

Ledyard Public Schools

Continuity of Learning Plan



Special thanks to Newington Public Schools, Wethersfield Public Schools, and all who contributed to create this plan.

Introduction to Ledyard Public Schools (LPS) Continuity of Learning Plan (CLP)

Ledyard Public Schools aims to provide high-quality learning experiences for all students. In the event of a widespread emergency situation requiring the closure of physical school buildings, we will follow the Continuity of Learning Plan in an effort to provide support to students and their families and minimize interruption to student learning.

Assumptions When Developing the CLP

This plan was designed based on the following assumptions or criteria:

- A. During emergency situations the Connecticut State Department of Education will provide ongoing guidance. Any modification to statutory requirements for the number of required school days, special education laws, or other areas will be provided by the state or federal government. We must be flexible in our thinking and our work as we make adjustments based on the guidance provided.
- B. When implementing the CLP, there will be notable successes, challenges, and questions that were not anticipated in its creation. We expect to learn from each occasion of plan implementation and enhance the plan accordingly. We will collect feedback from stakeholders on an ongoing basis.
- C. The lens of equity for students must be applied. For example, not all students or staff have internet access at home. In addition, in some emergency situations internet access may not be working or be reliable. The CLP must provide options for students to learn online, through phone calls, and/or through paper and pencil tasks. We must be creative and consider every possible avenue to engage all students in learning.
- D. All students enrolled in LPS are expected to participate in learning during times of CLP activation. If a student or a family has a particular barrier that makes virtual learning challenging, school staff will work with this family to personalize the approach to ensure that the student has access to the resources. Classroom teachers will log incidences of work refusal or families who do not participate and share with their building principal in an effort to identify barriers and address them.
- E. When planning instruction, educators will largely adhere to familiar processes:

While there are many creative and innovative ideas, this plan relies on systems and structures that are already in place. Unfortunately, during a time of

emergency, resources (time, funds, personnel, etc.) and support to implement new software or to try new ideas may be limited.

Classroom teachers will plan, implement, and deliver lessons, and when possible, provide student assessment of learning.

- F. LPS recognizes that learning from home differs from in-person learning. LPS also recognizes that in emergency situations we may have limited time for advance planning and limited ability to provide relevant professional development for staff prior to CLP implementation. Whenever possible, professional development will be provided to help staff access and use available resources to support students to the best of our ability.

Continuity of Learning at LPS

Ledyard Public Schools' approach to continuity of learning begins with the assertion that the learning experiences that teachers design when school is in regular session cannot simply be replicated. In particular, the invaluable social interactions that occur naturally among students and between teachers and students cannot be recreated in the same way. Consequently, teachers must find new methods for providing timely and specific feedback to support student growth and learning. Accordingly, this plan provides guidelines and insights about how faculty can leverage digital and experiential learning in ways that bring curriculum to life.

LPS's CLP goal is for students to read, communicate, and engage in authentic learning experiences, while continuing to be physically active. As teachers reflect on how to best design or redesign their units, lessons, or courses, we encourage them to consider the following questions.

- *How can I leverage digital platforms to provide **learning experiences rich in engagement, social interaction (as appropriate), and feedback?***
- *How can I help my students manage the worry, fear, or isolation they may be experiencing as a result of this emergency or crisis?*
- *What are the most important **understandings and skills** I can help my students develop at this time? How can I help my students **construct** their own understandings?*
- *What are the **authentic learning opportunities** that have resulted from this emergency or crisis? Where might my students' **curiosity and motivation** present other new possibilities?*

- *How can I design learning experiences that address the needs of **different types of learners** who need different kinds of support and guidance?*
- *How will I assess student learning in meaningful ways?*
- *How do I communicate to ensure I am sensitive to individual family situations? How do I ensure I am sensitive to diverse needs?*

Technology Systems to Support the CLP

How will LPS communicate with parents, students, and faculty/staff in the event of an extended closure of schools?

LPS will continue to use the same channels it employs for normal day-to-day communications with parents, students, and faculty/staff. All of these systems are remotely accessible and will function in many emergency situations. As training opportunities will be limited in emergency situations, it is recommended that staff stick to the familiar and continue to use communication systems that were in-place prior to the emergency. The table below describes these systems:

Channel	Audience	Description and Access
Email	Teachers, staff, parents, students	Email and School Messenger will be used for all major communications and announcements, including those from the Superintendent and building principals. Faculty will use email to communicate, although they may use other platforms to interact with their students as well.
Phone	Teachers, staff, parents, students	If parents or students need to speak to a teacher who is working remotely, they will be directed to email the teacher, and the teacher shall contact them at a mutually agreeable time.
G Suite for Education	Teachers, students	Google G Suite (including Gmail, Docs, Classroom, Hangouts, Meet, etc.) will be the platform used by most teachers. For video conferencing in small or large groups, the district will use mainly Google Meet (formerly Hangout).
Seesaw (Optional)	Elementary families	Elementary teachers and students may use Seesaw or a similar communication application.
Public Website	General public	LPS will maintain general information on its closure status for the public at www.ledyard.net .

Should classroom teachers or students need assistance with troubleshooting technological issues, they should contact Sean Williams at seanwilliams@ledyard.net.

