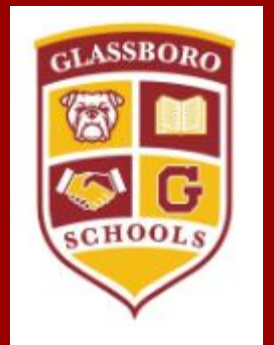




**GLASSBORO PUBLIC SCHOOL DISTRICT**  
**ONLINE ACADEMY**  
**LEARNING PLAN**  
**Parent Guide**

[Glassboro Online Academy website](#)





# TABLE OF CONTENTS

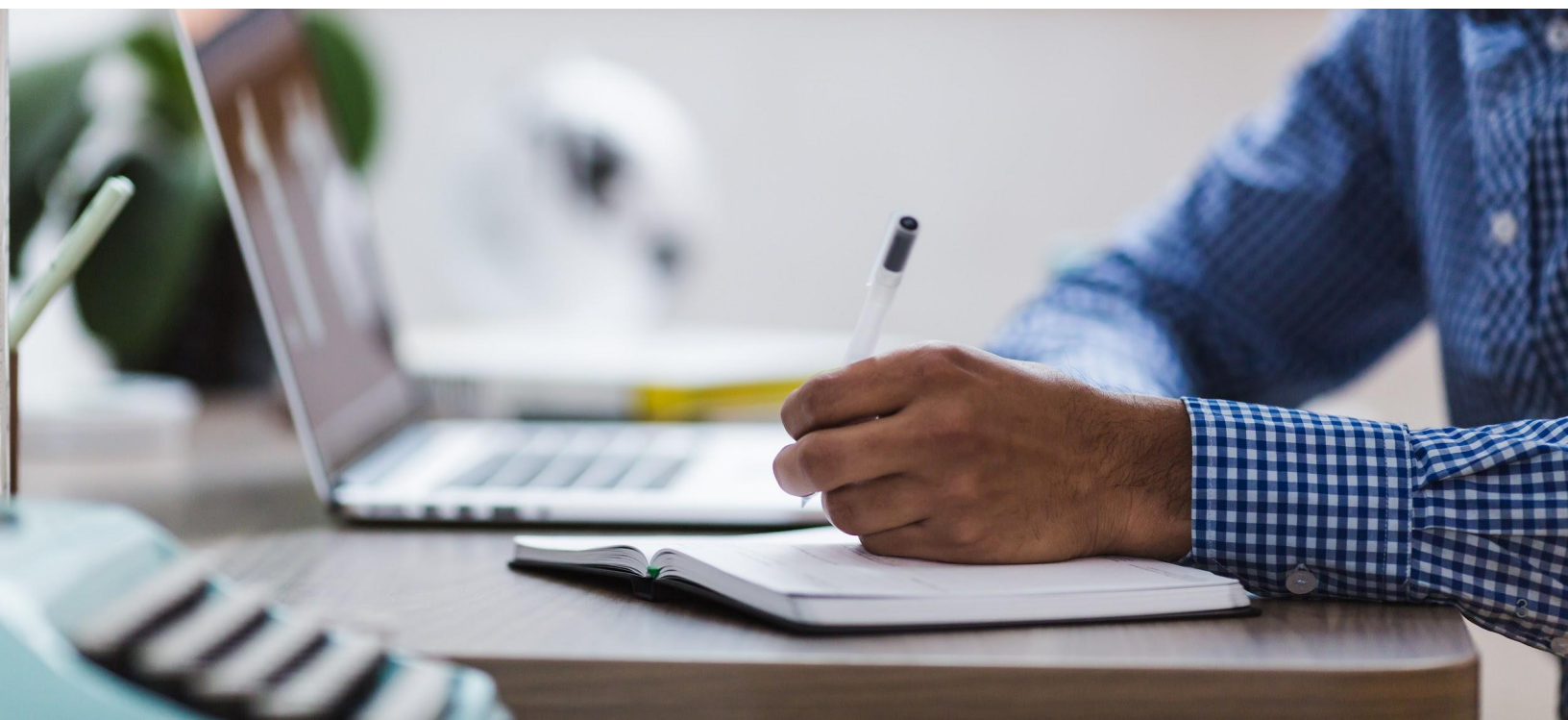
Introduction	3
Calendar	4
Technology & Instruction	5
Learning Experiences	6
Equity and Engagement	7
Pupil Services	8
Attendance & Grading	9
Sample Schedules	10
Assessments	16
Digital Citizenship	17
Glossary of Terms	18
Contact Information	19



## Introduction

Glassboro Public School District Online Academy was designed to meet the needs of learners during the COVID-19 pandemic. The GPSD Online Academy will offer a unique online learning experience for all of our students through a mix of synchronous and asynchronous learning activities where students will be able to connect with their teachers and classmates daily. The Academy was designed with our learners in mind using our own curriculum and talented, certificated staff. The goal of the Academy is to prepare our students for an eventual return to in-person instruction by providing continuity of learning to our students using the same rigorous standards that we employ in a face-to-face setting.

If you are new to online learning, we understand that you may have many questions. This handbook is designed to provide online learners and their parents specific information about GPSD online learning program and support services. Please use this handbook as a resource, but also remember that there are many dedicated employees who are ready and willing to assist you.







## Calendar

The GPSD 2020-2021 Calendar has been adjusted to allow teachers and staff additional time to prepare for virtual learning and distribute laptops. This will make September 8th the first day for students.

Any additional adjustments will be posted to the [district website](#).





