



**CONTINUITY OF LEARNING
INSTRUCTIONAL PLAN**

Paddock Elementary School - 2020

CONTINUITY OF LEARNING PLAN

The Milan Area Schools Continuity of Learning Plan will be put into action on Monday, April 20, 2020. This plan will serve as a guiding document for student support during the current school closure. The district is well aware of the enormity of the challenge in this distance learning endeavor. The implementation of the Continuity of Learning Plan will be guided by the district's mission, vision, and belief statements:

MISSION: *Milan Area Schools prepares individual learners to realize the best version of themselves, by creating a supportive, caring, and inclusive educational community.*

VISION: *Partnering together as a community, all individuals will achieve their greatest potential.*

BELIEF STATEMENTS:

Milan Area Schools believes...

- *All individuals have equal value and unique gifts*
- *In providing a safe and nurturing environment that contributes to successful learning*
- *In utilizing instructional strategies that are based on best practice*
- *In offering relevant learning*
- *In fostering an inclusive and affirming school culture*
- *In investing in student capacity to learn and in personal success*
- *In engaging the entire community to maximize student learning and preparedness*

Communication to all district stakeholders will remain a priority for Milan Area Schools. The District will continue to send out consistent and routine messaging with updates on services and important information for students and their families. Students will also receive regular communication from their principals, teachers, and support staff to promote, guide, and monitor their academic engagement and social emotional well-being.

The staff at Milan Area Schools will continue to prepare and develop appropriate and equitable programming and support as we partner together with families through this unprecedented period of time. The district will provide access to quality educational materials, using multiple alternative modes of instruction, and the support needed for students and families to successfully access those materials. Milan Area Schools will remain committed to meeting the mental health, nutritional, and safety needs in addition to supporting continued academic engagement of all students at all times. The district will provide professional development and support to all staff members as necessary to implement the Continuity of Learning Plan.

Specific grade-level information is provided below. This information will address important elements of the Continuity of Learning Plan within each of our buildings and will serve as the distance learning component of our overall comprehensive approach to supporting the whole child during this school closure.

MILAN AREA SCHOOLS STAKEHOLDER RESPONSIBILITIES

DISTRICT RESPONSIBILITIES	<ul style="list-style-type: none"> ● Maintain a thoughtful and accessible Continuity of Learning Plan using stakeholder input. ● Support schools in planning and implementing the Continuity of Learning Plan. ● Communicate regularly with all stakeholders. ● Help schools identify needed resources in the community (academic, health, social, emotional).
SCHOOL RESPONSIBILITIES	<ul style="list-style-type: none"> ● Implement the Continuity of Learning Plan. ● Communicate regularly with all stakeholders. ● Support teachers in planning and implementing the Continuity of Learning Plan. ● Help families find needed resources in the community (academic, health, social).
TEACHER RESPONSIBILITIES	<ul style="list-style-type: none"> ● Make distance learning activities available in a timely manner. ● Be available to answer student, parent, or guardian questions. ● Communicate regularly with students. ● Provide a range of meaningful distance learning activities that meet the needs of all learners. ● Provide regular feedback to students on progress related to distance learning activities.
STUDENT RESPONSIBILITIES	<ul style="list-style-type: none"> ● Consider maintaining a regular daily schedule, including healthy eating and sleeping habits. ● Review and set a schedule for distance learning activities. ● Engage in distance learning activities. ● Ask clarifying questions when you need help or don't understand. ● Be respectful to yourself, teachers, and peers.
PARENT / GUARDIAN / RESPONSIBILITIES	<ul style="list-style-type: none"> ● Each day, review and discuss with students their distance learning activities. ● Reserve a space for students to complete distance learning activities. ● Encourage students to get enough sleep. ● Set sensible time limits for technology use outside of distance learning activities. ● Help students establish and follow regular daily routines including designated time for the distance learning activities (as outlined below).



PADDOCK ELEMENTARY SCHOOL

Grades Young Five - 2



TIME COMMITMENT FOR STUDENTS

The following chart contains recommendations and guidelines for remote learning activities:

Grade Levels	Minimum	Maximum	Length of Sustained Attention
Young 5 - K	30 Minutes/Day	90 Minutes/Day	3-5 Minutes
1 - 2	45 Minutes/Day	90 Minutes/Day	5-10 Minutes

Young 5 and Kindergarten students should spend a minimum of 30 minutes and maximum of 90 minutes per day on coursework. First and Second grade students should spend a minimum of 45 minutes and maximum of 90 minutes per day on coursework. It is also advisable to take 5 minute or longer breaks every 3-5 or 5-10 minutes to increase student engagement.

COMMUNICATION AND CONNECTION

Teachers will check in at least twice weekly with students. This may be in the form of individual phone calls, emails or learning management systems (LMS), such as Google Classroom, class video conferences, etc. Remote activities will be available in a timely manner (new links/resources provided each Monday) with workbooks provided to each student. Staff will document communication with students.

INSTRUCTIONAL CONTENT AND DELIVERY

Milan Distance Learning Workbooks will be mailed to the home of every student containing daily academic enrichment activities. Teachers will also provide weekly learning activities in all subject areas that will be shared on the school website, through social media and emails to families, with supporting paper packets as needed.

The goal with the shift to remote learning is to keep students engaged academically and support continued student growth. However, there is no substitute for the face-to-face classroom learning and instruction provided by Paddock teachers nor for the services provided by support staff. **While providing instructional resources and activities, we are mindful of a variety of equity issues; our goal is to minimize any increase in the**

achievement gap while continuing to develop all of our students academically. First and foremost, our concern will always be with the development and support of the whole child. Other tasks, such as physical activity, reading, problem solving, and creativity are equally important for the development of a healthy, happy child. Students will be provided additional support as needed by teachers to maintain engagement in course content.

ASSESSMENT AND GRADING

The focus and concern during these unprecedented times rests with the health of the whole child. Feedback will be done in the following ways: progress monitoring, coaching students through the work, and discussing the work. The goal and focus for assessment is participation and continuing academic engagement. Students that were on track to move to the next grade level at the time of school closure will be promoted to the next grade level for the 2020-2021 school year.

STUDENT SUPPORT

Milan Area Schools students with disabilities and English Language Learners (ELL) are general education students first and foremost. The supports and framework for delivery of instruction have been developed with the needs of all students in mind. As a full inclusion district our classroom and elective teachers ensure equity in access in every lesson that they develop.

In addition to the outstanding support that all students will receive from our general education teachers, students with disabilities will continue to receive support from their special education services providers. Teacher Consultants will work with classroom teachers to ensure that all students with disabilities have the support they need to access the work and activities for their class. Teacher Consultants and all other service providers (SLP, SSW, OT, PT) will continue to provide the services and supports that are outlined in each student's IEP and/or 504. In addition, an Elementary ELL Coordinator will be working individually with students on their caseloads to provide assistance for students to access and process coursework.

In order to support the mental well being of our students, School Social Workers, School Psychologists, School Counselors, and Behavior Specialists will work with teachers to support the social and emotional needs of our students during these unprecedented times. These service providers will also reach out to students and families to offer support and resources for any need which a family may be experiencing. Parents or guardians may also contact building principals to access services from the district support staff in any time of need.