

Extended COVID-19 Learning Plan

Version: Strict Adherence to Legislation

Reconfirmation Meeting

Required Every Month After Initial Plan Approval

Agenda:

- Reconfirm how instruction is going to be delivered during the 20/21 school year
- Public comments from parents and/or guardians on the Extended Learning Plan
- Review weekly 2-way interaction rates

Reconfirmation Meeting for April

Reconfirm instructional delivery method:

Students in PK-12 will either attend school every day for face-to-face instruction or use a virtually face-to-face option by logging directly into the classroom using Google platforms, or utilizing an online program/packet option. Student and staff health and safety will be addressed through a cohort model for grades K-5 that keeps students together for the entire school day. Students in grades 6-12 will have strict safety protocols and practice social distancing. All student desks remain 6 feet apart. All students will have minimized passing times and procedures for getting their devices for use in the classrooms. Social and emotional needs of all students will be addressed.

Reconfirm how instruction will be delivered for each grade level:

Pre-Kindergarten: PK(GSRP): OWEN-GAGE PRESCHOOL: CENTER/LICENSE NUMBER: DC 320275739 Unless the GSRP teacher and Administration agree to keep the GSRP open to in person instruction, packets of activities along with art supplies will be delivered directly to families. These packets will be personally delivered to family homes at the same time as the food is delivered which is typically Monday and Wednesday. Facebook Live and other communication apps such as REMIND will be utilized to maintain parental/student contact. The primary areas of focus will be Early Literacy and Numeracy. Curriculum content will come from the Connect4Learning curriculum as much as able. There will be multiple suggestions for parents that will promote imaginative play, exploration, creative arts and movement, and other activities that promote social-emotional wellness. The expectation would be that students spend about an hour a day on the activities at various times (short intervals) that work with their daily routines. Teachers will be expected to document two-way conversations with students no less than twice a week. There will be a focus on relationship-building and maintaining connections for social-emotional needs.

Elementary (Grades K - 5): K-1: Weekly packets consisting primarily of reading and math lessons/activities that will include utilization of math and CKLA workbooks. Some activities for Science/Social studies will be also be incorporated to enhance learning. Early Literacy and Numeracy along with social-emotional well-being will be a top priority across the board. Some materials used will include: BEE books (communication) with sight word practice included, REMIND APP for parental/student contact along with email, and personal phone calls, Project-based/hands on lessons will be provided. There will be books, curricular materials and handouts provided that include instructions for parental support. All packets/supplies/materials will be personally delivered to family homes at the same time that food is delivered for the week which is typically on Monday and Wednesday. It will be expected that grades K-1 spend approximately an hour a day on specific learning activities. Teachers will be expected to document two-way conversations with students no less than twice a week. There will be a focus on relationship-building and maintaining connections for social-emotional needs.

2-5: Google Classroom and Google folders are created online for each individual student containing lessons in core subject areas. There will also be supplemental materials available to enhance social-emotional, creativity, art, music, and career exploration. All information can be downloaded and printed to be put into packet form for delivery if a student does not have access to online. The delivery of a packet will take place at the same time as food is personally delivered to the family home which is typically Monday and Wednesday. Communication will be ongoing through letters, email, and phone calls. The following will be available to all students: CKLA material (access provided to parents), Reflex Math logins, Prodigy logins, Readwork accounts, Moby Max logins, and a variety of websites provided for virtual learning, virtual field trips and project-based lessons. It will be the expectation the all students in grades 2-5 spend approximately 90 minutes per day on specific learning activities. Teachers will be expected to document two-way conversations with students no less than twice a week. There will be a focus on relationship-building and maintaining connections for social-emotional needs.

Middle School (Grades 6 - 8): 6-12: These grades will receive communication and educational opportunities through school email and other forms of technology/individual learning packets/alternative assignments. Google Classroom will be used as a teaching platform. Some information and text related data will be found on teachers individual Weebly websites. Other learning opportunities may be through the use of Google Forms and or Google Folders, and Facebook Live. Some specific sites that teachers will utilize will be: Code.org, Prodigy, and Legends of Learning. Students will do some project-based learning and work directly with teachers via Zoom, Google Meet, and phone. All students will have the option to receive alternative assignments that will be provided in packets and delivered to the family home at the same time that food is delivered which is typically Monday and Wednesday. All students will be expected to spend approximately 90 minutes per day if in grades 6-8 and 120 minutes per day if in grades 9-12 on their learning activities. Teachers will schedule classes appropriately as not to overwhelm students. Teachers will keep a log of communication with students and will be expected to have two-way communication no less than two times per week. There will be a focus on relationship-building and maintaining connections for social-emotional needs.

