Continuity of Learning Plan

Component 1 : Overview

Talbot County Public Schools is committed to ensuring that every student graduates college and career ready. Our instructional program is grounded in delivering the highest quality learning opportunities to our students at all grade levels. The interruption of our regular schooling program does not change that foundation. Talbot County Public Schools' (TCPS) Continuity of Learning Plan is crafted to maintain our focus on the needs of all students even while learning in our traditional model is interrupted by the Covid-19 pandemic.

Foundational to our Continuity of Learning plan is an effort to reconnect students to their teachers and learning in the hopes of providing some sense of normalcy in this uncertain and stressful time. It is important to note that our plan focuses on the key standards, not the entire scope and sequence of a course or grade level. The plan is not intended to replicate the regular classroom experience as students will not have the benefit of real-time teacher instruction to the extent that they do on a regular school day. The plan does provide course or grade level learning activities that are aligned with the Maryland College and Career Ready Standards and that are designed to be accessible to all students. While these activities are constructed to be completed more independently than regular classroom assignments, our plan provides opportunity for students to ask questions and engage with their teacher(s) remotely during scheduled "office hour" times, includes access to directions and models for the learning, incorporates instructional videos, and provides additional online resources to support student learning.

Delivery Model:

TCPS is fortunate to have made an investment in our students' learning by employing technology devices for all students kindergarten through grade 12 in a 1:1 environment. All students grade 6-12 have access to a school issued laptop that they took home with them on March 13. iPads for Kindergarten through grade 5 students were distributed for home use during this period of school closure during the week of March 30. 92% of elementary students Kindergarten through grade 5 now have access to their school issued iPads at home (1778/1928).

Given the availability of technology devices, the majority of students will be using their school issued iPad or laptop to access learning activities on FROG, our student learning management system.
- The core learning activities all students in that course or grade level are to complete will be posted on FROG. These are the tasks teachers will be reviewing to monitor student progress in meeting the key learning objectives.
- In addition, each teacher will be posting additional learning tasks that students may choose to complete for more practice or enrichment.
- Teacher FROG sites will also include short videos, screencasts, and other features to assist students in their learning.

The TCPS Continuity of Learning plan implements a parallel delivery model for student engagement. This is imperative in our rural community where internet is unreliable or in some parts of the county, unavailable. Learning packets will be mailed to students who do not have access to internet.
Learning packets will contain all the materials for the core tasks, scripted direction for some elementary components (such as ELA), instructional notes, and when appropriate, additional enrichment.

- Students will keep the completed packets and return them to their teachers for feedback when schools reopen.
- Teachers will contact students by phone to check on progress and when possible receive screenshots of students completed work to review.

Students and parents can access FROG through these steps:
- Go to this URL on any web browser (Google Chrome is preferred) https://frog.tcps.k12.md.us This will bring you to the log in screen.
- Enter your child's login credentials provided to you by the school.
- Contact your child's teacher if you do not have your child's login information.
- Students in grade 6-12 are well-versed in the use of FROG. They have been using it daily as a component of their regular instruction.
- lementary students may initially need some additional support or reminders about the login process.

In addition to FROG, TCPS will use the following online platforms to support our Continuity of Learning delivery model and collaboration among faculty, students, and families:
- TCPS email. Currently all staff and students in grades 9-12 have TCPS email address. TCPS is exploring extending TCPS email to students in grades 6-8 to facilitate greater communication specific to individual student needs.
- Google Meet for online video conferencing.

TCPS recognizes that students and parents may need support with the technology or device repairs during the implementation of our continuity of learning plan. We have established a Technology Helpdesk that is available at helpdesk@talbotschools.org to assist with laptop or iPad issues. Technicians will also be available at two locations, Easton High School and the St. Michaels campus, twice a week to provide loaner devices if the issue warrants the need for more extensive repair.

Component 2: Roles and Responsibilities

The primary role of all TCPS staff is to facilitate teaching and learning. Below is an outline of the roles and responsibilities assigned to staff during the period of our Continuity of Learning plan. It is important to note that the list is not exhaustive, and as our plan evolves based on student needs and continued parameters from state officials, roles and responsibilities may change.

District Leadership Team
- Develop Framework for Continuity of Learning.
- Communicate Continuity of Learning plan to all stakeholders.
- Engage in collaboration with MSDE to ensure compliance with expectations for Continuity of Learning.
- Work with local officials to coordinate communications and resources.
- Develop and implement system for meal distribution to support student readiness for learning.
- Deploy technology resources to support Continuity of Learning and establish parameters for technology support for staff, students, and parents.
- Facilitate weekly meetings with school administration to foster effective communication and thus maximize implementation of Continuity of Learning.
- Coordinate packet preparation and distribution.

Curriculum Supervisors
- Coordinate initial learning packet materials (March 13, March 20 distribution).
- Provide leadership to content teachers in identifying key standards and development of core learning tasks.