Teacher/Staff Guidelines

During periods of CLP implementation, teachers and staff will need to think differently about how to communicate, instruct, provide feedback, and assess their students. How will we design lessons and assignments that are authentic and meaningful? How will we ensure students continue to collaborate and communicate with one another? How will we focus instruction on key concepts and ideas? It is likely that staff may also be dealing with their own personal stressors and will need to think about how to manage their personal and family obligations at the same time. The following ten guidelines are intended to help teachers and staff reflect on challenges they will confront in shifting to remote learning:

1— Maintaining Relationships

In the event of a crisis that leads to the implementation of this plan, students, staff and families may become stressed or worried. Some students may become caregivers during this time period. Before diving into curriculum, teachers should take the time to assess their students' mental, physical, and emotional well-being. How are they doing? How are their families? If teachers become concerned about a student's situation, they should reach out to support staff and administration.

2—Evaluate students' conditions for learning at home

While most students will have reliable online access at home and the necessary devices, some others will not. LPS will arrange to provide devices on an as-needed basis. Teachers need to consider that each family's circumstances will vary and they should avoid assumptions about limitations or restrictions students are facing. Teachers should open a dialogue with families and avoid assumptions that all students' circumstances are the same. Staff will need to provide other ways to deliver individualized lessons when students do not have online access.

3—Stick with the familiar

Teachers should continue using existing communication channels and familiar learning platforms, which are described in the chart above. In other words, teachers should stick with what is familiar to their students. All online platforms teachers suggest for student use must be in compliance with Connecticut Privacy Laws.

4—Less is more

One challenge confronting teachers will be how to streamline content and elevate the most essential learning for students. In other words, teachers will need to take a *less-is-more* perspective, including the pacing of lessons and assignments. It can also be hard to know exactly how long a school closure may last, which makes longer-term planning difficult.

5—Seize the moment; embrace new opportunities and possibilities for students

Years or decades from now, how will students remember the emergency that resulted in school closure? While the CLP attempts to bring some normalcy and routine to students' lives, teachers should not ignore the opportunities resulting from school closure either. Teachers might ask students to keep a daily journal or diary for the duration of the crisis. Personal journaling and/or other creative writing assignments could help students process their thoughts, worries, and emotions, particularly in times of crisis. Students might use other media as well, including video, drawing, painting, and music. Moreover, the crisis might also provide other real-life opportunities to study scientific phenomena associated with the crisis, how the media is reporting the incident, how governments are responding, and many other opportunities to seize the moment and design new learning transdisciplinary experiences for our students.

6—Provide space for personalized learning

Continuity of learning can provide opportunities for students to personalize what, how, and when they learn. Students can move flexibly and freely through content when teachers develop creative learning opportunities. Personalized learning can also provide students with the opportunity to learn at different paces (e.g., Khan Academy).

7—Designers of experience; facilitators of learning

In shifting to this type of learning, it is especially important for teachers to think of themselves as designers of experiences and facilitators of learning (as opposed to distributors of knowledge). This is a great opportunity to shift teacher instruction from “Sage on the Stage” to the “Guide on the Side.” Teachers are encouraged to work collaboratively in developing lessons. The CLP places a premium on a teacher's ability to think more deeply about how to introduce content, design experiences, and coach students with thoughtful, specific feedback. Teachers should establish conditions where students have a clear sense of purpose, opportunities to express themselves, and experiences that allow them to work toward mastery. This will help students stay motivated and engaged in learning even when they are not physically at school.

8—Design asynchronous (not at the same time) learning experiences

When school is closed, teachers can still connect with their students asynchronously. For example, teachers can use familiar learning platforms, discussion forums, or other online tools to allow for student responses and dialogue knowing that students might not all be online at the same exact time. Teachers may also design synchronous (at the same time) experiences as long as they can be recorded and later shared in the event a student cannot participate live.

10—Think differently about tracking progress

Tracking progress is one of the most challenging adjustments for teachers new to this type of learning. Thinking differently about assessment will positively influence the experience for students, leverage the strengths of the CLP, and prevent frustration on the teacher's part when traditional methods do not work.

Staff Roles & Responsibilities

All stakeholders will contribute to the effective implementation of this Continuity of Learning Plan. A brief overview of roles and responsibilities of school personnel are delineated below. Most of the on-going roles and responsibilities of school personnel will not be listed below as there are many similarities between remote learning and in-person learning. This chart attempts to identify a few areas that may be specific to the Continuity of Learning Plan. Staff should know that they may be assigned other duties as determined by their supervisor. The implementation of this plan signifies a significant emergency. All staff will be asked to help in any way needed to ensure an equitable learning experience for students. While working remotely, staff will be expected to engage in teaching and learning practices such as planning, remote meetings, Google Classroom, Google Chats, Google Meets, video conferencing, email, message exchanges, and others as applicable.

- A. Teaching staff will work from a remote location and will be available between the hours of 8:00 a.m. and 4 p.m. by email or other form of acceptable electronic communication to support students who are working on assignments, assist families, or reply to questions and requests. Staff will check their emails a minimum of three times per day, preferably once in the morning, once mid-afternoon, and once late-afternoon with a general goal of 24-hour response.
- B. Teaching staff who do not have regular classroom teaching responsibilities will, following guidance from administration, reach out to families on their caseload to provide guidance and support related to student goals.
- C. In the event a teaching staff member requires absence from work responsibilities, the member will report such absences through Frontline. The teacher will send a notification email to their classroom families and their principal.
- D. Staff will be in contact with students electronically via means such as email, Google Classroom, Google Meet, Google Chat or by phone. Should teachers choose to use their personal phone, teachers are strongly encouraged to utilize *67 to block their phone number.

All certified staff in the LEA will:

- In the event of an absence, communicate “maintenance activities” with your students for the day, or at the very least inform students that you will not be available on that specific day and that you will return the following day to continue learning. Please also communicate this with your principal. If the absence is extended beyond one day, please inform your school administration in addition to following the expected attendance procedures of reporting your absence in Frontline.