High School (Grades 9 - 12): 6-12: These grades will receive communication and educational opportunities through school email and other forms of technology/individual learning packets/alternative assignments. Google Classroom will be used as a teaching platform. Some information and text related data will be found on teachers individual Weebly websites. Other learning opportunities may be through the use of Google Forms and or Google Folders, and Facebook Live. Some specific sites that teachers will utilize will be: Code.org, Prodigy, and Legends of Learning. Students will do some project-based learning and work directly with teachers via Zoom, Google Meet, and phone. All students will have the option to receive alternative assignments that will be provided in packets and delivered to the family home at the same time that food is delivered which is typically Monday and Wednesday. All students will be expected to spend approximately 90 minutes per day if in grades 6-8 and 120 minutes per day if in grades 9-12 on their learning activities. Teachers will schedule classes appropriately as not to overwhelm students. Teachers will keep a log of communication with students and will be expected to have two-way communication no less than two times per week. There will be a focus on relationship-building and maintaining connections for social-emotional needs.

Reconfirm whether or not the district is offering higher levels of in-person instruction for English language learners, special education students, or other special populations:

Students' IEPs, IFSPs, and 504 plans will be reviewed in coordination with general and special education teachers and/or providers to address any data-driven accommodations and/or services that are needed due to known changes in students' needs.

For students from birth to five, those with identified special needs, and those attending CTE programming, intervention and support services will be integrated into the student's program immediately upon the start of school.

The district has established structures for general and special education teachers and/or providers to collaborate and communicate regarding student performance and student needs on IEP goals and objectives with special consideration regarding assistive technology and accessibility.

The district ensures a continuation of services for students receiving speech and language, occupational therapy, physical therapy, or social work services within their IFSP or IEP. The district also ensures a method for the continuation of evaluation for students suspected of having a disability as well as those requiring re-evaluation.

All special education students will have a Continuity Learning Plan added to their IEP that will be put in place if the District had to move away from face-to-face instruction.

The District has no English Language Learners, but if one were to enroll, the District would work with the Huron Intermediate School District for supports to enhance educational learning.

Document Public Comments:

Review Weekly 2-Way Interaction Rates

April	All Students
Week 1	K-5 =98.81% 6-12 =97.73%
Week 2	K-5 =98.81% 6-12 =98.85%
Week 3	K-5 =98.80% 6-12 =100%
Week 4	K-5 =98.80% 6-12 =96.51%

Post to transparency link on website and provide to CEPI

Note: As of 9/30/20, the process for submitting to CEPI has not yet been identified

Extended COVID-19 Learning Plan

Version: Meets Legislative Requirements with Additional Recommendations

Reconfirmation Meeting

Required Every Month Days After Initial Plan Approval

Agenda:

- Reconfirm how instruction is going to be delivered during the 20/21 school year
- Public comments from parents and/or guardians on the Extended Learning Plan
- Review weekly 2-way interaction rates

Reconfirmation Meeting for <MONTH>

Reconfirm instructional delivery method:
Reconfirm how instruction will be delivered for each grade level: (note: adjust to meet your district configuration)
Pre-Kindergarten:
Elementary (Grades K - 5):
Middle School (Grades 6 - 8):
High School (Grades 9 - 12):
Reconfirm whether or not the district is offering higher levels of in-person instruction for English language learners, special education students, or other special populations:
Document Public Comments:

Review Weekly 2-Way Interaction Rates for <Building or Gradespan 1>

<Month>	All Students	100% Remote*	Not 100% Remote*
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Week 1	<i>(must be reported in percent form)</i>		
Week 2			
Week 3			
Week 4			

Review Weekly 2-Way Interaction Rates for <Building or Gradespan 2>

<Month>	All Students	100% Remote*	Not 100% Remote*
Week 1	<i>(must be reported in percent form)</i>		
Week 2			
Week 3			
Week 4			

Review Weekly 2-Way Interaction Rates for <Building or Gradespan 3>

<Month>	All Students	100% Remote*	Not 100% Remote*
Week 1	<i>(must be reported in percent form)</i>		
Week 2			
Week 3			
Week 4			

*Recommended, but not required by legislation, to report on Remote/Not Remote and by building or grade span

Post to transparency link on website and provide to CEPI

Note: As of 9/30/20, the process for submitting to CEPI has not yet been identified