson 1</b> <input type="checkbox"/> Mini Lesson <input type="checkbox"/> Practice <input type="checkbox"/> Application
<input type="checkbox"/> <b>ELA Lesson 2</b> <input type="checkbox"/> Mini Lesson <input type="checkbox"/> Practice <input type="checkbox"/> Reading	<input type="checkbox"/> <b>Math Lesson 2</b> <input type="checkbox"/> Mini Lesson <input type="checkbox"/> Practice <input type="checkbox"/> Application
<input type="checkbox"/> <b>ELA Lesson 3</b> <input type="checkbox"/> Mini Lesson <input type="checkbox"/> Practice <input type="checkbox"/> Reading	<input type="checkbox"/> <b>Math Lesson 3</b> <input type="checkbox"/> Mini Lesson <input type="checkbox"/> Practice <input type="checkbox"/> Application
<input type="checkbox"/> <b>ELA Lesson 4</b> <input type="checkbox"/> Mini Lesson <input type="checkbox"/> Practice <input type="checkbox"/> Reading	<input type="checkbox"/> <b>Math Lesson 4</b> <input type="checkbox"/> Mini Lesson <input type="checkbox"/> Practice <input type="checkbox"/> Application
<input type="checkbox"/> <b>ELA Lesson 5</b> <input type="checkbox"/> Mini Lesson <input type="checkbox"/> Practice <input type="checkbox"/> Reading	<input type="checkbox"/> <b>Math Lesson 5</b> <input type="checkbox"/> Mini Lesson <input type="checkbox"/> Practice <input type="checkbox"/> Application
<input type="checkbox"/> <b>Art:</b> Activity for the Week <input type="checkbox"/> <b>Music:</b> Activity for the Week <input type="checkbox"/> <b>STEM/Tech</b> <input type="checkbox"/> <b>Library:</b> Activity for the Week <input type="checkbox"/> <b>PE/Health:</b> Activity for the Week	

☐ **Social Studies:** Activity for the Week

☐ **Science:** Activity for the Week

### TEACHER ONLINE SUPPORT TIMES

All teachers will be available to support students and families during the normally scheduled work day and upon request and mutual agreement with students and families as necessary.

Team meetings will take place as scheduled by the Team leader and must occur weekly (Google Meet)

Special Education and Interventionists will schedule with students individually in communication with the academic teachers.

## MIDDLE SCHOOL

### Priorities

- Learning will be focused around prioritized curriculum content that will be outlined in Continuous Learning plans
- All continuous learning plans must be uploaded into the Middle school Google drive folders organized by grade level and subject area
- Students will have both online and off-line learning activities.
- The primary tools for communication between teachers and families will be Google Classroom, student email addresses, and parent provided email addresses.
- Teachers will provide support for learning and/or synchronous learning sessions. The synchronous learning sessions will be at scheduled times.

### APPROXIMATE TIME FRAMES FOR LEARNING

Subject	Time
English Language Arts	~30-45 minutes a day
Math	~30-45 minutes a day
Social Studies	~30-45 minutes a day = (if you currently have social studies)
Science	~30-45 minutes a day - (if you currently have science)



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World Language	~30-45 minutes every other day
Physical Education	~30-45 minutes every other day
Music	~30-45 minutes every other day
Health	~30-45 minutes every other day (if you currently have health)
Art	~30-45 minutes every other day (if you currently have art)
Technical Education	~30-45 minutes every other day (if you currently have tech ed)

**TOTAL DISTANCE LEARNING TIME: approximately 4 hours per day**

TEACHER ONLINE SUPPORT TIMES
All teachers will be available to support students and families during the normally scheduled work day and upon request and mutual agreement with students and families as necessary.
Team meetings will take place as scheduled by the Team leader and must occur weekly (Google Meet)
Special Education and Interventionists will schedule with students individually in communication with the academic teachers.

## SAMPLE CONTINUOUS LEARNING WEEKLY PLANNING TEMPLATES

### MIDDLE SCHOOL CORE SAMPLE

Grade Level/Content Area:		Dates:	
Standard(s):			
	Learning Target	Lesson Sequence (include differentiation)	Assessment
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

## MIDDLE SCHOOL SAMPLE

<b>Grade Level/Content Area:</b>	<b>Dates:</b>		
<b>Standard(s):</b>			
	<b>Learning Target</b>	<b>Lesson Sequence (include differentiation)</b>	<b>Assessment</b>
Day 1			
Day 2			
Day 3			

## HIGH SCHOOL

### Priorities

- Learning will be focused around prioritized curriculum content that will be outlined in Continuous Learning plans.
- All continuous learning plans must be uploaded into the High school Google drive folders, organized by subject area.
- Students will have both online and off-line learning activities.
- The primary tools for communication between teachers and families will be Google Classroom, student email addresses, and parent provided email addresses.
- Teachers will provide support for learning and/or synchronous learning sessions. The synchronous learning sessions will be at scheduled times.

### APPROXIMATE TIME FRAMES FOR LEARNING

Grades 9, 10, 11, 12	
30-45 minutes every other day	Each scheduled high school course

**TOTAL DISTANCE LEARNING TIME: approximately 3.5-4 hours per day**

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### TEACHER ONLINE SUPPORT TIMES

All teachers will be available to support students and families during the normally scheduled work day and upon request and mutual agreement with students and families as necessary.

Team meetings will take place as scheduled by the Academic Leader and must occur weekly (Google Meet)

Special Education and Interventionists will schedule with students individually in communication with the academic teachers.

## SAMPLE OF DISTANCE LEARNING WEEKLY PLANNING TEMPLATES

### HIGH SCHOOL

The following templates could be used to map out the rest of their year before beginning to create weekly plans

<b>Course:</b>	<b>Dates:</b>	<b>Google Classroom Code:</b>	
<b>Standard(s):</b>			
	<b>Learning Targets</b>	<b>Lesson Sequence (include differentiation)</b>	<b>Assessment</b>
Class Session 1			
Class Session 2			
Class Session 3 (if class meets 3 times in that week)			