- Implement weekly content meetings and grade level meetings to support teacher collaboration.
- Provide curriculum resources and technology support to teachers to support Continuity of Learning implementation.
- Promote school leadership knowledge of content and grade specific learning tasks and provide support to school leadership as needed to support student learning.
- Deliver core learning tasks to central office staff for printing and packet distribution.
- Enlist support of Supervisor of Special Education and Supervisor of ESOL to integrate supports for students with special needs.
- Provide enrichment suggestions to teachers for inclusion on their FROG sites.
- Participate in MSDE facilitated meetings.
- Participate in curriculum and leadership meetings.

School Leadership

- Ensure that all school staff is aware of this Continuity of Learning Plan and their roles and responsibilities.
- Ensure that staff communicates with parents by phone during the week of March 30th.
- Monitor the weekly phone calls that teachers are making to students to check in.
- Support and monitor implementation of Continuity of Learning Plan and accountability to student learning by monitoring teacher FROG.
- Communicate with and provide timely feedback to students, families, staff and colleagues.
- Attend content or grade level meetings throughout the week.
- Check all gradebooks for quarter 3 grades and contact lists of teachers to make sure they are making a good faith effort.
- Remain patient, positive, and supportive with staff since they are all in different places on the continuum of distance learning.
- Conduct weekly virtual staff meetings to check-in.
- After monitoring FROG pages, highlight staff by having them share something they have done that appears to be effective for student engagement and learning.
- Work with special education secretary and case managers to re-scheduled or scheduled meetings.
- Google meet with guidance counselors to discuss master schedule for 2020-2021 and contact with most vulnerable students.
- Revisit list of students needing packets to make sure it is accurate. Update weekly as needed.
- Continue to interview and recommend staffing as needed.
- Ensure that daily office hours are being established and posted by all teachers.

Content Teachers
- Communicate with parents by phone during the week of March 30th to connect with families and determine best modes of communication and availability of reliable internet access. Communicate this to school administration.
- Complete training modules to support delivery of instruction through FROG.
- Participate in weekly content meetings hosted by curriculum supervisor.
- Engage in grade level, content specific team collaboration to prepare weekly core student learning tasks aligned to MCCSS and priority standards identified.
- Update FROG page weekly with core tasks, enrichment activities, and other course specific learning opportunities.
- Monitor student progress on core learning tasks and provide appropriate feedback.
- Make weekly phone calls to students to check in/touch base on academic needs and overall well-being.
- Establish office hours.
- Provide class meeting opportunities through the use of Google Meet.
- Collaborate with special education, EL, and other specialists to provide appropriate scaffolding to meet

student needs.

- Serve as a team participant in IEP, 504, MLIP meetings as required and appropriate.
- Engage in weekly school-based meetings as assigned by school administration.
- Respond to parent and student communication through online platforms within 24 hours.
- Communicate with school administration as they monitor Continuity of Learning.

Gifted and Talented Teachers

In addition to the items outlined for Content Teachers:
- In the event that the GT teacher is not also the classroom teacher, GT teachers will support the classroom teacher by providing instructional resources.

ESOL Teachers

- Provide one on one support (with interpreter if needed) in learning how to use iPads, access Frog pages, access assignments via Google, and submit assignments.
- Bridge communication between students or families and content teachers, establishing preferred modes of communication so that students and families can easily contact teachers and vice versa.
- Scaffold grade level/course weekly required activities for EL access.
- Translate documents (directions, texts, tasks) for both parents and students.
- Collaborate with content teachers to integrate appropriate scaffolding and EL resources into Frog pages and some mailed content.
- Create individualized packets for newcomers for core content classes.
- Participate in Google meet class meetings with co-teachers or with grade level teachers.
- Hold office hours and Google meet class meetings, but also are making themselves available any time of the day so that families/students can contact them at their convenience.
- Create EL specific Frog pages with district and community resources (or links to resources), along with grade or course specific support, some are putting their EL Frog link on grade/content teacher Frog pages.
- Develop EFL 1 & 2 coursework and Sheltered English coursework.
- Provide integrated support in collaboration with content teacher.
- Monitor student progress and provide appropriate feedback.

Special Education Case Managers

- Participate in training modules to support the delivery of instruction through FROG.
- Participate in periodic virtual department meetings or trainings.
- Ensure assigned general education teachers have updated Individualized Continuity of
- Learning Plans, which include updated accommodations/supplementary aids and services and support them with online integration as needed.
- Ensure that each student assigned is connected to a general education teacher of record with administrative support as needed.
- Partner with general education teachers to assist with making accommodations to the online learning curriculum for the students on their caseload.
- Communicate with all parents of students on their caseload the first week to develop the Individualized Continuity of Learning Plan (ICLP) and how they will plan collaboratively with the teachers for the students to access the content of the distance learning lessons. ICLP will then be revised as needed throughout the distance learning period.
- Recommend other online learning platforms to parents that students might be able to access to support the maintenance of skills related to needs.
- Send individualized assignments and/or modified assignments to the Supervisor of Special Education for students who do not have internet access, so that they assignments can be mailed home.
- Continue to document and communicate IEP goal progress electronically.
- Support social emotional goals in collaboration with parent, counselor and social worker based upon

4

reported behaviors from the distance learning environment.

- Establish "office hours" weekly for students and/or parents to be able to check-in regarding work.
- Complete necessary IEP paperwork for annual IEP meetings and IEP Review meetings and participate in IEP meetings scheduled through Google Meet.

