



Reset and Restart Plan (COVID)
2020-2021

The following document outlines Dayton Early College Academy’s Remote Learning Plan and our plan for a safe restart and return to school. This fully remote plan will be in place for at least the first quarter in its entirety. While it is our deep desire to return all students and staff to school, we will continue to prioritize their health and safety. As public health guidance and data changes, we will reevaluate this plan and determine when it is safe to move to a hybrid or full return to school. We are anticipating being able to make a decision regarding that type of change in **mid-September**.

I. Remote Learning Plan

This plan outlines the academic expectations and structures put in place to support a fully remote model for the start of the 2020-2021 school year. Communications plans, staff expectations, and other notes can be found following the academic plan.

<p>This program is intended to:</p>	
<ul style="list-style-type: none"> ● Provide an excellent educational experience for students in every content and grade level (K-12) ● Encourage students to build community with their classes, advisories, and teachers ● Allow for students to learn both synchronously and asynchronously ● Provide support to families so that they are better equipped to help their student learn at home ● Engage students in new material 4 of 5 days each week and allow for one day of catch up and/or student directed learning. 	
<p>What is the structure and expectation for creating time/space for teachers/advisors to connect with their students?</p>	
<p>District Expectations:</p> <ul style="list-style-type: none"> ● Advisory Meetings and/or Morning Meetings are offered to students daily ● PREP: Morning Meetings happen full group/class ● Middle/High: Full advisory meetings happen at least once per week; advisors can meet with advisees in small groups (daily) outside of that time ● Teachers will offer two options of time to their families (e.g. 	<p>Buildings/Teachers should consider:</p> <ul style="list-style-type: none"> ● Breakdown of small group advisory meetings ● Consistent times for meetings

morning/afternoon/evening) and roster students to those particular meetings

What is the breakdown of Synchronous and Asynchronous learning for students?

District Expectations:

- A majority of students' time should be spent learning asynchronously
- Small group instruction must happen synchronously
- Students should be in at least one small group session per week, per subject
- Small groups can be used for differentiation, diving deeper into content, building on previous days' learning, preparing students for upcoming learning, etc. and should not include more than 10 students.

Expectations for Recorded Lessons:

- Teachers **do not** need to record and post new-content 4 days a week; Teachers can design some days' lessons to include pre-made videos from other teachers, Google slides, etc.
- If/When teachers do include pre-made videos or plan to assign a lesson to students in which they do not appear on the screen themselves, they can record a short (2-5 minute), introductory video to help set the purpose for the upcoming lesson
- Videos should be visually engaging and look professional

Equipment for Lesson Recording Provided by DECA:

- Ring lights, etc.
- Magnetic Whiteboards
- External webcam w/built in microphone
- Wifi access
- Tripod

Teachers will have the option to work from home or from the school. Materials can be available in both places but **we do ask that teachers choose a consistent setting. To best serve our students, we want the videos to mimic a classroom as much as possible so we ask that teachers avoid filming in different places each day.*

Teacher Supports for Lesson Recording:

- **Training for teachers**
- **Demo "studio" for teachers**
- **Sample video and "how to" for teachers**

Buildings/Teachers should consider:

- *The division of teacher work/planning amongst teams - in particular for self-contained grade levels*
- *Expectations around particular curriculums (EL, Reading Reconsidered, CPM)*

How will students get help when they need it? What will office hours look like?

District Expectations:

- Teachers will be available to answer questions from students and families during the school day (8:30 a.m. - 4:30 p.m.).
- If parents have questions outside of school hours, teachers can be reached by email. Parents should not expect a response until the next day.
- For learning questions after school hours, buildings should consider a way to support families and be clear about expectations around response time. *Even after school hours, please be respectful with response time as some families may only be able to help students after their own work hours are finished for the day.*
- The DECA help line will still operate but will serve to answer more broad school questions and/or technology questions.

Buildings/Teachers should consider:

- *Utilizing support staff to help field parent/family questions around learning or technology*

How will we track student attendance and engagement?

