



Temporary Extended Campus Learning Plan

Gering Public Schools Temporary Extended Campus Learning Plan

This learning plan is the framework for instruction during the temporary closure of Gering Public Schools. Each school building will have additional structure and guidance for teachers on expectations for each grade level.

District Contact Information

General Questions: communication@geringschools.net

District FAQ Page: <https://www.geringschools.net/district/news/2020/03/17/covid-19-faqs/>

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School Roles and Responsibilities

Central Office	<ul style="list-style-type: none"> ● Create and distribute the Temporary Campus Learning Plan (TCLP) ● Support faculty and students/families shifting to a distance learning environment ● Help teachers implement TCLP
Technology Department	<ul style="list-style-type: none"> ● Provide at least one device per household in grades 6-12 as requested and possible. Parents can opt-out of receiving a device if they have other technology their student(s) can use to complete learning plans. ● Support faculty and students/families shifting to a distance learning environment ● Provide written/video support to assist faculty with using district identified resources

Principals	<ul style="list-style-type: none"> ● Monitor communication between teachers and their students ● Be an instructor in every Google Classroom and complete “virtual walk-throughs” ● Work with teachers to reach out to students who have not actively participated ● Support faculty and students/families shifting to a distance learning environment ● Help teachers implement TCLP ● Communicate key information (NDE, CDC, ESU, Mr. Hastings) to all staff members in a timely manner via Google Classroom/Hangout/Meet ● Monitor teacher contact with students/families each week ● Host weekly staff meeting
All Staff	<ul style="list-style-type: none"> ● Keep health and well-being of our broader community as top priority ● Stay positive and plan ahead to the best of your ability ● Try! Fail and/or succeed, and try again! ● Ask questions, collaborate, and participate in weekly PLC meetings ● Stay connected. Check email multiple times a day, join staff Remind group, keep phones charged ● Be available to report during typical working hours if requested. ● Attend all scheduled meetings (in person and virtual.)
Core Teachers Google Classroom Google Meet Grade Level Content Curriculum Materials	<ul style="list-style-type: none"> ● Collaborate with other members of your team or department to design learning experiences for your students (Google Meet) ● Use district curriculum and resources (ex. Google, online textbooks) to communicate and deliver content ● Keep records of students' participation in learning activities and work completion. ● Follow your level suggested daily timeframes for learning ● Make sure parents are aware which resources your students will use. Include the name of the resource in your communication. ● Determine student and family contact plan <ul style="list-style-type: none"> • Communicate with and provide timely feedback at least 2 times a week with your students. Reach out to students who have not actively participated • Communicate with parents, as determined by your principal. ● Teach consistently with your team on the essential standards for the last quarter ● Have fun with this and don't overload the kids. ● Grades 6-12 teachers create Google Classroom Instruction and Activities