Special Education Related Service Provider

- Participate in trainings to support the delivery of instruction through FROG and Google Meet
- Partner with parents to provide services through a telehealth (virtual model) or through telecommunication.
- Provide services as outlined on the student's ICLP (Individualized Continuity of Learning Plan) with the parent/guardian supervising or assisting as necessary for modeling and to ensure student safety, e.g., during Physical Therapy for a student with an unsteady gait.
- Establish "office hours" weekly for parents to be able to ask questions between their sessions.
- Document each related service session on the documentation of related service log.
- Take data on individual student's goals during student's sessions and continue to document progress on goals according to each student's IEP.
- Document contacts with teachers and other related service providers.
- Complete necessary IEP paperwork for annual IEP meetings and IEP review meetings and participate in IEP meetings scheduled through Google Meet.

Special Education Central Office Staff (to include School Psychologist)

- Participate in trainings to support the delivery of instruction through FROG and Google Meet.
- Participate in periodic virtual department meetings or trainings.
- Participate in virtual state and national trainings that related to how to best serve students who receive special education services during the closure.
- Support Special Education Teachers and Related Service Providers by providing technical assistance, responding to questions, helping them complete documents, etc.
- Participate in IEP meetings scheduled through Google Meet.
- Develop new policies/procedures and forms for the county to use during the extended closure period (ie: Individualized Continuity of Learning Plan, guidelines to be used when completing the ICLP, etc.)
- Supervisor of Special Education and Special Education Administrative Assistant will mail home special education paperwork or work from special education teachers or related service providers.

Special Education Secretaries

- Contact parents/guardians to schedule IEP meetings.
- Complete Notice of IEP Meetings that can be emailed to parents or send to Supervisor of Special Education to be mailed.
- Set up Google Meet for IEP meeting and send information to all IEP meeting participants.
- Be present in IEP meetings and take minutes in the meetings.
- Send minutes for IEP meetings to special education case manager within 5 business days following the IEP meeting.
- Secure an interpreter for IEP meetings as necessary.

Instructional Assistants

- Participate in trainings to support special education teachers with delivery of instruction through FROG and Google Meet.
- Work under the supervision of the special education teacher to provide special education services to students as specified per their ICLP.
- Take data on individual student's goals during work sessions based on data sheets provided by the special education teacher.

Instructional Coaches (Literacy and Math)
- Complete training modules to support the delivery of instruction through FROG.
- Provide virtual professional development to staff as appropriate to support Continuity of Learning Plan and county strategic plan goals for literacy and mathematics.
- Curate and offer resources to teachers to support math and literacy instruction.
- Work in collaboration with curriculum supervisor in the development of core learning tasks.
- Participate in content meetings to identify areas of support for staff and students.
- Establish "office hours" (minimum 2 hours per day).

Media Specialists
- Complete training modules to support the delivery of instruction through FROG.
- Curate resources for teachers to support the development of high-quality online learning experiences for students.

Intervention Teachers
In addition to the items outlined for the Content Teachers:
- Develop early reading and reading comprehension skills through the use of research- based reading intervention specific to student needs.
- Create instructional videos to demonstrate what a "good reader" sounds like and how a "good reader" uses think alouds to make sense of what they are reading.
- Work with grade level reading teachers to design lessons that are scaffolded for students who are reading below grade level.

Elementary Counselors
- Participate in weekly virtual meetings with Student Services.
- Create and implement a regular schedule of contacting students/families on your caseload who may need additional support (students who are McKinney Vento, IKC, foster care; students who get mental health services, MLIP students, and any student on the DOWL).
- Schedule daily "office hours" (min. of 3 hours per day) when students/parents/guardian can contact you and get "real time" response via email and telephone.
- Complete at least one webinar a week from the ASCA website and keep documentation of date, time, and webinar topic.
- Push out resources (via website or emails) to parents and students to address various needs.
- Contacting all parents/guardians who have completed the Pre-Registration Form and complete the county registration form for each child.
- Plan with the parent/guardian for next steps to obtain necessary documents and complete the registration process.
- Participate in other assigned webinars and meetings as requested.
- Other duties as assigned by the school administrators.

Middle School Counselors
- Participate in weekly virtual meetings with Student Services.
- Create and implement a regular schedule of contacting students/families on your caseload who may need additional support (students who are McKinney Vento, IKC, foster care; students who get mental health services, MLIP students, and any student on the DOWL).
- Schedule daily "office hours" (min. of 3 hours per day) when students/parents/guardian can contact you and get "real time" response via email and telephone.
- Complete at least one webinar a week from the ASCA website and keep documentation of date, time, and webinar.
- Assist school administrators, as requested, with scheduling.

- Push out resources (via website or emails) to parents and students to address various needs.
- Reach out to students to initiate and complete their 5-year plans.
- Reach out to current 8th graders, and provide them and parent/guardians with materials to support transition to high school.
- Participate in other assigned webinars and meetings as requested.
- Other duties as assigned by the school administrators.