District Expectations:

- Engagement and attendance will be tracked by a predetermined software/app. Reports will be shared with families on Fridays.
- If students have not logged in by a predetermined time, families will receive a one-call from their child's campus.

Buildings/Teachers should consider:

- *What time students should be logged in before receiving a one-call*
- *A way for parents to let a school know that their learning will happen during alternate hours so that they don't receive the one call each time*
- *Intervention plans for students who aren't regularly logging in*

For technology questions

How will teachers/advisors and families communicate about daily learning?

<p>District Expectations:</p> <ul style="list-style-type: none"> ● Grade levels and individual teachers will create Google Sites (duplicated from a district master copy) for families and students to access regularly ● An agenda/daily to do list is posted to the class website and is texted out to families via mass communication system daily. <u>Approximate work times should be attached to the agenda each day for students.</u> ● Teachers will be available during school hours for questions. After school hours, teachers can be reached via email though families should not expect a response until the next day. ● Advisors should maintain regular and consistent communication with families, communicating at least once per week with parents and/or guardians. 	<p><i>Buildings/Teachers should consider:</i></p> <ul style="list-style-type: none"> ● Any building wide requirements for Google Sites (in addition to those specified by the district) ● A mass communication tool
<p>How will students be graded? How are grades communicated to families?</p>	
<p>District Expectations:</p> <ul style="list-style-type: none"> - Students will receive traditional grades each quarter - At DECA Middle and DECA High, Advisors will communicate grades and/or feedback on academic performance to families weekly - At DECA PREP, progress reports will be sent home bi-weekly - Specific feedback on student performance should be communicated to parents in a timely manner (weekly at minimum) - Parents will have consistent access to teacher gradebooks throughout the term 	<p><i>Buildings/Teachers should consider:</i></p> <ul style="list-style-type: none"> ● A specific day that families should expect academic updates
<p>How will we ensure that we get quality data from students who are fully-remote in terms of assessment?</p>	
<p>District Expectations:</p> <ul style="list-style-type: none"> ● All high-level assessments (MAP, iReady, Skills Benchmarks, etc.) should happen in person as much as possible ● DECA High may elect to give the MAP test to incoming 9th graders as we are operating without EOY data for those students ● Student progress and mastery should be assessed through a variety of assessment types 	<p><i>Buildings/Teachers should consider:</i></p> <ul style="list-style-type: none"> ● Scheduling assessments with families ● Who will proctor assessments for students

How will we support individual students who may have struggled in Quarter 4 and generally struggle to engage and learn in a remote environment?

District Expectations:

- Teachers should begin to identify students who struggled with engagement or academic performance leading up to and during the initial family meetings where you will create the Individual Remote Learning Plan
- Any student who a teacher indicates may be in need of an ISR or Student Support Meeting (whether on the initial family meeting form or after the first few weeks of classes) should receive a meeting before the end of the quarter to determine additional, necessary interventions.
- Title funds may be used to compensate DECA teachers/staff who wish to make themselves available for tutoring students (in person or virtually) as a necessary intervention

Buildings/Teachers should consider:

- *A building goal for the completion of ISRs/Student Support Team meetings at the start of the year*
- *A process for identifying students who are struggling and getting them the necessary interventions throughout the school year*
- *Building a bank of teachers who would be interested in tutoring as a way to match students in need with available staff*
- *Using community resources as interventions following parent meetings (library, etc.)*

How will we support families as they support students at home?

District Expectations:

- All Google Sites platforms (K-12) should have a “Parent Resource Center” tab/topic available as a common place for parent resources
- DECA will provide suggested schedules for at home learning to families. These schedules will be posted on Google Sites under ‘Parent Resources’.
- Parent Resources should be updated on Google Sites weekly to provide videos, notes, resources, and/or tips for parents/families as they relate to a teacher’s specific content.
- All teachers/advisors will hold one-on-one, initial family meetings for each student. Within those meetings, teachers/advisors and families will work together to

Buildings/Teachers should consider:

- *Creating “A Day in the Life” videos for each grade level to help parents better understand the expectations for their student*
- *Which parents would be good resources for other families when planning to*