# Technology and Instruction

## Devices

GPSD will issue a district-owned laptop to all students, K-12. Students who prefer to use their own device at home may do so. All students who need a district laptop will complete a [GPSD Technology User Agreement](#) online. Students will be held accountable for any negligent or intentional damage to the device, power cord, or bag.

Technology support will be available to all families. All students will be able to submit a work order ticket for repairs to [helpdesk@gpsd.us](mailto:helpdesk@gpsd.us), or parents can call 856-652-2700 ext 6611.

## Schoology

Schoology is a Learning Management System (LMS). All instruction for grades 4 through 12 will be communicated through Schoology. Teachers will share schedules, course information, and other updates via Schoology or email. For more on Schoology, visit the [Glassboro Online Academy website](#).

## Seesaw

Seesaw is also an LMS which will be used for students in grades K - 3. Teachers will share schedules, activities, course information, and other updates via Seesaw or email. For more information on Seesaw, visit the [Glassboro Online Academy website](#).



## Learning Experiences

The Glassboro Online Academy will consist of synchronous and asynchronous learning experiences, live lessons in real time, and recorded instruction from teachers daily through Webex and our LMS platforms. Students will be able to complete offline activities independently as well as meet virtually in small groups, allowing for more individualized attention. Socialization will also be afforded through team meetings, virtual clubs, and morning meetings.





## Equity and Engagement

GPSD students will be provided with the physical and emotional resources needed for successful online learning.

### Physical Resources

Laptops will be provided to all students grades K to 12. Those families without reliable home WIFI can visit [everyoneon.org](https://everyoneon.org) to learn if they qualify for low-cost internet programs. Additional resources are also available in the [GPSD Technology User Agreement](#). Our technology department will work with families to ensure equitable access for all students.

### Emotional Resources

In this challenging time, social distancing can lead to isolation, and building relationships has never been more important. All stakeholders are working to ensure that students have access to social and emotional support. Collaboration and social interaction will be woven into the fabric of instruction and extra-curricular online activities. Our Guidance Department will work with families to provide counseling and proactive support for students in need. If you have a concern about your child's emotional well-being, please contact your building Guidance Counselor for assistance.





## Pupil Services

The Glassboro Online Academy will support all students who receive special services through our many support programs;

- Special Education services will be provided to students in accordance with their Individualized Education Program (IEP) by their teachers and support staff through live Webex meetings and assignments through Schoology/Seesaw. Case managers will contact parents if any updates need to be made to IEPs to reflect learning objectives and related services, which will be delivered virtually.
- English Language Learners (ELL) will be supported by their ELL teachers, including adaptation of lessons and home communications where necessary.
- 504 Accommodations will continue to be supported in an online format. For questions, please contact your guidance department.
- GTALP (Gifted & Talented) programs will continue virtually to ensure the needs of our exceptional students are met.
- Basic Skills support will also continue for students needing remediation as determined by state and local assessments.
- Social and Emotional well-being support will be available for students through school counselors, case workers, and school psychologists. Teachers will receive additional training so that they will be able to best meet the SEL needs of our students.





## Attendance

We realize that flexibility must be balanced with accountability when it comes to attendance in online classes. We believe that students need to adhere to a schedule in order to be productive and successful. Our attendance policy strikes that balance.

At the elementary level, students will have two opportunities per day to be marked as present.

At the secondary level, students must be present for a morning homeroom check-in live via Webex.

## Grading

Because online learning is heavily reliant upon feedback and project-based learning, we have temporarily adjusted our grading policy to reflect this shift. At the 4 to 12 grade level, we are adopting a [50% summative/50% formative](#) breakdown of grades.

We have established a consistent number of assignments for each grade band, as well. Grades four to six will have 4 summative and 16 formative assignments. Grades seven to twelve will have 2-4 summative and 8-10 formative assignments. These guidelines will provide a grading system compatible with virtual instruction and learning.



