**Dunkerton CSD Return to Learn Plan** *Board Approved July 27, 2020*

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| ***Return to Learn Resources:***   * [Return to Learn Timeline Checklist](https://docs.google.com/document/d/1J3cH40NYh615DDTYEmeGSXV1h_iYQwLxF_pfS0XR1lA/edit?usp=sharing) * [Return to Learn Guidance](https://drive.google.com/file/d/1AbUwbDMp1LOqA--rW1mvwzD9hweXGlAl/view?usp=sharing) * [Closing the Gap calendar Example](https://drive.google.com/file/d/1xjYx4gRVKzEuX2DsAt_jArpQeYsWZHB0/view?usp=sharing) * [Infrastructure School Calendar Changes Guideline](https://docs.google.com/document/d/11_IF96q2QHBYwdRlP9RGMhINjE7fF4621yuXIvKmcX8/edit?usp=sharing) | | | |
| **Continuous Learning Plan** | | | |
| **Focus Areas** | **Action Plan** | | **Resources** |
| ***Determination Factors for Implementation of Continuous Learning Plan***   * [CDC guidelines](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html#guidance) * [IDPH guidelines](https://idph.iowa.gov/Emerging-Health-Issues/Novel-Coronavirus) * Proclamations from Gov. | The district will work with the Department of Education regarding the process for closing school and moving to virtual school also known as the Continuous Learning Plan.  The District will follow the criteria established in the July 17th Proclamation from Governor Reynolds for remote-learning opportunities only in the following circumstances:  A. Parental consent:  B. Approved temporary school building or district closure: If the Iowa Department of Education, in consultation with the Iowa Department of Public Health, approves of the temporary move to primarily remote learning for an entire school building or district because of public health conditions in the building or district.  C. Temporary remote learning for individual students or classrooms: If the school district or accredited nonpublic school determines, in consultation with state and local public health departments, that individual students or classrooms, but not all the students in a school building, must temporarily move to primarily remote learning because of public health conditions in the building.  D. Temporary remote learning because of inclement weather: If the school district or accredited nonpublic school determines that an entire school building or district must temporarily move to primarily remote learning because of inclement weather for a period not exceeding five consecutive school days unless the Iowa Department of Education approves of a longer period. | | [CDC Considerations for schools](http://cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html)  [CDC Decision Tree](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/Schools-Decision-Tree.pdf) |
| ***Teacher and Student Expectations:***   * Plan for delivering curriculum * Plan for assessment and feedback * Teacher collaboration opportunities * Teacher/student/family communication * Learning opportunities * Tight/loose expectations for staff * Student online behavior * Promotion of well-being | MS/HS   * Develop a plan to get and keep students engaged.   + Train students on how to login and join remotely.     - Google Meet     - Zoom   + Help students manage time with clear expectations and schedule. Teachers are specific on due dates and when to attend online and turn in classwork. (Students had a bunch of emails).   + Assuming that students will be more engaged when it is required, how do we build checks when students don’t engage.     - Weekly Communication with parents via Infinite Campus * Face to face 1 time per week   + Length of class and weekly assignment expectations * Document for parents and students to see weekly learning expectations   + 1 per grade level on google classroom   + Headers for announcements * Communication to students about weekly requirements --tasks, face to face expectations   + Preplan and train students on this * Previous year report on student learning : Curriculum Map and Standards Report on Infinite Campus * Focus on Standards--find out what did students miss?   + **Create template for teachers to plan**   Elementary-   * Asynchronous Learning: Teachers will provide recorded lessons and resources via Google Classroom and students will access at time that works for the family. * Teachers will meet with class face to face one time per week for “class meetings.” * Teachers will meet individually with each student/small groups once per week. * Delivering online curriculum/ instruction:   + Kdg. - 30 to 90 minutes/day with 3 to 5 minutes of sustained attention focus.   + 1st/2nd - 45 to 90 minutes/day with 5-10 minutes of sustained attention focus.   + 3rd-5th - 60 to 120 minutes/day with 10-15 minutes of sustained attention focus. * Use of current curricular resources:   + Units of Study for reading/writing/phonics   + ConnectEd for Everyday Math   + Mystery Science   + FreedomFlix (3-5), True Flix (K-2), Ducksters * Provide student training for Google Classroom with online expectations * Assessment/Feedback:   + Teachers will provide feedback to assignments and tasks via Google Classroom tools.   + FAST assessments will follow state guidelines * Teacher Collaboration:   + Teachers will meet in CTT’s once per week for collaboration and professional learning. * Communication -   + Teacher designated office hours for students/parents to ask questions   + Principal offices hours for parents to ask questions   + Schedule for weekly emails to parents * Learning Opportunities-   + Develop and deliver Google Classroom for parents’ tech support   + Imbed Google Classroom and tech integration into classrooms from the beginning of school year. | | [Template for Continuous Learning](https://drive.google.com/file/d/1yYYhyMn_v7LxrwNQ_hccATHXq75gawSh/view?usp=sharing)  [Protocol For Accelerating Learning](https://docs.google.com/document/d/1FkKpDStISLMKZ07K-JLRgPbO1TJB1qx0gskynQdYYlg/edit?usp=sharing)  [Learning Acceleration Guide](https://drive.google.com/file/d/1X1ciyMniYqsVDVGIPu0lLPh9NA992KXD/view?usp=sharing) |
| ***Online Delivery Platforms:***   * Determine platform for online learning * Determine what district curriculum needs licensing * Develop safety measures * Determine additional technology needs * Accommodations or modifications for those without reliable internet access. | District   * Provide devices for all students and staff * Provide hotspots for internet connectivity for families/staff without access * Provide professional learning for online platforms and instructional strategies for online learning for staff   MS/HS   * Google Classroom   + Focus on Standards--what did students miss?     - Create template for teachers to plan   + How will the gaps be met online? Hybrid? Face to Face model * Potential use of E2020 in some situations   Elementary-   * Google Classroom for K-5   + Develop and implement online expectations and engagement:     - Students are engaged in online learning by:       * View and complete weekly work       * Attending weekly “class meetings”       * Attend teacher office hours as needed     - Families support online learning by:       * Ensure work space and schedule for schoolwork       * Know how to contact teachers and tech support when needed       * Read teacher communications weekly       * Provide accurate and updated contact information     - Teachers support online learning by:       * Create and post engaging weekly lessons and activities       * Provide timely feedback       * Connect weekly with students for class via Google       * Connect with students via office hours as needed | | [Continuous Learning Tech Integration](https://docs.google.com/document/d/1d_OAd3Er6p1cKOZgQ4ePrzZ7PbappAH1MFtWuigvrNg/edit?usp=sharing)  [Panorama Tech Access Survey](http://bit.ly/iowatechsurvey)  [Tech Access Survey PDF Format](https://drive.google.com/file/d/1JYgMK9pEFlj4_Gj7_hMiiWPllcDyeyTc/view?usp=sharing)  [Tech Access Survey Information Sheet](https://drive.google.com/file/d/1Ko84bVZFxcToWuzpSAi1ehxp0BW4F0wV/view?usp=sharing)  [Resources and Needs Survey Guidance (DE)](https://docs.google.com/document/d/1dGvbbUTDfrXWF0ih0CcI61b4ihZDFHxNZlmhezGrxmE/edit?usp=sharing)  [Resources and Needs Survey Question Bank](https://docs.google.com/spreadsheets/d/1yQjvoEsQrCqk4_JMe_3-wQSp9MF_m0F8-CqWjz2cc9M/edit?usp=sharing) |
| ***Communication with Internal/External Stakeholders:***   * Families * School Board * Contact information for issues/concerns * Key messages for reinforcement | District-   * Share Continuous Learning Plan to parents/families, School Board, and community   MS/HS   * Accountability for students * Attendance on Infinite Campus so parents can monitor students * Google Classroom question * “Positive attendance” on Infinite Campus -when students complete required tasks for week * Daily work-- “turned in or not turned in” * Document for parents to see schedule * Communication to students about weekly requirements --tasks, face to face expectations   + Preplan and train students on this   Elementary-   * Develop and deliver parent training modules for online platform use and support   + Technology focus   + Grade-level expectations   + Ways to support online learning engagement (see above) * Develop and implement online engagement (see above) | |  |
| ***Professional Development/Teacher Competency:***   * Determine Professional Learning needs * Determine special assistance needed * Determine the role of para/support staff | District-   * Provide professional learning for online platforms and instructional strategies for online learning for staff   MS/HS   * Google Classroom (Structure) Beginning   + Survey for teachers to address teachers’ Professional Learning needs   + Small group Teacher led Pd for Google Classroom and feedback to students * CTE structure and requirements for teachers and students * Google Classroom (Feedback to Students) * Address Student SEL needs as well   + Special Education (student by student)   Elementary-   * Google Classroom webinar (AEA resources) * Teacher led Google Classroom professional learning * Provide professional learning for Loom (screencasting) | | [Remote Learning Sessions (AEA)](https://docs.google.com/spreadsheets/d/1vg619KDB-i4Nhi4TFNRDQMXoK0LkmFcm0C31uGZQgNQ/edit?usp=sharing) |