All non-certified staff will:

- If a staff member is “absent” or unable to fulfill job responsibilities, he/she would follow standard procedures for reporting absences and email or text their supervisor.

All administrators:

- If an administrator is “absent” he/she would follow standard procedures for reporting absences in Frontline and inform appropriate staff along with the Superintendent and direct supervisor.

School Personnel Roles & Responsibilities	
Central Office Administrators	<ul style="list-style-type: none"> ● Create and distribute CLP in collaboration with different stakeholders ● Establish clear channels of communication between all stakeholders (faculty, staff, families, students, and the Board of Education) ● Support faculty and students/families in transitioning to a new learning environment ● Assist principals and assistant principals in implementing the CLP in order to ensure a high-quality learning experience for all students ● Maintain essential district functions
Principals Assistant Principals	<ul style="list-style-type: none"> ● Assist stakeholders in the implementation of the CLP ● Maintain clear channels of communication between all stakeholders (faculty, staff, families, students) ● Create building-level office hours for staff to allow for coordination and communication between home and school ● Support students and families ● Mobilize building based staff to support student learning ● In the event of a long term absence, coordinate staff to provide lessons to students
Coordinator of Support Services	<ul style="list-style-type: none"> ● In consultation with the Director of Student Services, provide department specific communication to support implementation of the CLP across the district ● Conduct virtual department meetings to support staff in the implementation of the CLP ● Communicate support to families and staff
District Consultants/ Instructional Leaders/ Grade Level Facilitators	<ul style="list-style-type: none"> ● Provide department-specific communication to support implementation of CLP ● Provide direction and guidance on lessons and assessment practices

<p>Classroom Teachers including:</p> <ul style="list-style-type: none"> ● Art ● Language Arts ● Math ● Music ● Science ● Social Studies ● STEM ● PE ● World Language ● Electives ● Agri-Science 	<ul style="list-style-type: none"> ● Utilize district curriculum and familiar instructional resources to plan daily learning activities that address all content areas. ● Plan lessons for scheduled classes. ● Use online platforms that comply with Student Data Privacy Laws. ● Communicate (email, Google Classroom, phone call, etc.) with students/families on a regular basis ● General Education teachers should add all relevant support staff (special education teachers, Literacy Teachers, etc.) as teachers to their Google Classroom to increase differentiation of materials ● Provide timely feedback to support students' learning ● Reflect on the guidelines shared earlier and consider how to best implement them ● Weekly team meetings are strongly encouraged in order to coordinate the work.
<p>Special Education Teachers</p>	<ul style="list-style-type: none"> ● Contact each student/family on caseload to develop an Interim Support Plan ● Collaborate with general education teachers to modify student work as needed ● Provide learning materials that address the specific IEP goals for students on caseload ● Prepare annual/triennial review reports ● Log all attempts to support students/families ● Weekly team meetings are strongly encouraged in order to coordinate the work.
<p>School Social Worker School Counselors School Psychologists</p>	<ul style="list-style-type: none"> ● Contact each student/family on caseload to develop an Interim Support Plan ● Coordinate with other case managers and general education teachers ● Provide learning materials that address the specific IEP/504 goals for students on caseload ● Support students/families in crisis ● Prepare annual/triennial review reports ● Log all attempts to support students/families ● Weekly team meetings are strongly encouraged in order to coordinate the work. ● Enter outstanding Medicaid data
<p>Speech and Language Pathologists (SLP)</p>	<ul style="list-style-type: none"> ● Contact each student/family on caseload to develop an Interim Support Plan ● Coordinate with other case managers ● Provide learning materials that address the specific IEP/504 goals for students on caseload ● Prepare annual/triennial review reports ● Log all attempts to support students/families ● Enter outstanding Medicaid data ● Weekly team meetings are strongly encouraged in order to coordinate the work.

Library Media Specialists	<ul style="list-style-type: none"> ● Collaborate with colleagues to find resources for high-quality materials, learning experiences, and research ● Regularly check in with subject and classroom teachers to identify ways to support their lesson design and delivery ● Support educational technology needs ● Maintain and update online library site for obtaining resources ● Be available for teachers and students as needed for support ● Recommend texts through sites that address student and teacher needs
Literacy Teachers/Reading Interventionists Math Tutors	<ul style="list-style-type: none"> ● Provide targeted, tiered intervention to students ● Develop and share targeted, tiered intervention resources with teachers for identified students ● Weekly team meetings are strongly encouraged in order to coordinate the work.
IT Team	<ul style="list-style-type: none"> ● Support faculty and students/families in transitioning to a distance learning environment. Staff should not email IT staff directly, but instead they should continue to use Help Desk to request support. ● There is a link on ledyard.net under the Technology tab for students/families to request help. ● Review and share how-to tutorials to ensure teachers, students and families have the necessary manuals ● Be available remotely to provide on-demand tech support ● Audit usage to identify students or guardians who may be unavailable or out of reach
Custodians / Maintenance	<ul style="list-style-type: none"> ● Report to work as essential staff ● Take direction from the Director of Facilities

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Elementary Continuity of Learning Plan Information for Parents and Students

Goals:

- To maintain continuity of learning in a digital environment
- To maintain as many existing systems and learning routines as possible to provide continuity for staff and students in a digital learning environment
- To provide interim educational opportunities with support considerations that serve as a bridge between home and school during the closure

Terms and Definitions:

LPS will mainly use an asynchronous model for online teaching and learning:

- Asynchronous: Teachers post instruction and learning materials online. Students use the resources and complete work at their own pace within a set timeframe.