High School Counselors
- Participate in weekly virtual meetings with Student Services.
- Create and implement a regular schedule of contacting students/families on your caseload who may need additional support (students who are McKinney Vento, IKC, foster care; students who get mental health services, MLIP students, and any student on the DOWL).
- Schedule daily "office hours" (min. of 3 hours per day) when students/parents/guardian can contact you and get "real time" response via email and telephone.
- Complete at least one webinar a week from the ASCA website and keep documentation of date, time, and webinar.
- Assist school administrators, as requested, with scheduling.
- Push out resources (via website or emails) to parents and students to address various needs.
- Manage college application/search process through Naviance.
- Complete transcript audits for all students on caseload and contact students/parents as necessary to discuss issues.
- Participate in other assigned webinars and meetings as requested.
- Other duties as assigned by the school administrators.

Pupil Personnel Workers
- Participate in weekly virtual meetings with Student Services and counselors.
- Create and implement a regular schedule of contacting students/families on your caseload who may need additional support (students who are McKinney-Vento, IKC, foster care; students who get mental health services, MLIP students, and any student on the DOWL).
- Facilitate access to needed resources specifically for our McKinney-Vento students.
- Facilitate access to needed resources specifically for our ELL students.
- Schedule daily "office hours" (min of 3 hours per day) that students/parents/guardian can contact you and get "real time" response via email and telephone.
- Complete at least one webinar a week from the ASCA website and keep documentation of date, time, and webinar topic.
- Push out resources (via website or emails) to parents and students to address various needs.
- Contact all parents/guardians who have completed the Pre-Registration Form and have indicated they are homeless, in IKC, or in agency placement to complete the necessary forms for those students.
- Provide case management services for seniors to make sure progress toward graduation is continued.
- Facilitate enrollment and transfers of any students as necessary.
- Participate in other assigned webinars and meetings as requested.
- Other duties as assigned or requested.

Social Workers
- Participate in weekly virtual meetings with Student Services and counselors.
- Create and implement a regular schedule of contacting students/families on your caseload who may need additional support (students who are McKinney-Vento, IKC, foster care; students who get mental health services, MLIP students, and any student on the DOWL).
- Facilitate access to needed resources specifically for our students who have mental health needs.
- Provide intense case management services for students who have mental health challenges and assist their

families with supports as needed.

- Schedule daily "office hours" (min. of 3 hours per day) that students/parents/guardian can contact you and get "real time" response via email and telephone.
- Complete at least one webinar a week from the ASCA (or other approved) website and keep documentation of date, time, and webinar topic.
- Push out resources (via website or emails) to parents and students to address various needs.
- Provide case management services for students who were on your caseload for counseling prior to the closure.
- Participate in other assigned webinars and meetings as requested.
- Other duties as assigned or requested.

Students

- Dedicate appropriate time to learning, comparable to the school day, or as guided by your teachers.
- Check FROG for information and assignments daily. Most lessons will be asynchronous, meaning you are not in real time with your teacher.
- Attend as much as possible synchronous (real time) engagements offered by your teachers.
- Email or call teachers during office hours if you need assistance.
- Identify a comfortable and quiet place to study/learn.
- Submit all assignments in accordance with the directions provided by the teacher.
- Engage in all learning with academic honesty.
- Ensure your own social and emotional well-being by engaging in time for reflection, physical activity, conversation, and play. Make sure you practice appropriate social distancing when around others.

Parents

- Provide an environment conducive to learning (access to technology; safe and quiet space during daytime)
- Engage in conversations on posted material and assignments.
- Monitor time spent in online and offline learning
- Encourage attendance in synchronous engagements offered by your child's teachers.
- Contact your child's teachers if you have questions or concerns about your child's progress.
- Support emotional balance by providing ample room and time for reflection, physical activity, conversation, and play.

Component 3: Grade Level Schedules/Expectations

Teaching and learning is always a partnership between school and families. This is especially true in our current Continuity of Learning model. TCPS staff is committed to working collaboratively with parents and guardians to engage students in experiences that build academic skills and challenge students to think creatively about their learning. Teachers will continue to serve in their vital role in guiding, supporting, and engaging students in learning. TCPS staff will support families as they assist students in learning by providing core activities aligned with the key grade level standards but also building in options and flexibility by offering extension and enrichment activities.

In designing our Continuity of Learning plan, we were intentional in considering the developmental needs of students and in incorporating the recommended guidelines for time engagement in home learning, including limiting screen time.

It is imperative to remember that the Continuity of Learning core activities are not meant to stress students or families; the purpose is to provide students with opportunities to practice key skills and to focus on the standards essential to their progression to the next grade level. In crafting our Continuity of Learning plan, TCPS curriculum supervisors worked collaboratively with teachers in grade specific/course specific groups to identify key standards to be addressed. The standards in the TCPS Continuity of Learning plan are aligned with

those outlined in the Maryland State Department of Education Guidance for Continuity of Learning Standards documents.