# J. Harvey Rodgers School

## Virtual Schedule-PreK

Time	Educational Experience		
8:00-8:15 (15 min.)	<b>Morning Announcements &amp; SEL</b> <ul style="list-style-type: none"> <li>Asynchronous via YouTube</li> <li>Pledge of Allegiance, B-day Announcements &amp; Morning Mindfulness</li> </ul>		
	Monday-Tuesday	Wednesday	Thursday-Friday
8:30-9:00 (30 min.)	<b>Morning Message</b> <ul style="list-style-type: none"> <li>Asynchronous</li> <li>Message will be pushed out through The Cloud and include: Morning/Afternoon Meeting; Question of the Day; ELA Lesson; Math Lesson; Read Aloud</li> </ul>	<b>Morning Message</b> <ul style="list-style-type: none"> <li>Asynchronous</li> <li>Message will be pushed out through The Cloud and include: Morning/Afternoon Meeting; Question of the Day; ELA Lesson; Math Lesson; Read Aloud</li> </ul>	<b>Morning Message</b> <ul style="list-style-type: none"> <li>Asynchronous</li> <li>Message will be pushed out through The Cloud and include: Morning/Afternoon Meeting; Question of the Day; ELA Lesson; Math Lesson; Read Aloud</li> </ul>
9:00-9:40 (40 min.)	<b>Maroon - Morning Meeting/ELA/Math Instruction</b> <ul style="list-style-type: none"> <li>Synchronous</li> <li>Monday – Morning Meeting w/ Question of the Day, SEL, finger plays/songs/music and movement</li> <li>Tuesday - ELA</li> </ul>	<b>Maroon – Morning Meeting &amp; Read Aloud</b> <ul style="list-style-type: none"> <li>Synchronous</li> <li>Morning Meeting</li> <li>Read Aloud w/ interaction based on objective (Fun Theme Day)</li> </ul>	<b>Maroon - Morning Meeting/ELA/Math Instruction</b> <ul style="list-style-type: none"> <li>Synchronous</li> <li>Thursday – Math</li> <li>Friday - Morning Meeting w/ Question and Live Read Aloud</li> </ul>
	<b>Gold – Creative Curriculum The Cloud Activities</b> <ul style="list-style-type: none"> <li>Asynchronous</li> <li>Monday - Two Family Activities and Read Aloud</li> <li>Tuesday - Math Activities and Read Aloud</li> </ul>	<b>Gold – Creative Curriculum The Cloud Activities</b> <ul style="list-style-type: none"> <li>Asynchronous</li> <li>Wednesday – Two Family Activities</li> </ul>	<b>Gold – Creative Curriculum The Cloud Activities</b> <ul style="list-style-type: none"> <li>Asynchronous</li> <li>Thursday - ELA Activities and Read Aloud</li> <li>Friday - Two Family Activities</li> </ul>
9:40-10:30 (50 min.)	Teacher Check-In/Brain Break		
10:30-11:30 (30 min.)	<b>Maroon and Gold – Creative Curriculum The Cloud Activities</b> <ul style="list-style-type: none"> <li>Asynchronous</li> <li>Monday - Two Family Activities and Read Aloud</li> <li>Tuesday - Math Activities and Read Aloud</li> </ul>	<b>Maroon and Gold – Creative Curriculum The Cloud Activities</b> <ul style="list-style-type: none"> <li>Asynchronous</li> <li>Wednesday – Two Family Activities</li> </ul>	<b>Maroon and Gold – Creative Curriculum The Cloud Activities</b> <ul style="list-style-type: none"> <li>Asynchronous</li> <li>Thursday - ELA Activities and Read Aloud</li> <li>Friday - Two Family Activities</li> </ul>
	Daily Teacher Check-in w/ Master Teacher	Daily Teacher Check-in w/ Master Teacher	Daily Teacher Check-in w/ Master Teacher
11:00-11:30 (30 min.)	Teacher Check-In/Brain Break		
11:30-12:00 (60-min)	LUNCH		
12:00-12:40 (40 min.)	<b>Maroon - Morning Meeting/ELA/Math Instruction</b> <ul style="list-style-type: none"> <li>Asynchronous</li> <li>Monday - Two Family Activities and Read Aloud</li> <li>Tuesday - Math Activities and Read Aloud</li> </ul>	<b>Maroon – Morning Meeting &amp; Read Aloud</b> <ul style="list-style-type: none"> <li>Asynchronous</li> <li>Wednesday – Two Family Activities</li> </ul>	<b>Maroon - Morning Meeting/ELA/Math Instruction</b> <ul style="list-style-type: none"> <li>Asynchronous</li> <li>Thursday - ELA Activities and Read Aloud</li> <li>Friday - Two Family Activities</li> </ul>
	<b>Gold – Creative Curriculum The Cloud Activities</b> <ul style="list-style-type: none"> <li>Synchronous</li> <li>Monday – Afternoon Meeting w/ Question of the Day, SEL, finger plays/songs/music and movement</li> <li>Tuesday - ELA</li> </ul>	<b>Gold – Creative Curriculum The Cloud Activities</b> <ul style="list-style-type: none"> <li>Synchronous</li> <li>Morning Meeting</li> <li>Read Aloud w/ interaction based on objective (Fun Theme Day)</li> </ul>	<b>Gold – Creative Curriculum The Cloud Activities</b> <ul style="list-style-type: none"> <li>Synchronous</li> <li>Thursday – Math</li> <li>Friday - Morning Meeting w/ Question and Live Read Aloud</li> </ul>
12:40-1:30 (50 min.)	<b>Maroon and Gold – Creative Curriculum The Cloud Activities</b> <ul style="list-style-type: none"> <li>Asynchronous</li> <li>Monday - Two Family Activities and Read Aloud</li> <li>Tuesday - Math Activities and Read Aloud</li> </ul>	<b>Maroon and Gold – Creative Curriculum The Cloud Activities</b> <ul style="list-style-type: none"> <li>Asynchronous</li> <li>Thursday - ELA Activities and Read Aloud</li> <li>Friday - Two Family Activities</li> </ul>	<b>Maroon and Gold – Creative Curriculum The Cloud Activities</b> <ul style="list-style-type: none"> <li>Asynchronous</li> <li>Thursday - ELA Activities and Read Aloud</li> <li>Friday - Two Family Activities</li> </ul>
	Teacher Feedback – The Cloud and ReadyRosie	Teacher PLC's/Team Planning	Teacher Feedback – The Cloud and ReadyRosie
1:30-2:00 (30 min.)	Teacher Check-In/Brain Break	<b>Maroon and Gold – Creative Curriculum The Cloud Activities</b> <ul style="list-style-type: none"> <li>Asynchronous</li> <li>Wednesday – Two Family Activities</li> </ul>	Teacher Check-In/Brain Break

Note: Attendance for the day will be taken during the cohort time slots of synchronous learning (9:00 am and 12:00 pm).