Schedule:

- Classroom teachers will be available between the hours of 8:00 a.m. and 4:00 p.m.
- Expect learning experiences similar to the school day to include:
 - English Language Arts - Reading and Writing
 - Math
 - Science/Social Studies - Project-Based Learning
 - Special's teachers will provide an activity weekly (on their scheduled special day) by 8:00 a.m.
 - Daily schedules/activities will be posted by 8:00 a.m. each day

If teachers are planning to do **live** instruction via Google Meet, WeVideo, etc., that instruction will take place at a designated time. Teachers will provide notice on the first day of each week of the scheduled **live** instruction dates so that students can plan accordingly. Live instruction will be recorded, as possible, and posted for later viewing or reference by students.

Mutual Expectations to Support Learning:

- Attendance
 - In an attempt to support student learning, participation, and families, your child's teacher will take daily attendance. This allows for monitoring of the continuity of learning process as it unfolds.
 - Please email the teacher if your child cannot participate on a given day or days.
 - Four or more consecutive absences will be reported to the administration to

help ensure access to resources and the well-being of the student

- Teacher responsibilities
 - Teachers will be responsive to student needs in a timely fashion
 - Teachers will check their emails a minimum of three times a day and will make every effort to respond within 24 hours
 - Teachers will design lessons and provide access to meaningful instruction
 - Teachers will post materials and assignments to Google Classroom or other identified learning platform(s)
 - Teachers will monitor student progress and provide feedback

- Student responsibilities
 - Students will take responsibility for their own learning (age-appropriate)
 - Students will complete assignments and respond to teacher posts
 - Students will ask for help when needed
 - Students will adhere to the LPS regulations related to communication and behavior

Links to tutorials and tech tools

For technology support - Email seanwilliams@ledyard.net

Links to resources:

[Ledyard Public Schools - Free Online Resources](#)

<https://sites.google.com/ledyard.net/ledyardedtech/home>



Middle School Continuity of Learning Plan Information for Parents and Students

Goals:

- To maintain continuity of learning in a digital environment
- To maintain as many existing systems and learning routines as possible to provide continuity for staff and students in a digital learning environment
- To provide interim educational opportunities with support considerations that serve as a bridge between home and school during the closure

Terms and Definitions:

LPS will mainly use an asynchronous model for online teaching and learning:

- Asynchronous: Teachers post instruction and learning materials online. Students use the resources and complete work at their own pace within a set timeframe.
- If teachers choose to hold class lessons via video/live, they will share that information in advance so it can be scheduled.

Schedule:

- Classroom teachers will be available between the hours of 8:00 a.m. and 4:00 p.m.
- Ledyard Middle School will follow the existing White Day / Blue Day rotation. (attached).
- Our school day will function as follows:

Block 1 -----> 8:15am- 9:00am

Block 2 -----> 9:05am- 9:50am

Block 3 -----> 9:55am- 10:40am

Block 4 -----> 10:45am- 11:30am

LUNCH BREAK

Block 5 -----> 12:05pm- 12:50pm

Block 6 -----> 12:55pm- 1:40pm

Block 7 -----> 1:45pm- 2:30pm

Office Hours* -----> 2:30pm - 4:00pm

All teachers will be responsible for posting resources and assignments by 8:00 a.m. for the day's scheduled classes. If teachers are planning to do **live** instruction via Google Meet, WeVideo, etc., that instruction will take place during the time designated for that specific block and then be posted in their Google Classroom for viewing availability. Teachers will provide notice on the first day of each week of the scheduled **live** instruction dates so that students can plan accordingly. Live instruction will be recorded, as possible, and posted for later

viewing or reference by students.

Students will access core classes daily with unified arts classes meeting every other day following a White day/ Blue day rotation. This schedule will be shared and also noted in the Morning Announcement email.

Attendance:

- In an attempt for the school to track and support student learning and participation, daily attendance will be taken via a Google Form provided in a daily Morning Announcement email sent by the LMS Main Office at 8:00 a.m. This will allow for monitoring of the continuity of learning process as it unfolds.
- Teachers will know who is present in their classes by work participation and completion and will note that accordingly.
- Please email the Main Office if your child cannot participate on a given day or days.
- Four or more consecutive absences will be reported to the administration to help ensure access to resources and the well-being of the student.

Teacher responsibilities:

- Teachers will be responsive to student needs in a timely fashion.
- Teachers will check their emails a minimum of three times a day and will make every effort to respond within 24 hours.
- Teachers will design lessons and provide access to meaningful instruction.
- Teachers will post materials and assignments to Google Classroom.
- Teachers will monitor student progress and provide feedback and, as appropriate, scores for completed assignments.

Student responsibilities:

- Students will take responsibility for their own learning
- Students will complete assignments and respond to teacher posts as directed
- Students will ask for help when needed
- Students will adhere to the LPS regulations related to communication and behavior

Links to tutorials and tech tools

For technology support - Email seanwilliams@ledyard.net

Add links for students and parents here

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High School Continuity of Learning Plan Information for Parents and Students

Goals:

- To maintain continuity of learning in a digital environment
- To maintain as many existing systems and learning routines as possible to provide continuity for staff and students in a digital learning environment
- To provide interim educational opportunities with support considerations that serve as a bridge between home and school during the closure

Terms and Definitions:

LPS will mainly use an asynchronous model for online teaching and learning:

- Asynchronous: Teachers post instruction and learning materials online. Students use the resources and complete work at their own pace within a set timeframe.

Schedule:

Classroom teachers will be available between the hours of 8:00 a.m. and 4:00 p.m.

Ledyard High School will follow the existing A/B rotation (attached).

