



## District Continuity of Learning Plan - 2019-2020

School Role and Responsibilities	
District Office	<ul style="list-style-type: none"> <li>● Provide regular communication to all stakeholders</li> <li>● Create and distribute the Continuity of Learning Plan (CLP)</li> <li>● Support staff and students/families shifting to a continuity of learning plan</li> <li>● Support staff implementation of the CLP</li> </ul>
Principals and Asst. Principals	<ul style="list-style-type: none"> <li>● Support staff and students/families shifting to a continuity of learning plan</li> <li>● Support staff implementation of the CLP</li> <li>● Monitor communication between teachers and their students/families</li> </ul>
Technology Dept.	<ul style="list-style-type: none"> <li>● Support staff and students/families shifting to CLP</li> <li>● Provide written and virtual PD and support for staff to assist with using instructional resources</li> </ul>
ELE and MS CORE Teachers and All HS Teachers	<ul style="list-style-type: none"> <li>● Collaborate with other members of your team or department to design and provide learning opportunities for all students</li> <li>● Contact students/families weekly to share and highlight learning opportunities</li> <li>● Communicate with students/families and provide weekly feedback</li> <li>● Make sure parents are aware which resources your students may access. Include information on how to access the resources.</li> <li>● Ensure special education colleagues are informed about the suggested learning opportunities you are providing students &amp; participate in IEP/MDT meetings for your students</li> <li>● Respond to student and parent questions in a timely manner</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 the students and/or their parents on your caseload</li> <li>● Document all services/supports provided; monitor progress on IEP goals</li> <li>● Provide learning opportunities for students served with an alternate curriculum</li> <li>● Lead IEP/MDT meetings via Zoom or other technology platforms</li> </ul>
K-5 Interventionists	<ul style="list-style-type: none"> <li>● Develop a bank of vetted activities and resources to serve as a reference for teachers and possibly for students/families</li> <li>● Serve as a resource for teachers</li> <li>● Communicate with students/families who reach out for assistance</li> </ul>
K-5 Specials (Art, PE, Music)	<ul style="list-style-type: none"> <li>● Contact students/families per assigned schedule to share and highlight learning opportunities</li> <li>● Communicate with students/families who reach out for assistance</li> </ul>

## School Role and Responsibilities - cont.

6th-8th Exploratories	<ul style="list-style-type: none"> <li>● Contact students/families per assigned schedule to share and highlight learning opportunities</li> <li>● Communicate with students/families who reach out for assistance</li> <li>● Participate in IEP/MDT meetings for your students</li> </ul>
Counselors and School Psychologist	<ul style="list-style-type: none"> <li>● Develop a bank of vetted activities and resources to serve as a reference for teachers and possibly for students/families</li> <li>● Communicate with students/families who reach out for assistance</li> <li>● Serve as a liaison for communication with students/families in crisis</li> <li>● Document communication/services provided</li> </ul>
Common Access Point for Weekly Lesson Plans and Resources	Weekly lesson plans and resources will be posted to the district web-site - Access via TAB on top toolbar titled: Weekly Plans and Resources

**Contacting District Staff:** When needing to contact district staff, **please use district email whenever possible.** In order to comply with current and future health and safety recommendations, there may not always be designated staff on-site to answer phone calls. All district staff email follows the same format: [firstname.lastname@agps.org](mailto:firstname.lastname@agps.org)

**Amount of Time for Learning in an alternate environment:** The plan contains suggestions for the approximate amount of time students can spend on various learning opportunities. Please understand these are **approximate times and only suggestions.**

**Monitoring Student Progress (“Grades”)** - All students will receive periodic feedback from teachers regarding progress. Please see the following sections per grade level(s) for more specific information regarding monitoring student progress. **It will be very important that students engage in the learning opportunities provided in order to maintain current knowledge and skills as well as to be prepared for the next grade level.** Teachers will not be able to monitor and provide feedback regarding progress without evidence of student engagement.