There is no mandated time during the day when students must login to FROG to complete their work. Family schedules and needs will be different, so flexibility in scheduling is important. Some students may benefit from an effort to maintain a schedule consistent with the one in place prior to school closing. If so, the following may be useful as a guide, especially for younger learners and families:

Time	Activity
7:00-8:00	Wake-up routine, breakfast
8:00-8:30	Prepare for learning: find quite space, make sure iPad /computer is charged. Set personal goals for the day; regular school morning routines
8:30-10:30	Academic time in 20-30 minute segments with breaks built in, check in with the teacher
10:30-11:30	Free time: play outside, read a book, draw, exercise
11:30-12:00	Lunch
12:00-1:00	Free time: play outside, read a book, draw, exercise
1:00-3:00	Academic time in 20-30 minute segments with breaks built in, check in with the teacher
3:00-3:30	Reflect on day's learning, celebrate successes, set goals for tomorrow's learning

In order to keep pace with the activities from week-to-week, students are also encouraged to complete the core activities during the week assigned. Teachers will be recording student progress in PowerSchool, noting if work is completed or missing so parents can more easily keep track of student engagement. Assignments noted as "missing" may be submitted once completed or in case of the packets, when we return to school.

Students are encouraged to join the virtual class meetings that may be offered by their teacher during scheduled "office hours" if they are able, but it is not required. Completing the core activities is what is required to continue progressing in the course or grade level. For all students, the most important thing to remember is "Do Your Best." No matter what our school system plan is, learning in this new model will not be the same as regular school. Parents and students are encouraged to communicate with teachers during "office hours" if there are questions about the core activities or the use of FROG.

Elementary:
All learning tasks for elementary students will be posted by 8:00 am on the first day of the week. Learning packets mailed home to students should be received by Wednesday each week. All elementary teachers will post scheduled office hours during which time parents can contact them for additional help with activities and students can receive individual assistance from the teacher. Teachers will also schedule Google Meet opportunities for the class to meet virtually. Students are strongly encouraged to attend the Google Meet opportunities as it helps maintain a sense of school connection.

Teachers will provide students with feedback on tasks weekly as they are submitted online for review. Students are also encouraged to submit pictures of their completed work for review. Teachers will also be able to discuss student work during scheduled office hours to provide feedback.

Pre-Kindergarten:

The focus of learning in PreK is on math and literacy skills. All PreK work will be in packet format mailed home to families. Packets will include literacy activities with accompanying directions to assist families in helping our youngest learners continue their progress in learning the foundational skills in reading, writing, listening, and speaking. The packets will include materials needed to complete the tasks including the books needed. PreK packets will also include math activities. These are designed to help students practice skills with materials easily found at home. While PreK students do not have school-issued iPads, PreK teachers do have FROG sites with additional activities and welcoming videos to engage students beyond the packet tasks.

For students in grade PreK, we recommend that the core learning activities be broken into 20- minute segments with periods of time in between for options such as free play, creative activities, exercise, choice activities, and self-selected reading. Since repetition is important in learning foundational skills, activities can be revisited throughout the week to build student learning and confidence for increased independence.

Approximate Time Per Day	Subject Area
20 minutes	Literacy Activities- Core activities included in the packets
20 minutes	Math Activities- Daily math tasks included in the packets
20 minutes	Art, Music, PE- These may be selected from the option included in the packets or additional choices on teacher FROG pages

Looking at books and reading aloud to your child is something we always recommend.

Kindergarten to Grade 2

Core learning activities for students in kindergarten to second grade will be posted on FROG at the beginning of each week. Students who do not have access to the internet will receive weekly packets with the core activities and directions for completing them mailed to their home. Students are encouraged to engage in the tasks as described. Literacy activities will have accompanying directions to assist families in supporting student learning. In addition, instructional videos to support the tasks will be available on teacher FROG pages so students have additional support for engaging successfully in the learning. The activities are designed to take approximately one hour, with the understanding that additional learning activities that take place throughout the day are extensions of this hour (e.g., reading aloud, pretend play, investigations, writing, drawing) and that viewing the instructional videos will extend this time.

Approximate Time Per Day	Subject Area
20 minutes	Literacy Activities- Core activities included on FROG and in the packets
20 minutes	Math Activities- Zearn online tasks and daily math tasks included in the packets
20 minutes	Art, Music, PE- These may be selected from the option included in the packets or additional choices on teacher FROG pages

Looking at books and reading aloud to your child is something we always recommend. Extension and enrichment activities are available on teacher FROG pages for those families who would like their child to engage in additional activities.

Grades 3 to Grade 5

Core learning activities for grades 3-5 will be for math, English Language Arts, social studies, and science. Activities will be posted each week on teacher FROG sites. Students who do not have access to the internet will receive weekly packets with the core activities and directions for completing them mailed to their home. Students are encouraged to engage in the tasks as described. Literacy activities will have accompanying directions to assist families in supporting student learning. In addition, instructional videos to support the tasks will be available on teacher FROG pages so students have additional support for engaging successfully in the learning. The activities are designed to take approximately 90 minutes to two hours per day, with the understanding that additional learning activities that take place throughout the day are extensions of this time (e.g., reading aloud, pretend play, investigations, writing, drawing) and that viewing the instructional videos will extend this time. Additional choice activities for the fine arts and physical education will also be provided. We recommend that activities be completed in 20-30 minute segments with ample time for free play and choice activities in between. Over the course of our Continuity of Learning plan, students will engage in their learning activities with varying degrees of independence. The more challenging the task, the more support that might be required. Encourage your child to seek support while allowing your child to accept responsibility and take on challenges with increasing independence.