Our school day will function as follows:

Block 1 -----> 8:15am - 9:30am

Block 2 -----> 9:45am - 11:00am

LUNCH BREAK

Block 3 -----> 11:45am - 1:00pm

Block 4 -----> 1:15pm - 2:30pm

Office Hours* -----> 2:30pm - 4:00pm

All teachers will be responsible for posting resources and assignments by 8:00 a.m. for the day's scheduled classes. If teachers are planning to do *live* instruction via Google Meet, Zoom, etc., that instruction will take place during the time designated for that specific block. Teachers will provide notice on the first day of each week of the scheduled live instruction dates so that students can plan accordingly. Live instruction will be recorded, as possible, and posted for later viewing or reference by students.

In keeping with the typical school schedule, classes will meet five times over a two-week period, alternating for meetings every other day. Students will retain access to both core courses and elective area courses.

*During office hours, teachers will be responsive to student requests for assistance or further instruction.

Attendance:

- In an attempt for the school to track and support student learning and participation, daily attendance will be taken via a Google Form provided in a daily email sent by Mrs. Fagan at 8:00 a.m. This will allow for monitoring of the continuity of learning process as it unfolds.
- Teachers will know who is present in their classes by work participation and completion and will note that accordingly.
- Please email the teacher if your child cannot participate on a given day or days.
- Four or more consecutive days of absences will be reported to the administration to help ensure access to resources and the well-being of the student.

Teacher responsibilities:

- Teachers will be responsive to student needs in a timely fashion.
- Teachers will check their emails a minimum of three times a day and will make every effort to respond within 24 hours.
- Teachers will design lessons and provide access to meaningful instruction.
- Teachers will post materials and assignments to Google Classroom.
- Teachers will monitor student progress and provide feedback and, as appropriate, scores for completed assignments.

Student responsibilities:

Students will take responsibility for their own learning.

Students will complete assignments and respond to teacher posts as directed.

Students will ask for help when needed.

Students will adhere to the LPS regulations related to communication and behavior.

Links to tutorials and tech tools:

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Continuity of Learning Plan Information for Elementary Teachers

Goals:

- To maintain continuity of learning in a digital environment
- To maintain as many existing systems and learning routines as possible to provide continuity for staff and students in a digital learning environment
- To provide interim educational opportunities with support considerations that serve as a bridge between home and school during the closure

Terms and Definitions:

LPS will mainly use an asynchronous model for online teaching and learning:

- Asynchronous: Teachers post instruction and learning materials online. Students use the resources and complete work at their own pace within a set timeframe.

Schedule:

- Classroom teachers will be available between the hours of 8:00 a.m. and 4:00 p.m.
- Expect learning experiences similar to the school day to include:
 - English Language Arts - Reading and Writing
 - Math
 - Science/Social Studies - Project-Based Learning
 - Special's teachers will provide an activity (on their scheduled special day) by 8:00 a.m.
 - Daily schedules/activities will be posted by 8:00 a.m. each day
 -

If teachers are planning to do **live** instruction via Google Meet, WeVideo, etc., that instruction will take place at a designated time. Teachers will provide notice on the first day of each week of the scheduled **live** instruction dates so that students can plan accordingly. Live instruction will be recorded, as possible, and posted for later viewing or reference by students.

Mutual Expectations to Support Learning:

- Attendance
 - In an attempt to support student learning, teachers will take daily attendance. This allows for monitoring of the continuity of the learning process as it unfolds.
 - If a child cannot participate on any given day or days, parents and families should be contacting their child's teacher.
 - Four or more consecutive absences will be reported to the administration to help ensure access to resources and the well-being of the student.
- Teacher responsibilities
 - Teachers will be responsive to student needs in a timely fashion
 - Teachers will check their emails a minimum of three times a day and will make every effort to respond within 24 hours
 - Teachers will design lessons and provide access to meaningful instruction

- Teachers will post materials and assignments to Google Classroom or other identified learning platform(s)
- Teachers will monitor student progress and provide feedback
- Teachers will collaborate regularly with grade level colleagues to support this continuity of learning.
- Student responsibilities
 - Students will take responsibility for their own learning (age-appropriate)
 - Students will complete assignments and respond to teacher posts as directed
 - Students will ask for help when needed
 - Students will adhere to the LPS regulations related to communication and behavior

Workload:

Learning Activities should be prepared and shared with students by 8:00 a.m. daily for respective classes held that day (especially unified arts). In an attempt to help students and parents understand and support learning goals, the following components of content and learning goals are recommended:

Weekly Goal: What is the goal for the week? Keep this simple.

Competencies Related: Please share and state the core standards that will be focused on during this learning unit. Please explain this in a parent-friendly language in case there is a need for them to understand the purpose of their child's learning.

Content Progression: Please share with students and parents how this week's content (and skills) are related to previous content and how it will connect to future content that will be covered.

Learning Activities: These are the types of activities that students will be able to participate in while at their homes. These should be varied in type and access. Examples are reading excerpts and comprehension questions; linked (and vetted) videos; engaging in research and inquiry; incorporation of non-fiction reading passages; varied reflection activities; facilitating collaborative learning projects among students, and traditional questioning provided electronically in Google or other prepared methods.

Demonstration of Proficiency: The manner in which you expect students to show you that they have understood and have proficiency in the content and skills that you have taught and facilitated during this unit. Methods of demonstration may be student-created video; Google Meet dialogue, creation of a slideshow, document, etc.; portfolio materials, photographs; or traditional shared document or assessment.