## Student Roles and Responsibilities

- Establish daily routines for engaging in learning
- Identify a space in your home where you can work effectively and efficiently
- Regularly monitor online platforms used by your teachers if possible (PK-12)
- Engage in all instruction and learning with academic honesty
- Communicate proactively with your teachers if you require additional support
- Comply with school internet safety policies including expectations for online etiquette and digital citizenship



## Parent Roles and Responsibilities

Provide support for your children by:

- Establishing routines and expectations
- Defining the physical space for your child to study
- Monitoring 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 reflection
- Encouraging physical activity and/or exercise
- Remaining mindful of your child's stress or worry
- Monitoring how much time your child is spending online
- Keeping your child social, but set rules for their social media interactions

For Questions about ...	Contact
A course, assignment, or resource	The relevant teacher - school email
A personal, academic or social-emotional concern	Your school counselor - school email
An issue with a school technology device	AGPS district tech. Help center - <a href="mailto:agtech@agps.org">agtech@agps.org</a>
Other questions related to learning from home	Your school principal - school email



## General Guidelines for Staff - Implementation of Continuity of Learning Plans

Feedback	<ul style="list-style-type: none"><li>● Provide timely feedback regarding student progress</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>● Provide offline activities and resources for your students who may experience technology access challenges at home</li><li>● Consider including offline activities periodically for all students such as reading, engaging in discussions related to lesson topics with a family member or friends remotely, writing in a journal, taking pictures and/or making a video</li></ul>
Instruction	<ul style="list-style-type: none"><li>● Follow the guidelines and expectations provided by the district based on your grade level and content area</li><li>● Collaborate with your colleagues regularly</li><li>● Ensure all web-sites and resources shared with student and families are those that are already used by the district or professionally vetted by you</li><li>● Communicate clear log-in and access information regarding needed and referenced resources and tools</li><li>● Consider periodic lessons and learning activities that provide opportunities for your students to interact with others - teacher and peers<ul style="list-style-type: none"><li>○ All live video learning opportunities should be recorded and posted for students who are unable to participate in the live session</li></ul></li><li>● Consider how to use gradual release of responsibility to enhance learning for students</li></ul>
Student Check-Ins	<ul style="list-style-type: none"><li>● Use tools such as GOOGLE forms, online textbooks, GOOGLE classroom, ZOOM, SeeSaw, Class DoJo etc.</li><li>● Other forms may be needed for some students/families - email, phone calls</li></ul>
Deadlines	<ul style="list-style-type: none"><li>● Provide students ample time to complete assignments - more time than you would normally provide in class may be necessary for students</li><li>● Ensure that all directions for tasks are clear and detailed</li></ul>
Common Access Point for Weekly Lesson Plans and Resources	<ul style="list-style-type: none"><li>● Post weekly lesson plans and resources to the district web-site</li><li>● Update as needed</li></ul>



## Preschool

### Priorities

- Activities will be mainly focused on literacy and numeracy to maintain current skills and build knowledge around critical concepts
- The primary tools for communication between teachers and families will be parent provided e-mails and the AG preschool website

### Approximate Time Frame for Learning Opportunities

Preschool	
20 minutes per day	<ul style="list-style-type: none"><li>• <b>Emergent literacy activities, games, and challenges</b> focused on language development, vocabulary, comprehension, and phonological awareness</li></ul>
20 minute per day	<ul style="list-style-type: none"><li>• <b>Emergent numeracy activities, games, and challenges</b> focused on counting, sorting, and patterning</li></ul>
20 minutes per day	<ul style="list-style-type: none"><li>• <b>Holistically-Focused activities, games, and challenges</b> to support cognitive, physical, and social emotional development</li></ul>
Other activities	Playing with siblings or other family members Reading aloud Board games and challenges Puzzles Designing and building structures with blocks or other available materials Continuing to learn skills

Total Preschool Time: Approximately 1.5 hours per day



## Elementary

### Priorities

- Learning opportunities will be mainly focused around literacy and numeracy to maintain current skills and knowledge of critical concepts as well as to extend learning to help prepare students for the next grade level, next course, and next school year.
- Additional learning opportunities will periodically include other content areas such as science, social studies, and health
- Some activities provided may also be simply something “just for fun” that may foster learning about and making connections with others
- Respond to questions from students and/or parents within 24 hours during the school week
- Monitor Student Progress - ELE grades will not be assigned for the 4th quarter. Feedback on student progress will be provided.