Approximate Time Per Day	Subject Area
20-30 minutes	Literacy Activities- Core activities included on FROG and in the packets
20-30 minutes	Math Activities- Zearn online tasks and daily math tasks included in the packets
20 minutes	Social Studies
20 minutes	Science
20 minutes	Art, Music, PE- These may be selected from the option included in the packets or additional choices on teacher FROG pages

Looking at books and reading aloud to your child is something we always recommend. Extension and enrichment activities are available on teacher FROG pages.

Secondary

All learning tasks for secondary students will be posted by 8:00 am on the first day of the week. Learning packets will be mailed to students each week if they do not have access to the internet. All secondary teachers will post scheduled office hours during which time students can contact them for additional help with activities and receive individual assistance from the teacher. Teachers will also schedule Google Meet opportunities for the class to meet virtually. Students are strongly encouraged to attend the Google Meet opportunities as it helps maintain a sense of school connection and will allow for discussion about tasks and learning.

Teachers will provide students with feedback on tasks weekly as they are submitted online for review. Students are also encouraged to submit pictures of their completed work for review if they are not able to submit it through FROG. Teachers will also be able to discuss student work during scheduled office hours to provide feedback. Feedback will focus on what students are doing well and areas for improving their learning.

Grade 6 - Grade 8

Core activities for students in grades 6-8 are designed to maintain and extend student knowledge and thinking skills related to the key standards in a class. It is anticipated that secondary students will be engaged in these

activities for 30-40 minutes per class per day. In addition to the two core learning activities for each class, students are strongly encouraged to complete the additional learning activities designed by their teacher specific to their class that will be posted on FROG. These activities will provide greater differentiation and enrichment.

Middle school activities will have clearly defined learning goals aligned with the key standards for the class. Teacher FROG pages will include not only the tasks, but instructional notes, short videos, or links to additional resources to assist students in engaging in the learning. Learning tasks sent home in the packets will include notes and/or directions for completing the task. Activities are designed to foster student independence in learning and should only require minimal support from parents.

Approximate Time Per Day	Subject Area
30-40 minutes	English Language Arts- in addition to the two core activities, students are encouraged to do independent reading every day
30-40 minutes	Math- in addition to the two core activities, students are encouraged to complete IXL or mobymax
30-40 minutes	Social Studies
30-40 minutes	Science
20-30 minutes	Course will be dependent on student schedule: Art, Music, PE, Health, Gateway to Technology, GT- These may be selected from the option included in the packets or additional choices on teacher FROG pages

Grade 9 - Grade 12

Core activities for students in grades 9-12 are designed to maintain and extend student knowledge and thinking skills related to the key standards in a class. It is anticipated that secondary students will be engaged in these activities for 30-40 minutes per class per day. This is the time anticipated for them to complete the core learning tasks. In addition to the two core learning activities for each class, students are strongly encouraged to complete the additional learning activities designed by their teacher specific to their class that will be posted on FROG. These activities will provide greater differentiation and enrichment and reflect important standards for the course. High School students who do not have internet access will receive packets mailed to their home. Packets will include learning tasks for all courses the student is enrolled in for quarter 4.

High school activities will have clearly defined learning goals aligned with the key standards for the class. Teacher FROG pages will include not only the tasks, but instructional notes, short videos, or links to additional resources to assist students in engaging in the learning. Learning tasks sent home in the packets will include notes and/or directions for completing the task. Activities are designed to foster student independence in learning and should not require parental support beyond check-ins to monitor that students are completing the work.

High school students who have access to the internet are strongly encouraged to attend Google Meet sessions for each of their courses.

Approximate Time Per Day	Class Period
30-40 minutes	Period 1
30-40 minutes	Period 2
30-40 minutes	Period 3
30-40 minutes	Period 4
30-40 minutes	Period 5

Teacher Schedules

Teachers will continue to be available to students during the course of the regular work day. Below is a sample schedule of recommended time allocation for the tasks teachers are required to complete within the scope of the TCPS Continuity of Learning plan. All teachers must post weekly office hours and communicate those times to school administration to facilitate scheduling. All schools will have different schedules for meetings so it is important for office hours and Google Meet times to be clearly communicated.

Sample Teacher Schedule

TASK	TIME ALLOTTED*	DESCRIPTION
Scheduled Office Hours	2 hrs/day	Class Google Meets, individual student contacts for academic support, individual parent/student conferences, phone contacts, email correspondences with students and families
Planning	2 hrs/day	Creating core activities, reviewing student work and providing feedback, updating FROG sites, developing enrichment activities, creating instructional videos, co-planning with ESOL and Sped teachers
Collaborative Meetings	1 hr/day	School based staff meetings, curriculum meetings, course meetings, grade level meetings
Prof Learning & Prof Resp.	1 hr/day	Attending IEP, 504, MLIP, SBLT, SIT etc meetings, required professional learning, self-selected professional learning,
Flextime	1 hr/day	Contact with student and parents outside of "regular" hours to accommodate family needs
Lunch	30 min/day	Duty free

Please note actual time may vary dependent on school-based priorities for the week.