# J. Harvey Rodgers School

## Virtual Schedule-K

Time	Educational Experience		
8:00-8:15 (15 min.)	<b>Morning Announcements &amp; SEL</b> <ul style="list-style-type: none"> <li>Asynchronous via YouTube</li> <li>Pledge of Allegiance, B-day Announcements &amp; Morning Mindfulness</li> </ul>		
	<b>Monday-Tuesday</b>	<b>Wednesday</b>	<b>Thursday-Friday</b>
8:30-9:00 (30 min.)	<b>Small Group Reading</b> <ul style="list-style-type: none"> <li>Synchronous</li> <li>Students will be assigned to a reading group and work with a leveled text.</li> </ul>	<b>Small Group Reading</b> <ul style="list-style-type: none"> <li>Synchronous</li> <li>Students will be assigned to a reading group and work with a leveled text.</li> </ul>	<b>Small Group Reading</b> <ul style="list-style-type: none"> <li>Synchronous</li> <li>Students will be assigned to a reading group and work with a leveled text.</li> </ul>
9:00-9:40 (40 min.)	<b>Maroon - Morning Meeting &amp; ELA Instruction</b> <ul style="list-style-type: none"> <li>Synchronous</li> <li>Morning Meeting</li> <li>Foundations</li> <li>Reading Aloud</li> </ul>	<b>Maroon - Morning Meeting &amp; ELA/Math Review</b> <ul style="list-style-type: none"> <li>Synchronous</li> <li>Morning Meeting</li> <li>"Show &amp; Tell"/Theme Weeks</li> <li>ELA/Math Review</li> </ul>	<b>Maroon - Calendar &amp; Eureka Math Instruction</b> <ul style="list-style-type: none"> <li>Synchronous</li> <li>Calendar</li> <li>Eureka Math (Lesson: Thursday &amp; Homework: Friday)</li> </ul>
	<b>Gold - Seesaw &amp; BSI</b> <ul style="list-style-type: none"> <li>Asynchronous</li> <li>Students will work independently on Reading &amp; Zearn assignments on Seesaw or have BSI instruction</li> </ul>	<b>Gold - Seesaw &amp; BSI</b> <ul style="list-style-type: none"> <li>Asynchronous</li> <li>Students will work independently on Reading &amp; Exit Ticket assignments on Seesaw or have BSI instruction</li> </ul>	<b>Gold - Seesaw &amp; BSI</b> <ul style="list-style-type: none"> <li>Asynchronous</li> <li>Students will work independently on Reading &amp; Zearn assignments on Seesaw or have BSI instruction</li> </ul>
9:40-10:00 (20 min.)	Brain Break	Brain Break	Brain Break
10:00-10:40 (40 min.)	<b>Maroon - Seesaw &amp; BSI</b> <ul style="list-style-type: none"> <li>Asynchronous</li> <li>Students will work independently on Reading &amp; Zearn assignments on Seesaw or have BSI instruction</li> </ul>	<b>Maroon - Seesaw &amp; BSI</b> <ul style="list-style-type: none"> <li>Asynchronous</li> <li>Students will work independently on Reading &amp; Exit Ticket assignments on Seesaw or have BSI instruction</li> </ul>	<b>Maroon - Seesaw &amp; BSI</b> <ul style="list-style-type: none"> <li>Asynchronous</li> <li>Students will work independently on Reading &amp; Zearn assignments on Seesaw or have BSI instruction</li> </ul>
	<b>Gold - Morning Meeting &amp; ELA Instruction</b> <ul style="list-style-type: none"> <li>Synchronous</li> <li>Morning Meeting</li> <li>Foundations</li> <li>Reading Aloud</li> </ul>	<b>Gold - Morning Meeting &amp; ELA/Math Review</b> <ul style="list-style-type: none"> <li>Synchronous</li> <li>Morning Meeting</li> <li>"Show &amp; Tell"/Theme Weeks</li> <li>ELA/Math Review</li> </ul>	<b>Gold - Calendar &amp; Eureka Math Instruction</b> <ul style="list-style-type: none"> <li>Synchronous</li> <li>Calendar</li> <li>Eureka Math (Lesson: Thursday &amp; Homework: Friday)</li> </ul>
10:40-11:00 (20 min.)	Brain Break	Brain Break	Brain Break
11:00-11:30 (30 min.)	Teacher Office Hours/Recess	Teacher Office Hours/Recess	Teacher Office Hours/Recess
11:30-12:00 (30 min.)	<b>LUNCH</b>		
12:00-12:40 (40 min.)	<b>Maroon - Calendar &amp; Eureka Math Instruction</b> <ul style="list-style-type: none"> <li>Synchronous</li> <li>Calendar</li> <li>Eureka Math</li> <li>(Lesson: Monday &amp; Homework: Tuesday)</li> </ul>	<b>Small Group Reading (12:00-12:30)</b> <ul style="list-style-type: none"> <li>Synchronous</li> <li>Students will be assigned to a reading group and work with a leveled text.</li> </ul>	<b>Maroon - Afternoon Meeting &amp; ELA Instruction</b> <ul style="list-style-type: none"> <li>Synchronous</li> <li>Morning Meeting</li> <li>Foundations</li> <li>Writing</li> </ul>
	<b>Gold - Seesaw &amp; BSI</b> <ul style="list-style-type: none"> <li>Asynchronous</li> <li>Students will work independently on Foundations &amp; Writing assignments on Seesaw or have BSI instruction</li> </ul>		<b>Gold - Seesaw &amp; BSI</b> <ul style="list-style-type: none"> <li>Asynchronous</li> <li>Students will work independently on Foundations &amp; Writing assignments on Seesaw or have BSI instruction</li> </ul>
12:40-1:00 (20 min.)	Brain Break	Brain Break	Brain Break
1:00-1:40 (40 min.)	<b>Maroon - Seesaw &amp; BSI</b> <ul style="list-style-type: none"> <li>Asynchronous</li> <li>Students will work independently on Foundations &amp; Writing assignments on Seesaw or have BSI instruction</li> </ul>	<b>Teacher PLC's/Team Planning</b> <b>Student Responsibilities on Seesaw:</b> <ul style="list-style-type: none"> <li>Free Writing</li> <li>Read Aloud Video</li> <li>Foundations</li> <li>Special Area Videos</li> </ul>	<b>Maroon Group - Seesaw &amp; BSI</b> <ul style="list-style-type: none"> <li>Asynchronous</li> <li>Students will work independently on Foundations &amp; Writing assignments on Seesaw or have BSI instruction</li> </ul>
	<b>Gold - Calendar &amp; Eureka Math Instruction</b> <ul style="list-style-type: none"> <li>Synchronous</li> <li>Calendar</li> <li>Eureka Math</li> <li>(Lesson: Monday &amp; Homework: Tuesday)</li> </ul>		<b>Gold - Afternoon Meeting &amp; ELA Instruction</b> <ul style="list-style-type: none"> <li>Synchronous</li> <li>Morning Meeting</li> <li>Foundations</li> <li>Writing</li> </ul>
1:40-2:00 (20 min.)	Brain Break		Brain Break
2:00-2:30 (30 min.)	<b>Small Group Reading</b> <ul style="list-style-type: none"> <li>Synchronous</li> <li>Students will be assigned to a reading group and work with a leveled text.</li> </ul>		<b>Small Group Reading</b> <ul style="list-style-type: none"> <li>Synchronous</li> <li>Students will be assigned to a reading group and work with a leveled text.</li> </ul>