### Approximate Time Frame for Learning Opportunities

Kindergarten to Second Grades	
20-30 minutes per day	● Reading
20-30 minutes per day	● Writing
20-30 minutes per day	● Math
20-30 minutes per day	● Art, Music, and PE will provide a range of learning activities that continue to support current critical concepts
20-30 minutes per day	Learning activities for other content/topic areas Reading aloud and independent reading Board games and challenges with math/strategy/critical thinking Designing and building structures with blocks or other available materials - Puzzles

Total K-2 Time: Approximately 2.0 hours per day

### Approximate Time Frame for Learning Opportunities

Third to Fifth Grades	
30-40 minutes per day	● Reading (Science/Social Studies connections as appropriate)
30-40 minutes per day	● Writing
30-40 minutes per day	● Math
30-40 minutes per day	● Art, Music, and PE will provide a range of learning activities that continue to support current critical concepts
30-40 minutes per day	Learning activities for other content/topic areas Reading aloud and independent reading Board games and challenges with math/strategy/critical thinking Designing and building structures with blocks or other available materials - Puzzles

Total 3rd-5th Time: Approximately 2.5 hours per day



## Middle School - Grades 6, 7, & 8

### Priorities:

- Learning opportunities will be mainly focused around course specific skills and knowledge of critical concepts as well as to extend learning to help prepare students for the next grade level, next course, and next school year.
- Some activities provided may also be simply something “just for fun” that may foster learning about and making connections with others
- Respond to questions from students and/or parents within 24-48 hours during the school week.
- Monitor attendance by logging/documenting completion of learning opportunities and level of engagement in course obligations
- Monitor Student Progress - Feedback on student progress will be provided. Students will have an opportunity to improve upon the grade that was earned during 3rd quarter. Grades may be added to powerschool as a means to track engagement and completion in the 4th quarter.

### Approximate Time Frame for Learning Opportunities

Middle School - Grades 6, 7, & 8	
30-40 minutes per day	● Literature
30-40 minutes per day	● English
30-40 minutes per day	● Math
30-40 minutes per day	● Science
30-40 minutes per day	● Social Studies
30-40 minutes per day	Music, PE, and other MS Exploratory teachers will provide a range of learning activities that continue to support current critical concepts
Flex Learning	Independent reading Board games and challenges with math/strategy/critical thinking Puzzles Designing and building structures with blocks or other available materials

Total Middle School Time: Approximately 3.5 hours per day



## High School

### Priorities:

- Learning opportunities will be mainly focused around course specific skills and knowledge of critical concepts as well as to extend learning to help prepare students for the next grade level, next course, and next school year.
- Some activities provided may also be simply something “just for fun” that may foster learning about and making connections with others
- Respond to questions from students and/or parents within 24-48 hours during the school week
- Monitor attendance by logging/documenting completion of learning opportunities and level of engagement in course obligations
- Monitor Student Progress - Feedback on student progress will be provided. Students will have an opportunity to improve upon the grade that was earned during 3rd quarter.
  - Grades and assignments for students currently enrolled in a SENCAP Dual Credit Course or a Credit Recovery Course will not change
  - Assignment completion may be added to powerschool as a way for parents to monitor engagement and completion

### Approximate Time Frame for Learning Opportunities

High School	
*30-35 minutes per day	<ul style="list-style-type: none"> <li>● Per each scheduled high school course</li> </ul>
DUAL CREDIT or ONLINE or SENCAP	<p>* May vary for some courses such as the following:</p> <ul style="list-style-type: none"> <li>● Dual Credit SENCAP Courses - Will continue to require the same or similar expectations as before the school closure as all content and assessments are moved to an online format for College and High School credit.</li> <li>● Credit Recovery Courses (via Odysseyware) - Depending on course completion status, students currently enrolled in a course due to needed credit recovery may require additional time. <b><u>These courses need to be completed.</u></b></li> </ul>

Total High School Time: Approximately 4.0 hours per day





## Special Education

### Priorities:

- Communicate regularly with the subject or classroom teachers who teach the students on your caseload
- Communicate regularly with the students and/or their parents on your caseload
- Document and log contacts made and support provided per student
- Provide learning opportunities addressing critical concepts for students served on an alternate curriculum for the majority of their day
- Monitor progress on IEP goals and consult with all necessary service providers

### Approximate Time Frame for Learning Opportunities

All Levels	
Varies	<ul style="list-style-type: none"><li>• When appropriate and based on student needs, times should mirror recommended times previously noted for each grade level.</li><li>• Service time for students will be included in each Individualized COVID-19 Learning Plan (based on the amended IEP documents).</li></ul>