<p>determine what remote learning will look like for their child and to arrive at agreement for a suggested schedule (e.g. Which morning meeting/advisory team works best, which block of time works best for small group, synchronous instruction)</p> <p>District Provided Supports:</p> <ul style="list-style-type: none"> ● Template/form for initial parent meetings ● Demo Google Site for teachers to copy and enhance for their own classroom ● <i>Potential PD led by parents who excelled at supporting their children at home in Quarter 4.</i> ● <i>Possible sample documents/video ideas for teachers to use in support of parents teaching at home</i> 	<p><i>prepare to support their students at home</i></p>
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What important dates and to do's should teachers and families be aware of?

Students	Families	Teachers
<p>Week of August 17th:</p> <ul style="list-style-type: none"> - <i>Diagnostic Testing (PREP & Middle)</i> - <i>Supply or material pick up</i> - <i>Meeting with teacher or advisor and family to create independent remote learning plans</i> 	<p>Week of August 17th:</p> <ul style="list-style-type: none"> - <i>Diagnostic Testing for your students (PREP & Middle)</i> - <i>Supply or material pick up from your students' campus</i> - <i>Meeting with teacher or advisor and family to create independent remote learning plans</i> - <i>Establish a schedule/structure for students to follow on learning days</i> - <i>Identify a place where learning can happen in the home</i> 	<p>Week of August 17th:</p> <ul style="list-style-type: none"> - <i>Meet with individual families for Virtual Home Visits" and complete the individualized remote learning plan form</i> - <i>Lessons, videos, and supporting materials are prepared and ready to upload (Packets are ready for pick up at PREP)</i> - <i>Create your Grade Level and individual classroom Google Site</i> - <i>Update the 'Parent Resource' tab on Google Site with helpful beginning of year documents (sample schedule, etc.) and any supporting</i>

<p>Week of August 24th:</p> <ul style="list-style-type: none"> - Lessons and assignments begin 	<p>Week of August 24th:</p> <ul style="list-style-type: none"> - Support your student as classes and assignments begin 	<p>documents for week 1 of lessons</p> <p>Week of August 24th:</p> <ul style="list-style-type: none"> - Begin lessons
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<p>Staff and Student Wellness</p>	
<p>Communication Plan</p>	<p>At the campus level, all grade levels and teachers will create a Google Site where they are able to link their Google Classroom. Building and grade level announcements will be posted to the home page regularly. Each site will also link to the district home page where families can access more details about DECA's return to school plan and view FAQs. Campuses also use one-call and text technology to communicate with families.</p> <p>Staff-wide communication goes out on Mondays and as necessary depending on a given situation.</p> <p>As public health guidance and data changes, we will work to reevaluate our plans. As parts of our plans change, staff will be communicated with as soon as possible.</p> <p>We are using all mediums (email, one-call, text, social media) to communicate with families.</p>
<p>Staff Expectations (HR)</p>	<p>Teachers and Staff are expected to work a full day while DECA utilizes a fully remote learning model. While the building is open for teachers and staff to use during the week, teachers and staff have the option to telework in effort to slow the spread of COVID-19. This is temporary, however, and building leaders are able to request teachers/staff to report to the building as things change.</p> <p>DECA teachers will be the facilitators of DECA's fully remote learning program while support staff (specials teachers, etc.) will primarily work to provide additional student and family support.</p>

	<p>Specials teachers will also provide access to their special area content via video for students.</p> <p>Pursuant to the Families First Coronavirus Response Act, all teachers and staff are able to use additional sick time or FMLA (in the case of extended leave) for an absence related to COVID-19.</p>
Considerations	<p>For the first quarter, we will not permit students to be in the building for face-to-face instruction. Any students, parents, staff, etc. who enter the building for any reason must wear a face covering.</p> <p>This fully remote plan will be in place for at least the first quarter in its entirety. As public health guidance and data changes, we will reevaluate this plan and determine when it is safe to move to a hybrid or full return to school. We are anticipating being able to make a decision regarding that type of change in mid-September.</p>

II. Re-opening Plan:

This plan outlines the academic expectations and structures put in place to support either a hybrid model or full return to school for any part of the 2020-2021 school year. Determinations around making a transition to a hybrid or full return will be based on changes in the public health guidance and data.