Component 4: Accountability

The success of our Continuity of Learning plan relies on a partnership with our families. This plan is dependent on careful planning by our dedicated faculty and staff, appropriate student motivation and engagement, and strong parent and guardian support for this alternative mode of instruction. TCPS recognizes that while the "how" of instructional delivery has to be modified in our current situation, so too must our practices for assessing student mastery of learning. Our plan for accountability during our Continuity of Learning plan is

founded on monitoring and assessing student performance relative to the key standards but is also attentive to student social and emotional well-being as they navigate our new delivery model.

Quarter 3

Given the short notice prior to the March 13 closure, there were inevitably students who had incomplete assignments or summatives that teachers gave without time for reteaching and retesting in quarter 3. In order to address these challenges, teachers accepted late work from students assigned prior to our school closure on March 13. No new assignments were created for Quarter 3 after that date. If a teacher assigned a task due after March 13, students could submit it (if possible) for feedback but it was not scored for a new grade. Such submitted assignment could be used to replace missing tasks or to improve a student's grade only. Since students received packets prior to leaving on March 13, and these packets were permitted to be recorded as a replacement grade for other missing assignments. The key practice teachers were instructed to use in finalizing quarter 3 grades was to err on the side of the student. School closure due to Covid-19 should not adversely impact a student's grade for quarter 3. Student progress reports to parents for quarter 3 will be distributed to parents through secure School Messenger.

Quarter 4

Quarter 4 grading protocols will include the following provisions for students at all grade levels 3-12:
- Students will earn a grade of "Pass" or "Incomplete" for each graded subject or course
- A "Pass" is earned by completing at least 75% of quarter 4 assignments and will count as an A (4.0 points) for the purposes of the final grade, GPA calculations, and high school athletic eligibility.
- An "Incomplete" is earned for completing less than 75% of quarter 4 assignments. Students will have until the 15th day of the following marking period to complete missing assignments, at which time:
    - If the student completes sufficient assignments to fulfill the 75% completion requirement, the "Incomplete" will be converted to a "Pass." For middle and high school students, the GPA and final grade will be computed with the pass counting as an A.

Athletic eligibility for Fall 2020 will be determined based on quarter 4 grades, with one exception: for students with "incomplete," grade code for quarter 4, eligibility will be determined using quarter 3 grades.

Component 5- Equity

TCPS is committed to academic excellence for all students as evident in our county strategic plan. Goal one of the TCPS Strategic Plan is to Provide every student with equitable access to high quality and culturally relevant instruction, curriculum, support and other educational resources to insure college and career readiness for all students. The equity imperative at the center of all TCPS efforts informed the development of our Continuity of Learning plan.

Special Education
Students with disabilities will be provided services through an Individualized Continuity of Learning Plan (ICLP) during the extended closure period based on their current IEP.   If students with disabilities do not have internet access at home, they will receive an individualized packet based on their ICLP. All students with disabilities will continue receiving case management services from their special education case manager.

TCPS will continue to try to hold some IEP team meetings during the extended closure period, such as Annual Reviews. Certain types of IEP meetings will not be able to be held during the extended closure period. The Special Education Secretary or another IEP Team member will reach out to provide more information about

whether an IEP meeting will be taking place during the extended closure period.

If you have questions regarding your child's ICLP you should reach out to their case manager by email. If you continue to have questions or concerns regarding your child's ICLP or how services are being provided during this extended closure period to students with disabilities, please contact Kristin Mentges, Supervisor of Special Education at 410-822-0330 (ext. 139) or kmentges@talbotschools.org.

English Learners

ESOL teachers continue to provide services specific to individual EL student needs. This includes EFL course specific activities to focus on language acquisition. In addition, ESOL teachers are facilitating EL student access to core content activities to engage students in the key course or grade level standards. This includes collaboration with content colleagues in the core activity development. ESOL teachers have also developed a specific FROG page for EL students and their families. This includes how to navigate the technology platform, information on whom to contact with questions or needs, how to secure a translator, and where to access community resources. Any questions regarding EL student services should be directed to Dr. Christine Davis, ESOL Supervisor, at 410-822-0330 or cdavis@talbotschools.org

Students with Academic Needs

McKinney-Vento

Student Services workers and assigned counselors are doing weekly check ins with students/families. During the check ins, staff is discussing any additional needs the student and family may have so that we can access resources needed and appropriate to support them during this time. Any questions regarding TCPS supports for McKinney-Vento students should be directed to Natalie Brooks, Pupil Worker, at 410-822-0330 or nbrooks@talbotschools.org.