| ***Ensuring Student Access:***   * Internet access * Determine needs of all learners * Determine needs of students with disabilities * Determine needs for exceptional learners * Determine how to address group work * Determine technical support for students/parents | District-   * Survey:   + Accessibility   + Feedback from spring closure * Provide devices for all students and staff * Provide hotspots for internet connectivity for families/staff without access   MS/HS   * Special Education (student by student) * IEP Team will address students supports needed * MTSS structure   + Using our current PLC model     - What do we expect students to learn?     - How will we know when they have learned it?     - How will we respond when they don’t?     - How will we respond when they do?   Elementary-   * Provide small group/1:1 support as needed * SPED teachers provide Specially Designed Instruction based on IEP goals * TAG teacher provide enrichment opportunities with feedback and weekly check-ins | |  |
| **Onsite Learning Plan** | | | |
| **Focus Areas** | **Action Plan** | | **Resources** |
| ***Determination Factors for Implementation of Onsite Plan***   * CDC guidelines * IDPH guidelines * Proclamations from Gov. | The district plans to have onsite learning for all students on August 25, 2020. The District will have onsite learning for all students and provide a virtual learning option for parents that do not wish to have their children attend school. Students in grades 6-12 will follow the Hybrid Learning Plan starting on the first day of school. | | [CDC Considerations for schools](http://cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html)  [CDC Decision Tree](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/Schools-Decision-Tree.pdf) |
| ***Health and Safety Measures:***   * Ensure adequate health resources and support * Ensure health office has resources to support student care * Ensure custodial staff have supports to provide optimal environmental cleaning * Plan for building-wide social distancing | [Dunkerton CSD Health and Safety Plan](https://docs.google.com/document/d/11tr7F5myttOG-yUoVL_9bs1epna1eL7-pPadIUSSqVE/edit?usp=sharing)   * [Black Hawk Co. Health Guidelines for Returning to School](https://drive.google.com/file/d/1aKNVBjgUALn4rE8agpoHLwSxWBVsZcjk/view?usp=sharing) * [CDC Guidelines for Returning to School](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html) | | [Resources and Needs Survey Guidance (DE)](https://docs.google.com/document/d/1dGvbbUTDfrXWF0ih0CcI61b4ihZDFHxNZlmhezGrxmE/edit?usp=sharing)  [Resources and Needs Survey Question Bank](https://docs.google.com/spreadsheets/d/1yQjvoEsQrCqk4_JMe_3-wQSp9MF_m0F8-CqWjz2cc9M/edit?usp=sharing)  Black Hawk Co. Health Guidelines for Returning to School |
| ***Mitigation Strategies:***   * Determine when/where PPE is available/required * Support personal protective measures and schedules (handwashing, coughing/sneezing, keeping hands away from face, etc.) * Surface cleaning schedule * Social distancing * Schedules, entry, exit, and moving in the building * Transportation | [Dunkerton CSD Health and Safety Plan](https://docs.google.com/document/d/11tr7F5myttOG-yUoVL_9bs1epna1eL7-pPadIUSSqVE/edit?usp=sharing) | | [Mitigation Inventory](https://docs.google.com/document/d/1bGQ70inA7jwvQ7G3Sbac-U2HUrJtFa4Uoegc4k632Qc/edit?usp=sharing) |
| ***Health Monitoring Protocols:***   * Determine teachers, staff, and students at “high risk” and refer to health care provider prior to re-entry * Flexible sick leave for teachers/staff * Establish “back up plans” for teacher/staff who are sick to decrease impact on learning * Consider schedules for teacher/students who are not able to be on-site * Establish process if teachers, staff or students should come to school sick | [Dunkerton CSD Health and Safety Plan](https://docs.google.com/document/d/11tr7F5myttOG-yUoVL_9bs1epna1eL7-pPadIUSSqVE/edit?usp=sharing)  Staff leave will follow the CARES Act and District master contract.  When staff have required isolation as a result of workplace exposure, then no illness days will be charged from their personal sick leave bank. | |  |
| ***Iowa Academic Standards*** | | | |