Note: Attendance for the day will be taken during the two cohort time slots of synchronous learning (9:00 am, 10:00 am, 12:00 pm, or 1:00 pm).





# Dorothy L. Bullock Elementary School

## Virtual Schedule

Time	Educational Experience				
8:15-8:30 (15-min)	<b>Morning Announcements &amp; Daily News</b> <ul style="list-style-type: none"><li><i>Synchronous via Facebook Live &amp; recorded</i></li><li>Pledge of Allegiance, 8-day Announcements, Morning Mindfulness, <a href="#">Daily News Article</a>/Reading Response</li></ul>				
8:30-8:45 (15-min)	<b>SEL/Morning Meeting</b> <ul style="list-style-type: none"><li><i>Synchronous via WebEx (whole group)</i></li><li>Teachers &amp; students will engage in team building activities, SEL, &amp; prep for the day with the goal of creating a classroom community. Attendance will also be taken at this time.</li></ul>				
	Monday-Tuesday	Wednesday	Thursday-Friday		
8:45-9:00 (15-min)	<b>Math Fact Fluency</b> <ul style="list-style-type: none"><li><i>Synchronous (whole group)</i></li><li>Grade level activities include bubblegum math, rocket math and fact karate.</li></ul>	<b>Weekly SEL Story/Prompt</b> <ul style="list-style-type: none"><li><i>Synchronous/Asynchronous</i></li><li>Weekly prompt to be read during AM announcements. Prompt completed via google form.</li></ul>	<b>Writing Mini-lesson</b> <ul style="list-style-type: none"><li><i>Synchronous (whole group)/Async (See Saw)</i></li><li>The skill focus for today's writing lesson will be presented to support independent writing.</li></ul>		
9:00-10:20 (2, 40-min groups)	<b>Math-Group 1</b> <ul style="list-style-type: none"><li><i>Synchronous</i></li><li>Teacher directed Eureka instruction.</li></ul>	<b>Math Support (Eureka)</b> <ul style="list-style-type: none"><li><i>Synchronous (whole group)</i></li><li><i>Asynchronous (Zearn/IXL)</i></li></ul>	<b>Wilson FOUNDations</b> <ul style="list-style-type: none"><li><i>Synchronous/Asynchronous</i></li><li>Teacher directed phonics instruction</li></ul>		
	<b>Math-Group 2 (Zearn/IXL)</b> <ul style="list-style-type: none"><li><i>Asynchronous</i></li><li>Students will work independently or with BSI support to complete online learning.</li></ul>	<b>FUNDations Support (phonics)</b> <ul style="list-style-type: none"><li><i>Synchronous (whole group)</i></li><li><i>Asynchronous (SeeSaw)</i></li></ul>	<b>Writer's Workshop Writing</b> <ul style="list-style-type: none"><li><i>Asynchronous</i></li><li>Students will work independently or with BSI supports on their writing pieces</li></ul>		
10:20-10:35 (15-min)	<b>Brain Break</b> <ul style="list-style-type: none"><li><i>Synchronous</i></li><li>An opportunity for students to get up &amp; move, engage in social time w/peers, or take a break from the screen.</li></ul>	<b>Wacky Wednesday</b> <ul style="list-style-type: none"><li><i>Synchronous</i></li><li>An opportunity for students to get up &amp; move, engage in social time w/peers, or take a break from the screen.</li><li>Wednesday's activities will be slightly longer and will integrate fun activities that can be completed in the home (i.e. scavenger hunt)</li></ul>	<b>Brain Break</b> <ul style="list-style-type: none"><li><i>Synchronous</i></li><li>An opportunity for students to get up &amp; move, engage in social time w/peers, or take a break from the screen.</li></ul>		
10:35-11:00 (25-minutes)	<b>Keyboarding w/out Tears</b> <ul style="list-style-type: none"><li><i>Asynchronous</i></li><li>Keyboarding, phonics, phonemic awareness, science &amp; social students.</li></ul>		<b>Keyboarding w/out Tears</b> <ul style="list-style-type: none"><li><i>Asynchronous</i></li><li>Keyboarding, phonics, phonemic awareness, science &amp; social students.</li></ul>		
11:00-12:00 (60-min)	<b>LUNCH &amp; RECESS</b>				
12:00-12:15 (15-min)	<b>Writing Mini-lesson</b> <ul style="list-style-type: none"><li><i>Synchronous (whole group)/Async (SeeSaw)</i></li><li>The skill focus for today's writing lesson will be presented to support independent writing.</li></ul>	<b>Read Aloud/Science/Social Studies Writing Prompt (40-min, 12:00-12:40)</b> <ul style="list-style-type: none"><li><i>Synchronous/Asynchronous</i></li><li>Students will focus on content learning, reading response writing &amp; listening comprehension via the use of authentic grade level texts.</li></ul>		<b>Math Fact Fluency</b> <ul style="list-style-type: none"><li><i>Synchronous (whole group)</i></li><li>Grade level activities include bubblegum math, rocket math and fact karate.</li></ul>	
12:15-1:35 (2, 40-min groups)	<b>Wilson FOUNDations</b> <ul style="list-style-type: none"><li><i>Synchronous/Asynchronous</i></li><li>Teacher directed phonics instruction.</li></ul>			<b>Math-Group 1 (Eureka)</b> <ul style="list-style-type: none"><li><i>Synchronous</i></li><li>Teacher directed Eureka instruction.</li></ul>	
	<b>Writer's Workshop Writing</b> <ul style="list-style-type: none"><li><i>Asynchronous</i></li><li>Students will work independently or with BSI supports on their writing pieces</li></ul>	<b>Guided Reading, Writing &amp; BSI (30-min, 12:40-1:10)</b> <ul style="list-style-type: none"><li><i>Sync/Async</i></li><li>Students will work with leveled texts.</li></ul>	<b>Special Areas Assignment (30-min)</b> <ul style="list-style-type: none"><li><i>Asynchronous</i></li></ul>	<b>Math-Group 2 (Zearn/IXL)</b> <ul style="list-style-type: none"><li><i>Asynchronous</i></li><li>Students will work independently or with BSI support to complete online learning.</li></ul>	
1:35-1:45 (10-min)	<b>BRAIN BREAK</b>				
1:45-2:25 (40-minutes)	<b>Read Aloud/Science/Social Studies Writing Prompt (40-min, 12:00-12:40)</b> <ul style="list-style-type: none"><li><i>Synchronous/Asynchronous</i></li><li>Students will focus on content learning, reading response writing &amp; listening comprehension via the use of authentic grade level texts.</li></ul>		<b>PLC's &amp; Team Planning (1:10-3:00)</b>		<b>Read Aloud/Science/Social Studies Writing Prompt (40-min, 12:00-12:40)</b> <ul style="list-style-type: none"><li><i>Synchronous/Asynchronous</i></li><li>Students will focus on content learning, reading response writing &amp; listening comprehension via the use of authentic grade level texts.</li></ul>
2:25-3:00 (30-minutes)	<b>Guided Reading, Writing &amp; BSI (30-min, 12:40-1:10)</b> <ul style="list-style-type: none"><li><i>Sync/Async</i></li><li>Students will work with leveled texts.</li></ul>	<b>Special Areas Assignment (30-min)</b> <ul style="list-style-type: none"><li><i>Asynchronous</i></li></ul>			<b>Guided Reading, Writing &amp; BSI (30-min, 12:40-1:10)</b> <ul style="list-style-type: none"><li><i>Sync/Async</i></li><li>Students will work with leveled texts.</li></ul>