Gifted Students

Students identified for GT services continue to engage in program supports. This includes access to an assigned enrichment activity on the GT teacher FROG pages where they can also find additional resources for engagement. GT teachers continue to provide students feedback on their work. Students who do not have access to the internet are mailed the weekly actity and resources. Middle school GT students continue instruction in the Advanced STEM class. Any questions regarding the TCPS GT program should be directed to Dr. Sherry Sutton, Supervisor of Elementary Mathematics and GT Programs at 410.822.0330 or ssutton@talbotschools.org

Night School Students

Students who were enrolled in the TCPS Night School program prior to March 13 are continuing their progress in Edmentum courses approved by MSDE. All students have a district issued laptop to engage in their learning. Night School teachers continue to monitor student progress and provide weekly check-ins to support academic success. Any questions regarding the TCPS Night School program should be directed to Tina Morris, Drop-Out Prevention Coordinator, at 410-822-0330 or tmorris@talbotschools.org

Home Hospital Students

TCPS students on home/hospital instruction are engaging in the regular Continuity of Learning plan. Any questions regarding the TCPS program for home/hospital students should be directed to Jen Vogel, Pupil Personnel Worker, at 410-822-0330 or jvogel@talbotschools.org

Component 6: Professional Development

All TCPS teachers engaged in initial professional development for facilitating the implementation of our

Continuity of Learning plan. This included learning modules completed the week of March 30, 2020. Modules are identified in the screenshot below.
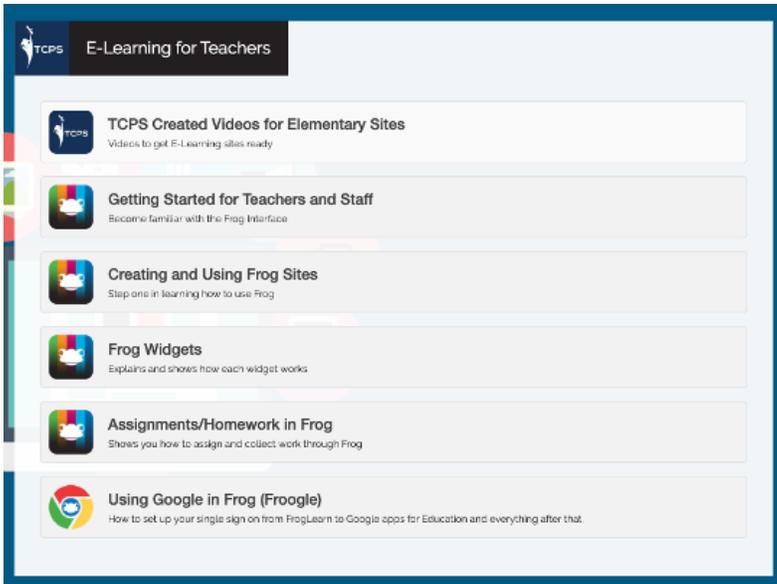
In addition to the online learning modules, teachers participated in a training facilitated by the county FROG Teacher Specialist. Additional small group sessions were supported by county literacy coaches and the county digital literacy coach. These individuals continue to serve as points of contact for individualized professional learning as needed by staff.

Teacher have also received subsequent professional learning in short tutorials to support their use of FROG and to continue their capacity to expand the features available for supporting student learning. Examples of this include:
Creating an Assignment in Frog
Providing Student Feedback on Frog Assignments
Student View of Assignments
Student View of Feedback

Professional learning continues to evolve for staff as our plan develops. The example below supports the use of Google Meet for videoconferencing with students.
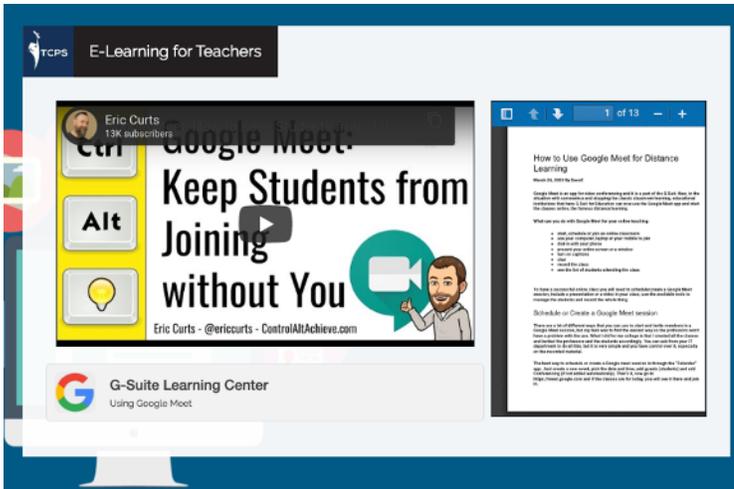
TCPS will continue to offer professional learning opportunities to our staff as our plan evolves. Teachers are encouraged to share learning needs with school administration and curriculum supervisors to coordinate programming and scheduling.

Component 7- Resources for Students

As a 1:1 learning environment in our regular school practices for students in grade PreK-12, TCPS has adopted curriculum materials that include comprehensive online platforms. These resources will continue to support student learning during our Continuity of Learning plan. Included among these resources are:
- World of Wonders 2017 Core Program
- Wonders 2017 Core program - digital learning platform with teacher created instructional videos/presentations for elementary ELA
- StudySync online platform for grade 6-grade 8 English Language Arts
- Great Minds mathematics online resources for elementary and middle school
- StemScopes for science grades 3-8

In addition, the following resources are supporting resources in our Continuity of Learning Plan:
ELA
- ComonLit.org
- Newsela
- College Board Online Class and AP Review sessions
Math
- IXL
- Zearn
- Moby Math
Science
- California Academy of Sciences- https://www.calacademy.org/
- CK-12 https://www.ck12.org/student/
- PhET. https://phet.colorado.edu/

Additional resources as prepared by MSDE are available on our website.