| ***Assess Initial Student Learning Needs:***   * Determine sources of data used to determine student learning needs * Determine methods of data collection across different delivery models * Determine how 2019-20 data will be used to inform curricular and instructional decisions for 2020-21 * Determine if additional days will be needed to “jump start” learning at the start of the school year | MS/HS   * Focus on Standards--what did students miss?   + Create template for teachers to plan and guide updated curriculum mapping (Steph can create this template for teachers)     - Think about --what students attended zooms       * Standards addressed     - Process for vertical alignment communication?   + Think PLC process questions related to Covid 19     - Infinite Campus student data from previous year * Before/After school program for students --address gaps that students may have * Flex time built into the schedule to address student standards   + Teach prerequisite skills needed for current grade standards   Elementary-   * August In-service: All grade level teachers will have vertical/transitional meetings with previous grade level teachers. * Reading:   + Grade level teams will use winter FAST and BAS to make preliminary reading groups.   + Teachers will administer BAS assessments for all students the first week of school.   + Teachers will administer FAST assessment as soon as the testing window opens.   + Teams will discuss and analyze both data sources in CTT’s to determine focus for instruction, regression, and gaps based on comparison of 19-20 data with BOY data.   + Teams will use UoS pre/post assessments for reading and writing. Analysis of data will occur in CTT in weekly meetings. * Math:   + Grade level teams will administer FAST EarlyMath or AMath when BOY window opens   + Grade level teams will administer EM4 comprehensive assessment the first week of school.   + Teams will discuss and analyze both data sources in CTT’s to determine focus for instruction, regression, and gaps based on comparison of 19-20 data with BOY data. * ELI Summer Reading Program and SPED Extended Year Program (July 27-August 13th)   + Additional teachers will allow for more students to take advantage of this program. * Determine adjusted master schedule to include time for intervention and remediation as needed. | | [UnboundED Information](https://drive.google.com/file/d/1wdHJmrHWN5INjR-lLJV9hLyWNfIWsaUf/view) |
| ***Match Curriculum to Student Learning Needs:***   * Establish a standards-based scope and sequence (vertical and horizontal articulation) * Identify process to adjust scope and sequence if prolonged Required Continuous Learning is needed | MS/HS   * Updated Curriculum mapping template for teachers to use guide their Instruction with students   + Online learning     - Does this impact the standards that teachers will teach     - Art, FCS, Tech,   Elementary-   * Grade level teams will identify/revise essential standards for each grade level and content area * August In-service: All grade level teachers will have vertical/transitional meetings with previous grade level teachers. * Grade level teams will analyze data from BOY assessments to determine necessary focus for intervention and remediation. * Online Learning:   + Grade levels will teach identified essential standards using assessment data via Google Classroom.   + Adjustments will be made through collaborative team time. | |  |
| ***Develop Gap-closing District and School Calendars and Schedules:***   * Determine expected amount of available instructional time for each learning condition (CL, Hybrid, On-site) * Develop district and school calendars that provide all students with additional time and opportunities to learn grade-level essential standards while also providing intervention and remediation as needed. * Establish a plan to address prolonged remote learning and teacher/staff absence * Determine how to ensure students scheduled to graduate at the end of the 2020-21 school year will meet all requirements in the event of remote learning being needed at some point in the year. | MS/HS   * @47-50 min per class (may change due to block scheduling)   + On-site --face to face   + Hybrid/Continuous Learning--face to face and work time * Flex time for Middle school built into schedule * Study Hall for High School * Built in MTSS * Teacher Absence Options--(Early August logistics)   + Remote instruction w/ para if teacher is able (think more about this) * Counselors and at-risk coordinators available to ensure students have the supports needed to complete the work   + Student Success Team   Elementary-   * August in-service days:   + Teams will utilize previous Essential Standards work to determine areas of remediation, preventative, and intensive focus for 19-20 learning targets.   + Teams will determine content Essential Standards to accelerate learning for the 20-21 school year. * Schedule time for collaborative, systematic Tier 2 interventions and extensions:   + At least 2-5 times weekly (30 minutes) direct instruction   + Available to all students as needed   + No introduction on new standards     - Reteach essential standards     - Target immediate prerequisite skills (gaps from 19-20)     - Extend students learning * Identify students needing Tier 1 preventions (help or support prior to or at point of new learning). * Identify students needing Tier 2 interventions (reteaching essential standards) * Identify students needing Tier 3 remediation (19-20 skills or gap in foundational skills) * Use of universal screening to determine students we already know will need additional support. | | [Assessment Protocol](https://docs.google.com/document/d/1LAzcnAxzNlpN7UbiPFWb7pDNE16UmYql9Z_DxdC33Rw/edit?usp=sharing)  [Unit Assessment Tool](https://docs.google.com/spreadsheets/d/1DiDBnp11_mibN1s3P8g4qCr8gXObULRa7y2GdoUWX8U/edit?usp=sharing) |