	<ul style="list-style-type: none"> Grades K-5 create learning packets based on essential standards Create basic weekly outlines/schedules for instruction
Special Education Teachers	<ul style="list-style-type: none"> Communicate regularly with the subject or classroom teachers who teach the students on your caseload. Establish a plan with parents for providing special education services and coordinate services with other related service providers. Provide activities and services that support IEP goals Communicate regularly with students on your caseload and/or their parents Provide supplementary learning activities for students on your caseload Assist regular education teachers with accessible lessons to meet student needs Identifying communication and specific meetings places and times Communicate with parents, as determined by your principal. Create basic weekly outlines/schedules for instruction
Title I Teachers	<ul style="list-style-type: none"> Communicate regularly with the subject or classroom teachers. Assist in creating learning packets based on essential standards for students in MTSS process/individual tutoring Create basic weekly outlines/schedules for instruction Communicate with parents, as determined by your principal.
K-5 Specials (PE, Music, and Technology/Media)	<ul style="list-style-type: none"> Develop a bank of activities being mindful of the resources families may or may not have in their home. Communicate with students/families who reach out for assistance
6-12 Specials, Electives and Exploratories	<ul style="list-style-type: none"> Develop a bank of activities being mindful of the resources families may or may not have in their home. Communicate with students/families who reach out for assistance Communicate with Grade Level Teams how you are delivering information/skills/content
Counselors	<ul style="list-style-type: none"> Serve as a liaison for communication with students/families in crisis Provide resources for students and families to support them while they are away from school Support teachers with social/emotional content/activities. Communicate with parents/students as determined by your principal. Provide updated community resources information to all families in conjunction with GPS Community Engagement Director Determine out-of-school support/communication plan for students in individual/group counseling
Nurse/Nurse's Aide Staff	<ul style="list-style-type: none"> Continue to work with high-risk families to communicate their needs to us and the families best way to stay safe Contact all parents to see if they need student medication during closure (Medication can be picked up from the school nurse during open hours.)
Birth-3	<ul style="list-style-type: none"> Establish an ongoing communication channel with families and services coordinator <ul style="list-style-type: none"> Collaboration with team members
Preschool	<ul style="list-style-type: none"> Communicate regularly with parents of students in your classroom Provide learning activity ideas for families
School Psychologists	<ul style="list-style-type: none"> Serve as a liaison for communication with students/families in crisis Assist Special Education teachers to support the academic and social-emotional needs of students

Speech Pathologists	<ul style="list-style-type: none"> ● Communicate regularly with the subject or classroom teachers who teach the students on your caseload. ● Provide activities that support IEP goals ● Communicate regularly with students on your caseload and/or their parents ● Provide supplementary learning activities for students on your caseload ● Establish a plan with parents for providing special education services and coordinate services with other related service providers.
Occupational Therapists	<ul style="list-style-type: none"> ● Communicate regularly with the subject or classroom teachers who teach the students on your caseload. ● Provide activities that support IEP goals ● Communicate regularly with students on your caseload and/or their parents ● Provide supplementary learning activities for students on your caseload ● Establish a plan with parents for providing special education services and coordinate services with other related service providers.

Student Roles and Responsibilities

- Establish daily routines for engaging in the learning experiences
- Identify a space in your home where you can work effectively and successfully either paper/pencil or digitally
- Regularly monitor online platforms
- Engage in all learning with academic honesty
- Communicate proactively with your teachers if you cannot meet deadlines or require additional support

For questions about...	Contact
a course, assignment, or resource	the classroom teacher
a technology related problem or issue	your media specialist
a personal, academic, or social-emotional concern	your assigned counselor or classroom teacher
other issues related to distance learning	your school administration

Family Roles and Responsibilities

Provide support for your children by:

- Establishing routines and expectations
- Defining the physical space for your child to study
- Monitoring communications from your child's teachers
- Beginning and ending each day with a check-in
- Taking an active role in helping your child process his/her learning
- Establishing times for quiet and reflection
- Encouraging physical activity and/or exercise
- Remaining mindful of your child's stress or worry
- Monitoring how much time your child is spending working on their lessons
- Keeping your child social, but set rules around their social media interactions

For questions about...	Contact
a course, assignment, or resource	the classroom teacher
a technology-related problem or issue	your child's media specialist
a personal, academic or social-emotional concern	your child's assigned counselor or classroom teacher
other issues related to distance learning	your school administration