Links to tutorials and tech tools

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Add links for students and parents here

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Continuity of Learning Plan Information for Middle School Teachers

Goals:

- To maintain continuity of learning in a digital environment
- To maintain as many existing systems and learning routines as possible to provide continuity for staff and students in a digital learning environment
- To provide interim educational opportunities with support considerations that serve as a bridge between home and school during the closure

Terms and Definitions:

LPS will mainly use an asynchronous model for online teaching and learning:

- Asynchronous: Teachers post instruction and learning materials online. Students use the resources and complete work at their own pace within a set timeframe.

Schedule:

- Classroom teachers will be available between the hours of 8:00 a.m. and 4:00 p.m.
- Ledyard Middle School will follow the existing White Day / Blue Day rotation. (attached).
- Our school day will function as follows:

Block 1 -----> 8:15am- 9:00am

Block 2 -----> 9:05am- 9:50am

Block 3 -----> 9:55am- 10:40am

Block 4 -----> 10:45am- 11:30am

LUNCH BREAK

Block 5 -----> 12:05pm- 12:50pm

Block 6 -----> 12:55pm- 1:40pm

Block 7 -----> 1:45pm- 2:30pm

Office Hours* -----> 2:30pm - 4:00pm

All teachers will be responsible for posting resources and assignments by 8:00 a.m. for the day's scheduled classes. If teachers are planning to do **live** instruction via Google Meet, WeVideo, etc., that instruction will take place during the time designated for that specific block. Teachers will provide notice on the first day of each week of the scheduled **live** instruction dates so that students can plan accordingly. Live instruction will be recorded, as

possible, and posted for later viewing or reference by students.

Students will access core classes daily with unified arts classes meeting every other day following a White day/ Blue day rotation. This schedule will be shared and also noted in the Morning Announcement email.

Attendance:

- Daily attendance will be taken via a Google Form provided in a daily Morning Announcement email sent by the LMS Main Office at 8:00 a.m.
- Teachers will know who is present in their classes by work participation and completion and will note that accordingly.
- Please email the Main Office if your child cannot participate on a given day or days.
- Four or more consecutive absences will be reported to the administration to help ensure access to resources and the well-being of the student.

Teacher responsibilities:

- Teachers will be responsive to student needs in a timely fashion.
- Teachers will check their emails a minimum of three times a day and will make every effort to respond within 24 hours.
- Teachers will design lessons and provide access to meaningful instruction.
- Teachers will post materials and assignments to Google Classroom.
- Teachers will monitor student progress and provide feedback and, as appropriate, scores for completed assignments.

Student responsibilities:

- Students will take responsibility for their own learning.
- Students will complete assignments and respond to teacher posts as directed.
- Students will ask for help when needed.
- Students will adhere to the LPS regulations related to communication and behavior.

Availability:

- Teachers will receive a daily Morning Announcements email that contains the information shared with students as well as teacher-specific information
- There will be routine and scheduled weekly Faculty Meetings held in Google Meet in order to support and share updated information as it pertains

Workload:

Learning Activities should be prepared and shared with students by 8:00 a.m. daily for respective classes held that day (especially unified arts). In an attempt to help students and parents understand and support learning goals, I recommend maintaining the following components of content and learning goals:

Weekly Goal: What is the goal for the week? Keep this simple.

Competencies Related: Please share and state the core standards that will be focused on during this learning unit. Please explain this in a parent-friendly language in case there is a need for them to understand the purpose of their child's learning.

Content Progression: Please share with students and parents how this week's content (and skills) are related to previous content and how it will connect to future content that will be covered.

Learning Activities: These are the types of activities that students will be able to participate in while at their homes. These should be varied in type and access. Examples are reading excerpts and comprehension questions; linked (and vetted) videos; engaging in research and inquiry; incorporation of non-fiction reading passages; varied reflection activities; facilitating collaborative learning projects among students, and traditional questioning provided electronically in Google or other prepared methods.

Demonstration of Proficiency: The manner in which you expect students to show you that they have understood and have proficiency in the content and skills that you have taught and facilitated during this unit. Methods of demonstration may be student-created video; Google Meet dialogue, creation of a slideshow, document, etc.; portfolio materials, photographs; or traditional shared document or assessment.

Assessment:

It is expected that teachers provide feedback for all student work and if there is clear and full participation then grades may be assigned based on your discretion.

Links to tutorials and tech tools

For technology support - Email seanwilliams@ledyard.net

Add links for students and parents here

[Ledyard Public Schools - Free Online Resources](#)

<https://sites.google.com/ledyard.net/ledyardedtech/home>



Continuity of Learning Plan Information for High School Teachers

Goals:

- To maintain continuity of learning in a digital environment
- To maintain as many existing systems and learning routines as possible to provide continuity for staff and students in a digital learning environment
- To provide interim educational opportunities with support considerations that serve as a bridge between home and school during the closure

Terms and Definitions:

LPS will mainly use an asynchronous model for online teaching and learning:

- Asynchronous: Teachers post instruction and learning materials online. Students use the resources and complete work at their own pace within a set timeframe.

Schedule:

Classroom teachers will be available between the hours of 8:00 a.m. and 4:00 p.m.

Ledyard High School will follow the existing A/B rotation (attached).

Our school day will function as follows:

Block 1 -----> 8:15am - 9:30am

Block 2 -----> 9:45am - 11:00am

LUNCH BREAK

Block 3 -----> 11:45am - 1:00pm

Block 4 -----> 1:15pm - 2:30pm

Office Hours -----> 2:30pm - 4:00pm

All teachers will be responsible for posting resources and assignments by 8:00 a.m. for the day's scheduled classes. If teachers are planning to do *live* instruction via Google Meet, Zoom, etc., that instruction will take place during the time designated for that specific block. Teachers will provide notice on the first day of each week of the scheduled live instruction dates so that students can plan accordingly. Live instruction will be recorded, as possible, and posted for later viewing or reference by students.