# Thomas E. Bowe Elementary School

## Virtual Schedule

Time	Educational Experience
8:15 – 8:25 (10 min)	<b>Morning Announcements</b> <ul style="list-style-type: none"> <li>Synchronous with a blend of live and recorded messages</li> </ul>
8:25 – 8:45 (20 min)	<b>SEL/Morning Meeting</b> <ul style="list-style-type: none"> <li>Synchronous Via WebEx w/ HR</li> <li>Students will engage in a variety of community building exercises designed to attend to SEL needs</li> <li>Attendance will be taken</li> </ul>
8:45 – 9:15 (30 min)	<b>Social Studies/Science</b> <ul style="list-style-type: none"> <li>Blend of Synchronous (Whole Group via WebEx) and Asynchronous instruction (Via Schoology)</li> </ul>
9:15 – 10:00 (45 min)	<b>Math Whole Group/Guided Practice</b> <ul style="list-style-type: none"> <li>Blend of asynchronous and synchronous components</li> <li>Students arrive having engaged in an asynchronous introduction</li> <li>A review is conducted synchronously</li> <li>Students engage in guided practice as teacher reinforces/redirects</li> </ul>
10:00 – 10:15 (15 min)	<b>Brain Break</b>
10:15 – 11:30 (75 min)	<b>Math Small Group/Independent Instruction</b> <ul style="list-style-type: none"> <li>Synchronous needs-based small group (2, 35 min groups) instruction led by teacher (Via WebEx)</li> <li>Asynchronous independent practice differentiated to meet student needs (Via Schoology)</li> </ul>
11:30 – 12:30 (60 min)	<b>Lunch/Recess</b>
12:30 – 12:45 (15 min)	<b>PM Check in w/ Math Teacher</b> <ul style="list-style-type: none"> <li>Synchronous via WebEx</li> <li>Attendance will be taken</li> </ul>
12:45 – 1:30 (45 min)	<b>Math Practice/Access to Math Office Hours</b> <ul style="list-style-type: none"> <li>Asynchronous independent practice (Via Schoology)</li> <li>Access to synchronous teacher support/office hours (Via WebEx)</li> </ul>
1:30 – 2:15 (45 min)	<b>Independent Math Remediation/Reinforcement/Enrichment</b> <ul style="list-style-type: none"> <li>Asynchronous independent focus on pre-requisite skills, reinforcement of grade level standards, and/or enrichment to extend learning using Zearn and/or IXL</li> </ul>
2:15 – 3:00 (45 min)	<b>Independent ELA Instruction/Access to Special Areas Office Hours</b> <ul style="list-style-type: none"> <li>Asynchronous instruction (Via Schoology) to prepare for the next synchronous window with the ELA teacher (A Flipped Classroom approach)</li> <li>Access to synchronous special area teacher support/office hours (Via WebEx)</li> </ul>