General Guidelines for Distance Learning

Feedback	<ul style="list-style-type: none"> ● Provide timely feedback, as it is essential to student learning; this is especially so in online learning environments ● Provide clear communication regarding where/how students should ask questions and seek clarification ● Monitor your email daily and respond to questions and communications from students/families
Offline Work	<ul style="list-style-type: none"> ● Avoid requiring printing. ● Include offline activities in your lessons that connect to district objectives such as reading, engaging in discussions with a family member or friend remotely, writing in a journal, taking pictures and/or making a video
Instruction	<ul style="list-style-type: none"> ● Consider how to use gradual release of responsibility to enhance learning for students ● Collaborate with your colleagues as appropriate to coordinate instruction around the essential standards
Deadlines	<ul style="list-style-type: none"> ● Provide students ample time to complete assignments - more time than you would usually provide in class may be necessary for students ● Make sure that all directions for tasks are clear and detailed
Online Learning Environment	<ul style="list-style-type: none"> ● Use district supported platforms such as Google Classroom, online textbooks, Google Drive, etc. ● Provide online learning opportunities as detailed by the district based on your grade level and subject area
Video Conferencing Guidelines	<ul style="list-style-type: none"> ● Appropriate dress ● Maintain class etiquette
Student Check-In & Assessment	<ul style="list-style-type: none"> ● Formatively assess students to ensure learning is taking place ● Use tools such as Google Forms, online textbook assessments, Google Classroom Tools etc. ● District Common Assessments will not be administered during the implementation of the TCLP ● State required assessments have been cancelled for Spring, 2020.

Suggested Time Frames for Learning During School Closure

Preschool

Priorities

- Learning will be mainly focused around literacy and numeracy to maintain current skills and build knowledge around prioritized content
- The primary tools for communication between teachers and families will be parent provided email addresses and phone numbers.

Suggested Time Frames for Learning

Preschool	
20+ minutes per day	Emergent Literacy Activities, Games and Challenges focused on language development, vocabulary, comprehension, and phonological awareness
20+ minutes per day	Emergent Numeracy Activities, Games, and Challenges focused on counting, sorting, and patterning
20+ minutes per day	Holistically-Focused Activities, Games, and Challenges to support cognitive, physical, and social development
Flex Learning	<p>Learning takes place in many ways for our youngest learners. The Flex Learning activities listed above are intended to provide ideas for families on how to keep your child's mind engaged while they are away from school.</p> <p>Reading aloud Board games and challenges Pretend play Learning a new skill Puzzles Designing and building structures with blocks or other available materials</p>

Total eLearning Time: approximately 1 hour per day

Elementary

Priorities

- Learning will be mainly focused around literacy and numeracy to maintain current skills and build knowledge around essential standards
- Students will have a variety of learning activities
- The primary tools for communication between teachers and families will be Google Classroom and parent provided email addresses and phone numbers

Suggested Time Frames for Learning

Kindergarten to Second Grades	
20-25 minutes per day	Reading (Science/Social Studies connections as appropriate)
15-20 minutes per day	Writing
20-25 minutes per day	Mathematics
20-25 minutes per day	Technology, Media, Music, and PE will provide a range of activities that continue to support the current program
Flex Learning	<p>The Flex Learning activities are intended to provide ideas for families on how to keep your child's mind engaged while they are away from school.</p> <p>Reading aloud and independent reading; Board games and challenges with math/strategy/critical thinking; Puzzles; Designing and building structures with blocks or other available materials</p>

Total eLearning Time: approximately 1.5 hours per day

Elementary

Priorities

- Learning will be mainly focused around literacy and numeracy to maintain current skills and build knowledge around prioritized essential standards
- Students will have a variety of learning activities
- The primary tools for communication between teachers and families will be Google Classroom and parent provided email addresses and phone calls

Suggested Time Frames for Learning

Third to Fifth Grades	
25-30 minutes per day	Reading (Science/Social Studies connections as appropriate)
25-30 minutes per day	Writing
25-30 minutes per day	Mathematics
20-30 minutes per day	Technology, Media, Music, and PE will provide a range of activities that continue to support the current program
Flex Learning	<p>The Flex Learning activities listed above are intended to provide ideas for families on how to keep your child's mind engaged while they are away from school.</p> <p>Reading aloud and independent reading; Board games and challenges with math/strategy/critical thinking; Puzzles; Designing and building structures with blocks or other available materials</p>

Total eLearning Time: approximately 2 hours per day

Junior High

Priorities

- Learning will be mainly focused around prioritized essential standards
- Students will have a variety of learning activities
- The primary tools for communication between teachers and families will be Google Classroom, student email addresses, and parent provided email addresses and phone numbers