Logistics			
	Hybrid Learning Model	Full Return to School	Remote Learning Model
<i>Facilities Preparations</i>	Custodial crews will deep clean classrooms following	Custodial crews will deep clean classrooms daily.	n/a

	<p>each group of students (A/B). Teachers will also receive appropriate cleaning supplies to use throughout the day.</p> <p>Necessary signage will be posted throughout the building in common areas.</p> <p>Air purifiers will be in every classroom to aid with air filtration for teachers and students.</p> <p>Desks should be spaced 6 feet apart when possible and students will do minimal travel throughout the building.</p> <p>Water fountain use will not be permitted in the event of a return to school amidst a pandemic.</p> <p>A district COVID response team compiled a detailed shutdown/quarantine plan in the event of a positive case.</p>	<p>Teachers will also receive appropriate cleaning supplies to use throughout the day.</p> <p>Necessary signage will be posted throughout the building in common areas.</p> <p>Air purifiers will be in every classroom to aid with air filtration for teachers and students.</p> <p>Desks should be spaced as far apart as possible and students will do minimal travel throughout the building.</p> <p>Water fountain use will not be permitted in the event of a return to school amidst a pandemic.</p> <p>A district COVID response team compiled a detailed shutdown/quarantine plan in the event of a positive case.</p>	
Checking for Illness and Symptoms	<p>Every teacher, staff member, and student arriving to school will have their temperature taken with a no-contact thermometer. For students, temperature screenings will be available at multiple building entrances.</p> <p>Each campus has identified an isolation area within the school where students, teachers, and/or staff who</p>	<p>Every teacher, staff member, and student arriving to school will have their temperature taken with a no-contact thermometer. For students, temperature screenings will be available at multiple building entrances.</p> <p>Each campus has identified an isolation area within the school where students, teachers, and/or staff who</p>	n/a

	<p>exhibit a temperature and/or other symptoms will wait to be picked up or to go home.</p> <p>Additional nursing staff will be in each building (full time at the middle and elementary schools and from 8:30 - 1:00 at the high school).</p>	<p>exhibit a temperature and/or other symptoms will wait to be picked up or to go home.</p> <p>Additional nursing staff will be in each building (full time at the middle and elementary schools and from 8:30 - 1:00 at the high school).</p>	
<p>Visitor and Main Office Procedures</p>	<p>There will be no visitors, including volunteers, permitted on any DECA campus (unless a parent has a scheduled meeting). Any one who does come to the building (parent, student teacher) will have their temperature screened and be required to wear a face covering.</p> <p>Parents are permitted to enter the main office area but are not permitted to move throughout the school.</p> <p>Parents are not permitted to drop off food, birthday treats, supplies, etc. for their children and we will not allow food deliveries from food delivery services.</p>	<p>There will be no visitors, including volunteers, permitted on any DECA campus (unless a parent has a scheduled meeting). Any one who does come to the building (parent, student teacher) will have their temperature screened and be required to wear a face covering.</p> <p>Parents are permitted to enter the main office area but are not permitted to move throughout the school.</p> <p>Parents are not permitted to drop off food, birthday treats, supplies, etc. for their children and we will not allow food deliveries from food delivery services.</p>	<p>There will be no visitors, including volunteers, permitted on any DECA campus (unless a parent has a scheduled meeting). Any one who does come to the building (parent, student teacher) will have their temperature screened and be required to wear a face covering.</p> <p>Parents are permitted to enter the main office area but are not permitted to move throughout the school.</p>
<p>Arrival and Dismissal Procedures</p>	<p>Each campus will use multiple entrances to facilitate student arrival and dismissal. All students will have their temperature screened upon entering the building.</p> <p>Outside of the building,</p>	<p>Each campus will use multiple entrances to facilitate student arrival and dismissal. All students will have their temperature screened upon entering the building.</p> <p>Outside of the building,</p>	<p>n/a</p>