# Glassboro Intermediate School

## Virtual Schedule

TIME	Monday	Tuesday	Wednesday	Thursday	Friday
HR 8-8:05	Students will have access to daily announcements, and check in via a question of the day			Students will have access to daily announcements, and check in via a question of the day	
B1 8:05-9:05	<b>Synchronous &amp; Asynchronous</b> Students will engage in teacher led activities, video, and live lessons		8-10 PLC, PD, Common Planning, etc.	<b>Synchronous &amp; Asynchronous</b> Students will engage in teacher led activities, video, and live lessons	
	20 minutes Pre-Recorded Lesson 20 minutes Small /Independent Practice 20 minutes Live Instruction			20 minutes Pre-Recorded Lesson 20 minutes Small /Independent Practice 20 minutes Live Instruction	
B2 9:15-10:15	<b>Synchronous &amp; Asynchronous</b> Students will engage in teacher led activities, video, and live lessons		10-11 Maroon Support Live	<b>Synchronous &amp; Asynchronous</b> Students will engage in teacher led activities, video, and live lessons	
	20 minutes Pre-Recorded Lesson 20 minutes Assignment 20 minutes Live Instruction			20 minutes Pre-Recorded Lesson 20 minutes Small /Independent Practice 20 minutes Live Instruction	
B3 10:25-11:25	<b>Synchronous &amp; Asynchronous</b> Students will engage in teacher led activities, video, and live lessons		11-11:30 Lunch	<b>Synchronous &amp; Asynchronous</b> Students will engage in teacher led activities, video, and live lessons	
	20 minutes Pre-Recorded Lesson 20 minutes Assignment 20 minutes Live Instruction			20 minutes Pre-Recorded Lesson 20 minutes Assignment 20 minutes Live Instruction	
11:25-12	Lunch		11:30-12:30 Gold Support Live	Lunch	
B4 12-1	<b>Synchronous &amp; Asynchronous</b> Students will engage in teacher led activities, video, and live lessons			<b>Synchronous &amp; Asynchronous</b> Students will engage in teacher led activities, video, and live lessons	
	20 minutes Pre-Recorded Lesson 20 minutes Assignment 20 minutes Live Instruction		12:30-1:20 Prep	20 minutes Pre-Recorded Lesson 20 minutes Assignment 20 minutes Live Instruction	
B5 1:10-2:10	<b>Synchronous &amp; Asynchronous</b> Students will engage in teacher led activities, video, and live lessons			<b>Synchronous &amp; Asynchronous</b> Students will engage in teacher led activities, video, and live lessons	
	20 minutes Pre-Recorded Lesson 20 minutes Assignment 20 minutes Live Instruction			20 minutes Pre-Recorded Lesson 20 minutes Assignment 20 minutes Live Instruction	
2:10-3	<b>GIS Care Center</b> Teachers will provide small group or individual differentiated instruction		1:30-3:00 <b>GIS Care Center</b>	<b>GIS Care Center</b> Teachers will provide small group or individual differentiated instruction	





# Glassboro High School Virtual Schedule

Time	Monday/Thursday	Tuesday/Friday	Wednesday
8:00-8:10	Homeroom	Homeroom	Homeroom
8:10-9:00	Block One <b>Synchronous Instruction</b>	Block One Asynchronous Instruction	Independent Study
9:00-9:10	<b>Brain Break</b>	<b>Brain Break</b>	<b>Brain Break</b>
9:10 -10:00	Block Two Asynchronous Instruction	Block Two <b>Synchronous Instruction</b>	Independent Study
10:00-10:10	<b>Brain Break</b>	<b>Brain Break</b>	<b>Brain Break</b>
10:10-11:00	Block Three <b>Synchronous Instruction</b>	Block Three Asynchronous Instruction	Whole Group Synchronous B1 (10:10-10:35) B2 (10:35-11:00)
11:00-11:10	<b>Brain Break</b>	<b>Brain Break</b>	<b>Brain Break</b>
11:10-12:00	Block Four Asynchronous Instruction	Block Four <b>Synchronous Instruction</b>	Whole Group Synchronous B3 (11:10 -11:35) B4 (11:35 - 12:00)
12:00 – 1:00	Lunch	Lunch	Lunch
B1 1:00-1:30	Open Classroom	Open Classroom	<b>Independent Study Session</b>
B2 1:30-2:00	Open Classroom	Open Classroom	<b>Independent Study Session</b>
B3 2:00-2:30	Open Classroom	Open Classroom	<b>Independent Study Session</b>
B4 2:30-3:00	Open Classroom	Open Classroom	<b>Independent Study Session</b>

- ✓ Special education services will be scheduled throughout the day.
- ✓ Students will receive live instruction during synchronous instructional blocks.
  - Students will also be engaged in small group instruction, discussion groups, and asynchronous instruction.
- ✓ Open Classroom sessions allow teachers to review the days' lessons with those who attend and offer feedback.
- ✓ There will be daily and weekly assignment deadlines for both synchronous and asynchronous sessions.