Sample Home Learning Daily Schedule

Grades 6, 7 & 8		
Before 9 a.m.	Wake up	Eat breakfast, make your bed, get dressed
9:00 - 10:00 a.m.	Morning Exercise	Take a walk, walk the dog, yoga, stretching
10:00 - 11:00 a.m.	Academic Time Monday & Wednesday: Math Tuesday & Thursday: English Friday: Exploration/PE	Log in to your Google Classroom complete the elearning activities for that day Teachers available on Google Hangouts/ Meet to help answer any questions you may have
11:00 a.m. - 12:00 p.m.	Break	
12:00 p.m.	Lunch	
12:30 - 1:00 p.m.	Break	
1:00 - 2:00 p.m.	Academic Time Monday & Wednesday: Science Tuesday & Thursday: Social Studies Friday: Exploration/PE	Log in to your Google Classroom complete the elearning activities for that day Teachers available on Google Hangout/Meets to help answer any questions you may have
2:00 - 3:00 p.m.	Self Reflection Time	Help around the house, do your chores, write some a kind note More ideas: https://insidesel.com/2020/03/12/covid-19/

Total eLearning Time: approximately 3-4 hours per day

Resources for Students & Parents:

Key Resources Regarding Coronavirus:

Below are links to several articles available that provide suggestions about how to talk with children and youth about this issue.

[Just for Kids: A Comic Exploring the New Coronavirus](#) - National Public Radio

[Talking With Children: Tips for Caregivers, Parents and Teachers During Infectious Disease Outbreaks](#) - Substance Abuse and Mental Health Services Administration

[Helping Children Cope With Stress During the 2019-nCoV Outbreak](#) - World Health Organization

[Talking to Children About COVID-19 \(Coronavirus\): A Parent Resource](#) - National Association of School Psychologists

Key Resources Regarding Online Instruction and e-Learning:

[Extending Learning Ideas from ESU](#)

Khan Academy (see link on iPhone note)

Google Meet

Google Classroom

High School

Priorities

- Learning will be mainly focused around prioritized essential standards
- Students will have a variety of learning activities.
- The primary tools for communication between teachers and families will be Google Classroom, student email addresses, and parent provided email addresses.

Suggested Time Frames for Learning

Grades 9, 10, 11, 12

60 minutes per day

Each scheduled course in a block schedule, follow Blue/Gold Day

Gering High School Suggested Schedule

The following schedule is designed to assist parents in structuring their high student's day and to keep your child engaged in their education during the closure.

Monday and Thursday

9:00- 9:45	Walk, run, exercise
9:45-10:45	<ul style="list-style-type: none">• Work on Social Studies assignments• Join E Classroom if applicable
10:45-11:00	Break
11:00-12:00	Work on Science assignments
12:00- 1:00	Lunch
1:00 - 2:00	<ul style="list-style-type: none">• Work on Elective Assignments• Join E Classroom if applicable
2:00 - 2:30	Journal - Reflection on learning

Tuesday and Friday

9:00- 9:45	Walk, run, exercise
9:45-10:45	<ul style="list-style-type: none">• Work on English assignments• Join E Classroom if applicable
10:45-11:00	Break
11:00-12:00	Work on Elective assignments
12:00- 1:00	Lunch
1:00 - 2:00	<ul style="list-style-type: none">• Math• Join E Classroom if applicable
2:00 - 2:30	Journal - Reflection on learning

Wednesday

9:00- 9:45	Walk, run, exercise
9:45-10:45	<ul style="list-style-type: none">• Read Current event article online• Join E Classroom if applicable
10:45-11:00	Break
11:00-12:00	<ul style="list-style-type: none">• Write a summary of the current event article.• Write about how the article applies to you and our community.• Make a prediction based on evidence from the article and write about it. Provide evidence from the article to support your prediction.
12:00- 1:00	Lunch
1:00 - 2:30	<ul style="list-style-type: none">• Read a fiction book, this could be a book online.• Join E Classroom if applicable

Total eLearning Time: approximately 3.5-4 hours per day High