	students will be distanced and, where possible, arrival and dismissal may be staggered to avoid group mixing wherever possible.	students will be distanced and, where possible, arrival and dismissal may be staggered to avoid group mixing wherever possible.	
Transportation	Transportation will be provided by Dayton Public Schools.	Transportation will be provided by Dayton Public Schools.	n/a
Breakfast, Lunch, and Food Provisions	<p>All DECA students will have access to free breakfast and lunch each day of the school week. Families must complete a Free and Reduced Lunch form to ensure that we can provide both meals to students free of charge to families.</p> <p>DECA PREP and DECA Middle students will eat in their classrooms. Students at DECA High will have staggered lunch times so that only small groups of students are in the cafeteria at one time. Students will not be expected to wear face coverings while eating.</p>	<p>All DECA students will have access to free breakfast and lunch each day of the school week. Families must complete a Free and Reduced Lunch form to ensure that we can provide both meals to students free of charge to families.</p> <p>DECA PREP and DECA Middle students will eat in their classrooms. Students at DECA High will have staggered lunch times so that only small groups of students are in the cafeteria at one time. Students will not be expected to wear face coverings while eating.</p>	
Restroom Procedures	<p>Restroom breaks will be monitored so that only very small groups are in the restrooms at a time. Social distancing will be expected in the restroom and restrooms will be cleaned regularly throughout the day.</p> <p>Hand sanitizer stations will be set up throughout the buildings and present in each classroom.</p>	<p>Restroom breaks will be monitored so that only very small groups are in the restrooms at a time. Social distancing will be expected in the restroom and restrooms will be cleaned regularly throughout the day.</p> <p>Hand sanitizer stations will be set up throughout the buildings and present in each classroom.</p>	n/a

Communications			
	Hybrid Learning Model	Full Return to School	Remote Learning Model
Protocols for Communicating with Parents/Families	<p>As a district, DECA will communicate with parents and families in a number of ways:</p> <ul style="list-style-type: none"> Monday Message Updated FAQs on the district website Social Media Live (Virtual) Town Halls <p>Individual Campuses and Teachers will communicate with families in the following ways:</p> <ul style="list-style-type: none"> Email Google Sites (by grade level and by teacher) Google Classroom Social Media <p><i>If parents need help or have questions, they can also reach out to help@daytonearlycoll.edu or can call/text (937) 985-DECA</i></p>	<p>As a district, DECA will communicate with parents and families in a number of ways:</p> <ul style="list-style-type: none"> Monday Message Updated FAQs on the district website Social Media Live (Virtual) Town Halls <p>Individual Campuses and Teachers will communicate with families in the following ways:</p> <ul style="list-style-type: none"> Email Google Sites (by grade level and by teacher) Google Classroom Social Media <p><i>If parents need help or have questions, they can also reach out to help@daytonearlycoll.edu or can call/text (937) 985-DECA</i></p>	<p>As a district, DECA will communicate with parents and families in a number of ways:</p> <ul style="list-style-type: none"> Monday Message Updated FAQs on the district website Social Media Live (Virtual) Town Halls <p>Individual Campuses and Teachers will communicate with families in the following ways:</p> <ul style="list-style-type: none"> Email Google Sites (by grade level and by teacher) Google Classroom Social Media <p>Teachers will not have scheduled office hours but will be available for questions during school hours.</p> <p><i>If parents need help</i></p>