## Assessments

Students will be tested using the NWEA MAP Growth benchmark assessment early in the school year. This measurement tool is suitable for online administration and will give teachers a snapshot of current student performance.

Learning will continue to be assessed by teachers through assignments, projects, video conferences, and LMS tests and quizzes in order to inform instruction and provide support for growth.

Student work will be graded using clear rubrics, and feedback will be specific and ongoing so that all students can be successful.







## Digital Citizenship

We all recognize that as students are currently taking classes online, it is more important than ever that they know how to be responsible digital citizens. Elements of safe internet use will be interwoven within lessons and activities.

Students are expected to engage respectfully with people of different viewpoints, recognize facts from fiction, and make ethical and honest decisions in their internet use.

The following family resources, and more, are available courtesy of Common Sense Media:

[K-5 Family Tips: Digital Footprint & Identity](#)

[K-5 Family Tips: Digital Footprint & Identity \(Spanish\)](#)

[6-12 Family Tips: Digital Footprint & Identity](#)

[6-12 Family Tips: Digital Footprint & Identity \(Spanish\)](#)

[K-5 Family Tips: Privacy & Security](#)

[K-5 Family Tips: Privacy & Security \(Spanish\)](#)

[K-12 Family Tips: Cyberbullying, Digital Drama, & Hate Speech](#)



# Glossary of Terms

**ASYNCHRONOUS LEARNING** When learners participate in an online learning course at different times, it is known as asynchronous learning. Asynchronous learning allows learners to go through an assignment at their own pace and on their own schedule.

**FLIPPED LEARNING** Also known commonly as the Flipped Classroom in the field of education, flipped learning switches the lecture/instructional element of learning away from the face to face environment to the learner's own time, allowing them to take in information at their own pace. Face-to-face education can then focus on discussion and interaction, facilitating lively discussion.

**LEARNING MANAGEMENT SYSTEM (LMS)** A Learning Management System (LMS) is a software application for the administration, documentation, tracking, reporting and delivery of online education courses or training programs. The technology platform through which students' access online courses, a LMS generally includes software for creating and editing course content, communication tools, assessment tools, and other features for managing the course.

**SYNCHRONOUS LEARNING** When learners participate in an online learning course at the same time but in different locations, it is known as synchronous learning. Synchronous learning allows learners to interact with the instructor and other participants. This is done through software that creates a virtual classroom.

**VIDEO CONFERENCING** Video conferencing refers to the use of video technology (both hardware and software) to create a virtual meeting between two or more people in different physical locations. Participants can see and hear each other through this technology.

**VIRTUAL CLASSROOM** The virtual classroom refers to a digital classroom learning environment that takes place over the Internet rather than in a physical classroom. It is implemented through software that allows an instructor and students to interact.

**WEBINAR** A webinar is a seminar or workshop in which the facilitator and participants view the same screen at the same time. Usually the webinar has an audio component that the facilitator controls and functionality that allows participants to chat by entering text, answering polls, raising their hands and asking questions.



# Contact Information

## District Administration

Dr. Mark Silverstein, **Superintendent**, [msilverstein@gpsd.us](mailto:msilverstein@gpsd.us)

Dr. Robert Preston, **Chief Academic Officer**, [rpreston@gpsd.us](mailto:rpreston@gpsd.us)

Mrs. Brandi Sheridan, **Supervisor of Instruction, Math and Science**, [bsheridan@gpsd.us](mailto:bsheridan@gpsd.us)

Mrs. Sue Kornicki **Supervisor of Instruction, Technology and V&PA**, [skornicki@gpsd.us](mailto:skornicki@gpsd.us)

Mrs. Nanci Moore, **Director of Special Education**, [nmoore@gpsd.us](mailto:nmoore@gpsd.us)

## Technology Department

Mr. George Weeks, **Director of Technology**, [gweeks@gpsd.us](mailto:gweeks@gpsd.us)

Mr. Chuck Baur, **Network/Systems Administrator**, [cbaur@gpsd.us](mailto:cbaur@gpsd.us)



# Contact Information

## Glassboro High School

Mrs. Monique Stowman-Burke, Principal, [mstowman-burke@gpsd.us](mailto:mstowman-burke@gpsd.us)

Mr. Jeff Cusack, Assistant Principal/Athletic Director, [jcusack@gpsd.us](mailto:jcusack@gpsd.us)

Mr. Christian Lynch, Assistant Principal, [clynch@gpsd.us](mailto:clynch@gpsd.us)

## Glassboro Intermediate School

Mrs. LaVonya Mitchell, Principal, [lmitchell@gpsd.us](mailto:lmitchell@gpsd.us)

## Thomas E. Bowe School

Mr. Craig Stephenson, Principal, [cstephenson@gpsd.us](mailto:cstephenson@gpsd.us)

Mrs. Kelly Marchese, Assistant Principal, [kmarchese@gpsd.us](mailto:kmarchese@gpsd.us)

## Dorothy L. Bullock School

Mr. Richard Taibi, Principal, [rtaiibi@gpsd.us](mailto:rtaiibi@gpsd.us)

## J. Harvey Rodgers School

Mrs. Melanie Sweeney, Principal, [msweeney@gpsd.us](mailto:msweeney@gpsd.us)