| ***Accelerate Student learning using effective instruction matched to student needs:***   * Identify and use effective instructional resources and practices. * Identify/develop instructional resources that are needed but missing. * Identify instructional resources that are designed to be used for online and other remote learning settings or can be modified for that purpose. * Identify/develop one to two high leverage instructional practices to increase student learning during the year. * Ensure teachers have the professional learning and ongoing support needed to successfully use effective instructional resources and practices to meet student needs. * Collect ongoing student learning data to determine student learning progress and needs throughout the 20-21 school year. * Use data to differentiate instruction based on student needs * Scaffold grade-level learning by incorporating standards not, or minimally addressed from previous school year. * Design learning experiences that address multiple standards at the same time using bundling strategies. | MS/HS   * MTSS process * IXL-- (Social Studies, Math, Literacy)--needed, but missing * Stemscopes --Middle/High School * (Ana used an online program) --Steph check on this) * Google Slides for students   + Platform for creating videos     - Screencastify has a chrome extension     - Zoom video recording to share     - Ipad recording --automatically * Teachers will continue to meet weekly in PlC’s to monitor students' learning and address students' gaps.   Elementary-   * Identify/revise essential standards for each grade level and course * Ensure ALL students have access to grade-level essential standards (master schedule) * Schedule time for collaborative, systematic Tier 2 interventions and extensions:   + At least 2-5 times weekly (30 minutes) direct instruction   + Available to all students as needed   + No introduction on new standards     - Reteach essential standards     - Target immediate prerequisite skills (gaps from 19-20)     - Extend students learning * Identify students needing Tier 1 preventions (help or support prior to or at point of new learning). * Identify students needing Tier 2 interventions (reteaching essential standards) * Identify students needing Tier 3 remediation (19-20 skills or gap in foundational skills) * Use of universal screening to determine students who will need additional support. | |  |
| ***Facilitate student engagement during online learning:***   * Ensure instructional resources facilitate daily academic engaged learning time. * Ensure teachers use ongoing student learning data to develop and implement differentiation strategies that are effective for online environment. * Provide adequate information to parents so they can support their child’s online learning.   + Access to lessons/activities   + How to submit work   + How to connect with teachers and administration   + How to receive technical support | MS/HS   * Communication with parents --email parent groups   + Grading/assignment completion monitoring in Infinite Campus --all work marked for completion * Calendar Schedule for Parents/Students   + Zoom times   + Assignments   + Schedule * Steph will create a survey for Secondary teachers to help plan PD   + What supports do teachers need?   Elementary-   * Delivering online curriculum/ instruction:   + Kdg. - 30 to 90 minutes/day with 3 to 5 minutes of sustained attention focus.   + 1st/2nd - 45 to 90 minutes/day with 5-10 minutes of sustained attention focus.   + 3rd-5th - 60 to 120 minutes/day with 10-15 minutes of sustained attention focus. * Use of current curricular resources:   + Units of Study for reading/writing/phonics   + ConnectEd for Everyday Math   + Mystery Science   + Freedom Flix (3-5), True Flix (K-2), Ducksters * Google Classroom for K-5   + Develop and implement online expectations and engagement:     - Students are engaged in online learning by:       * View and complete weekly work       * Attending weekly “class meetings”       * Attend teacher office hours as needed     - Families support online learning by:       * Ensure work space and schedule for schoolwork       * Know how to contact teachers and tech support when needed       * Read teacher communications weekly       * Provide accurate and updated contact information     - Teachers support online learning by:       * Create and post engaging weekly lessons and activities       * Provide timely feedback       * Connect weekly with students for class via Google       * Connect with students via office hours as needed | |  |