Attendance:

- In an attempt for the school to track and support student learning and participation, daily attendance will be taken via a Google Form provided in a daily email sent by Mrs. Fagan at 8:00 a.m. This will allow for monitoring of the continuity of learning process as it unfolds.
- Teachers will monitor student attendance through participation/completion of activities.
- Teachers will report two or more consecutive days of absences/non-participation to the administration to help ensure access to resources and the well-being of the student.

Teacher responsibilities:

- Teachers will design lessons and provide access to meaningful instruction.
- Teachers will post resources and assignments via Google Classroom or email by 8:00 a.m. for the day's scheduled classes.
- Teachers will release a schedule for planned **live** instruction, as applicable, on the first day of the week so that students can plan accordingly.
- Teachers will be responsive to student needs in a timely fashion.
- Teachers will check their emails a minimum of three times a day and will make every effort to respond within 24 hours.
- Teachers will monitor student progress and provide feedback and, as appropriate, scores for completed assignments.

Student responsibilities:

Students will take responsibility for their own learning.

Students will complete assignments and respond to teacher posts as directed.

Students will ask for help when needed.

Students will adhere to the LPS regulations related to communication and behavior.

Workload:

Learning Activities should be prepared and shared with students by 8:00am daily for the classes held on that day of the A/B rotation. In an attempt to help students and parents understand the **what** and the **why** of our instruction, I recommend a communication structure that addresses the following:

Weekly Goal: What is the goal for the week? Keep this simple.

Competencies Related: Articulate the standards, essential questions, or learning objectives on which you are focused.

Content Progression: Please share with students and parents how this week's content (and skills) are related to previous content and how it will connect to future content that will be

covered.

Learning Activities: These are the types of activities that students will be able to participate in while at their homes. These should be varied in type and access. Examples include (but are not limited to) reading excerpts and comprehension questions; linked (and vetted) videos; engaging in research and inquiry; incorporation of non-fiction reading passages; varied reflection activities; hands-on or performance tasks; and traditional questioning provided electronically in Google or other prepared methods.

Demonstration of Proficiency: Learning activities should be designed in such a way that students can show you that they have understood and have proficiency in the content and skills during this unit.

Assessment:

Teachers will monitor student progress and provide feedback and, as appropriate, scores for completed assignments.

Links to tutorials and tech tools:

For technology support - Email seanwilliams@ledyard.net

Add links for students and parents here

[Ledyard Public Schools - Free Online Resources](#)

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Continuity of Learning Plan Guidelines for Parents and Students

The guidelines provided below are intended to help students and families think about what they can do to find success when the Continuity of Learning Plan (CLP) is in place.

1—Establish routines and expectations

Students and families should do their best to establish routines and expectations for continued learning. Establish times to complete school work and keep routines as normal as possible. Students should move regularly and take breaks as they complete work.

2—Define the physical space for learning

Students and families should establish a space/location where students can learn best. Create or identify a comfortable, quiet space in your home where students can work effectively and successfully with minimal interruption.

3—Monitor communications from teachers, principals, and district administrators

The home/school connection continues to be of utmost importance. In the event of extended closure, teachers will communicate with students and families primarily through email and/or Google Classroom.

Families should regularly check online platforms to look for announcements and feedback from teachers. Reach out to teachers with any questions or concerns. Learn about the various learning platforms (e.g. Google Classroom, Google GSuite, Seesaw, etc.) students are familiar with and utilize in the classroom.

4—Begin and end each day with a check-in

Students and families should discuss the schedule for the day's learning. Identify goals, plan how to spend time, determine what resources are required, and plan for any necessary supports. This brief grounding conversation matters. It allows students to process the instruction that has been/will be shared. It helps everyone stay organized and highlights priorities.

5—Actively and collaboratively work to process learning

Students learn best when they have opportunities to process learning with others. Beyond the check-ins recommended, students and families should regularly engage in discussions about what students are learning.

It is important that students complete their own work; parents/guardians should not complete assignments even when students are struggling. Students should continue to complete assignments with integrity and academic honesty, doing their best work.

Students should do their best to meet timelines, commitments, and due dates. Communicate proactively with teachers when deadlines cannot be met or additional support is required. Please remember to comply with LPS's Acceptable Use Policy, including expectations for online behavior and etiquette.

6—Establish times for quiet and reflection

A challenge for families with multiple children is how to manage all of their children's needs, especially when those children are different ages and have different skill sets. There may be times when siblings will need to work in different rooms to avoid distraction. Families may even experiment with noise-canceling headphones (no music necessary) to block out distractions.

7—Encourage physical activity and/or exercise

Remember to move and exercise. This is vitally important to health, well-being, and learning. It is important for families to model and encourage exercise.

8—Remain mindful of potential stress or worry

It is important for students and families to help manage the worry, anxiety, and range of emotions they may experience. Difficult though it may be, parents/guardians should do their best not to transfer their stress or worry to their children. Students feel anxious, whether they admit it or not, and need as much of a normal routine as families can provide. Families should reach out to teachers, school counselors, school social workers and/or psychologists for additional support.

Resources to support young children include:

[CenterVention](#) - Social Emotional Learning Activities

[30 Activities for Families](#)

[Activities and Games](#)

[Activities to Teach Kids about Emotions](#)

9—Monitor how much time is being spent online

Students should not be staring at a computer screen for 7-8 hours a day. Principals, teachers, and/or LPS staff will regularly check in to assess and receive feedback about what you are seeing at home and what may need to be adjusted. LPS thanks you in advance for your patience and partnership!