| **Hybrid Learning Plan** | | | |
| **Focus Areas** | **Action Plan** | | **Resources** |
| ***Determination Factors for Implementation of Hybrid Plan***   * CDC guidelines * IDPH guidelines * Proclamations from Gov. | The district will have students in grades 6-12 start the school year with a hybrid learning schedule. The hybrid learning schedule for the students will divide each grade into a “A” and “B” group and the “A” group will attend school on Monday and Wednesday and every other Friday. The “B” group will attend on Tuesday and Thursday and opposite Fridays. Instruction will provide content on the first day and provide students directions for homework/online learning for the second day of learning.  Under this plan, the number of MS/HS students on campus will be reduced from approximately 250 students (full time / onsite learning) to approximately 125 students (hybrid) model. The number of students that each staff will come in contact with will be reduced greatly. Under a normal schedule, a typical MS/HS teacher may have 140 students per day, with a block schedule, the same teacher would interact with 70 students per day. With a block schedule under the hybrid model, the same teacher would interact with 35 students per day.  This plan will provide for a greater opportunity for social distancing in each classroom. It would also limit the number of students who may have to sit out of school or extra-curricular activities if/when we have a student test positive. Ex: If we have all students in the building every day, many of our classrooms will not be able to meet the social distancing guidelines. If a student tests positive, they will likely have been within 6 ft of 2-3 students in each classroom. That means we would potentially have another 8-12 students who would then be out of school for two weeks. Going to the hybrid model would allow us to have proper social distancing in the vast majority, if not all classrooms. This would greatly cut down or potentially eliminate the need to have additional students be out of school or extra-curricular activities for an extended amount of time due to a positive case.  It will also mitigate the traffic on bussing, hallways, lunchrooms. It also prevents us from having to add additional lunch shifts where kids may not be eating lunch until 1:30 in the afternoon.  For the elementary school to go to the hybrid model, the district will work with Black Hawk County Health and if such time as the district cannot continue with onsite learning for the elementary school, the district will shift to require a hybrid learning plan. The schedule for the Elementary School will match the Groups “A” and “B” at the MS/HS.  The district may need to switch to the hybrid model if there are not enough adults available to effectively and safely operate the school. | | [CDC Considerations for schools](http://cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html)  [CDC Decision Tree](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/Schools-Decision-Tree.pdf) |
| ***Health and Safety Measures:*** | See [Dunkerton CSD Health and Safety Plan](https://docs.google.com/document/d/11tr7F5myttOG-yUoVL_9bs1epna1eL7-pPadIUSSqVE/edit?usp=sharing) | |  |
| ***Continuous Learning Protocol/schedule:*** | District   * The district will establish a schedule that includes 50% of the students in the school for onsite learning. The first group of students will be scheduled to attend Monday, Tuesday and every other Wednesday and the second group of students will attend Thursday, Friday and opposite Wednesdays.   MS/HS   * See online plan above * See Health and Safety Plan above * Use E2020 curriculum in some situations * Record large group and small group lessons using SWIVL or Google Meets/Zoom record option * Teachers will use Google Classroom to post lesson links and student assignments * Student Success Coordinator will check in with families on a regular basis.   Elementary   * See online plan above * See Health and Safety Plan above * Share Health and Safety plan with parents before July 27th * Consider online platform/curricular program (Edgenuity, Edmentum) * Record large group and small group lessons using SWIVL or Google Meets/Zoom record option * Provide lesson links for students/parent via lesson plan template and post weekly via Google Classroom * Provide small group books/materials to students at home weekly * Teachers work with families to set up individual meeting times weekly * Teachers will use Google Classroom to post lesson links and student assignments * Revise plan as needed based on numbers of students staying at home. * If full closure is necessary, ensure technology and materials are sent home right away. * Provide a questionnaire for bussing at registration. | |  |