10—Stay social, but set rules around social media interactions

The initial excitement of school being closed will fade quickly as students start missing their friends, classmates, and teachers. Families should help maintain contact with friends as

appropriate. Parents/guardians should monitor social media use, especially during an extended school closure.

11—School Expectations Regarding Continuity of Learning

Although learning will occur outside the classroom, school rules and expectations still apply. Disciplinary actions will be taken by administrations if students violate school rules and/or the technology acceptable use policy. Go Guardian will continue to be used to monitor student activity. It is important to note that classroom teachers will log incidences of families who do not participate and will share the log with their building principal.

I have a question....whom do I contact?

For questions about....	Contact
A course, assignment or resource	The classroom teacher and/or case manager
A technology-related problem or issue	The classroom teacher and/or seanwilliams@ledyard.net
A personal, academic or social-emotional concern	Assigned school counselor and/or teacher; school social worker; school psychologist, or a building administrator Parents/guardians should contact 911 or 211 or Ledyard Police Department for emergency/crisis situations
Other issues related to the CLP	The principal or assistant principal



Office of Student Services

• 4 Blonder Park Blvd, Ledyard, CT 06339 • Phone 860.464.9255 • Fax 860.464.8589 •

Continuity of Learning Plan for Special Education, 504 & Related Services

This continuity of learning plan is designed to support opportunities for students and teachers to stay connected, while remaining flexible and sensitive to the needs of students, staff, and families. As special educators, we understand the importance of continuity of instruction for our students with disabilities. In this unprecedented situation, we remain committed to ensuring to the best of our ability that our students have equal access to educational opportunities, as well as, to continue to maintain those skills outlined in their Individual Education Plan to the maximum extent possible through support considerations.

Phase 1: Making Contact

1. Case managers will contact families to solicit input regarding interest and desire to access support considerations (outlined below)
2. Case managers will submit a google form to the Central Office for each student on their caseload to document the agreed upon Support Considerations for the creation of the Interim Support Plan
3. Case managers will coordinate with related service providers to share the families interest in those services
4. Case managers will email parents with a summary of the agreed upon Interim Support Plan
5. Case managers will log ALL contacts on the School Closure Service Log Form located in the student's Google Drive folder provided to them

Phase 2: Planning for Learning

1. Special Education teachers and related service providers will develop materials/activities aligned with IEP goals/objectives to be shared with the student/family. These activities can be hard copy or web-based. All plans should be documented in the format of your choosing within the student's Google Drive folder.
2. Documentation of delivery of materials and communication about materials must be logged on the School Closure Service Log within the student's Google Drive folder.

Phase 3: Monitoring Progress

1. According to the expectations outlined for each category of specialist, progress monitoring is required. IEP goals/objectives will be reported on as usual at the end of the school year.

Ledyard Public Schools Support Consideration Options

<i>Service</i>	<i>Support Consideration Options</i>
<i>Academic Support</i>	Special education teacher support for classroom-based learning activities through phone consult, email communication, video consult, and/or modification of materials.
<i>Support for Individualized Interim Educational Activities</i>	Special education teacher support for IEP specific learning activities through phone consult, email communication, video consult, and/or modification of materials
<i>Social/Emotional Support (informal)</i>	School psychologist, Social Worker, or Guidance Counselor will support students through phone consult, email communication, and/or video consult.
<i>Related Services (Modified)</i>	For those students who have services provided by a SLP, School Psychologist or Social Worker in their IEP or 504 plan, the service provider will develop material to support maintenance of skills related to goals/objectives while connecting with the student/family through phone consult, email communication, and/or video consult.
<i>ABA/DTI</i>	Special education teacher will share programs and supports with families to engage in at home. BCBA support will be provided through phone consult, email communication, and/or video consult.

Faculty Expectations

Special Education Teachers

- Contact each student/family for whom you provide case management in order to develop the **Interim Support Plan**. All contact information is in Powerschool and in IEP Direct.
- Access Google folders that were created for you and your students. Research and upload learning materials that would be useful for each individual student based on their IEP goals/objectives and share with families.
- Reassure those families who had scheduled meetings during this closure that they will be rescheduled upon school reopening.
- Prepare annual/triennial review reports for meetings that would have occurred during the closure and those to be held once school resumes
- Log every contact or attempt to contact a family to offer support/assistance to students on the form provided
- Collaborate with general education teachers about necessary modifications for students
- Provide resources to Director of Student Services to be added to the Student Services Google Classroom to share with the district team

Related Service Providers

- Contact each student/family for whom you are the **case manager** to develop an **Interim Support Plan**. All contact information is in Powerschool and in IEP Direct.
- Communicate with the case managers of those you provide services to in order to develop the student's **Interim Support Plan** *for your service*.
- Complete Google Form for CO outlining Interim Support Plan information for tracking purposes (*only those you case manage*)
- Access Google folders that were created for you and your students. Research and upload learning materials that would be useful for each individual student based on their IEP goals/objectives and share with families via email. Parents may request hard copies if necessary.
- Prepare annual/triennial review reports for meetings that would have occurred during the closure and those to be held once school resumes
- Reassure those families who had scheduled meetings during this shutdown that they will be rescheduled upon school reopening.
- Log every contact or attempt to contact families/students to offer support/assistance in the Compuclaim portal (ALL students, not only Medicaid eligible).
- Enter outstanding Medicaid data into the portal since August