			<p>or have questions, they can also reach out to help@daytonearlycoll.edu.org or can call/text (937) 985-DECA</p>
<p>Protocols for Communicating with Students</p>	<p>Whether students are in or out of school, we will continue to utilize and incorporate technology like Google Classroom in preparation for closure.</p> <p>Agendas and assignments for students (while they are out of school) will be posted and accessed on Google Classroom daily.</p> <p>Students can communicate with their teacher while they're out of school through Hapara, Google Classroom, or email.</p>	<p>Whether students are in or out of school, we will continue to utilize and incorporate technology like Google Classroom in preparation for closure.</p> <p>Students will communicate in normal ways while they are in school and will have access to their teacher through Google Classroom and email when outside of school.</p>	<p>Teachers will host live morning/afternoon meetings or advisory meetings each day.</p> <p>Agendas and assignments for students will be posted and accessed on Google Classroom daily.</p> <p>Teachers will be available for questions during school hours.</p>
<p>Protocols for Communicating with Staff</p>	<p>As a district, DECA will communicate with staff in the following ways:</p> <ul style="list-style-type: none"> ● Email ● Updated FAQs on the district website ● Social Media 	<p>As a district, DECA will communicate with staff in the following ways:</p> <ul style="list-style-type: none"> ● Email ● Updated FAQs on the district website ● Social Media 	<p>As a district, DECA will communicate with staff in the following ways:</p> <ul style="list-style-type: none"> ● Email ● Updated FAQs on the district website ● Social Media

	<ul style="list-style-type: none"> ● Live (Virtual) Town Halls ● Zoom meetings <p>Individual Campuses will communicate with staff via weekly email and zoom meetings.</p>	<ul style="list-style-type: none"> ● Live (Virtual) Town Halls ● Zoom meetings <p>Individual Campuses will communicate with staff via weekly email and zoom meetings.</p>	<ul style="list-style-type: none"> ● Live (Virtual) Town Halls ● Zoom meetings <p>Individual Campuses will communicate with staff via weekly email and zoom meetings.</p>
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Academics			
*More detail about the academic model for fully remote learning can be found in the table at the top of the document .			
	Hybrid Learning Model	Full Return to School	Fully Remote Learning Model
Classroom Instruction and Learning Activities	<p>Students will come to school based on A/B schedules. Group A will attend school on Monday and Tuesday and Group B will attend school on Thursday and Friday. Wednesday will be a fully remote day for all students.</p> <p>While students are in school, classes and lessons will continue as normal. Technology will be more regularly integrated to prepare for closure.</p> <p>Student movement throughout the building will be limited in order to</p>	<p>Students will report to school for normal hours, five days each week. Classes and lessons will continue as normal. Technology will be more regularly integrated to prepare for closure.</p> <p>Student movement throughout the building will be limited in order to maximize social distancing. In classrooms, students will be distanced as much as possible. Learning protocols (turn and talk, group work, etc.) will be reimaged to incorporate social</p>	<p>Student learning will mostly take place asynchronously. Teachers will prepare and post content daily to Google Classroom. Teachers will use a variety of apps and programs to produce student learning opportunities (Flipgrid, Nearpod, Peardeck, Padlet, etc.)</p> <p>Small group lessons will happen synchronously and will be opportunities for teachers to differentiate or to expand on an asynchronous lesson. Students in K-4 will</p>

	<p>maximize social distancing. In classrooms, students will be distanced as much as possible. Learning protocols (turn and talk, group work, etc.) will be reimagined to incorporate social distancing.</p> <p><i>*In the event of a return to school with the hybrid model of learning, all students would have the opportunity to opt into a fully remote program. Instruction would continue to be provided by DECA teachers if they select to remain fully remote.</i></p>	<p>distancing.</p> <p><i>*In the event of a full return to school, all students would have the opportunity to opt into a fully remote program. Instruction would continue to be provided by DECA teachers if they select to remain fully remote.</i></p>	<p>be a part of small group instruction each day. Students in 5-12 will be a part of small group instruction at least once each week in each subject.</p> <p>Teachers are currently receiving training (and will continue to do so) regarding how to adapt commonly used protocols to a fully virtual teaching environment.</p>
Curriculum & Assessment	<p>On days that students are in school, curriculum will be implemented and followed in typical fashion. Teachers are expected to teach at least two lessons each week per student group. Teachers may be able to move more quickly through the curriculum with a smaller class size and, if that is the case, should continue to</p>	<p>Curriculum and lessons will be implemented and followed in typical fashion.</p> <p>Students will be taught grade level content despite the COVID slide. We will close gaps through small group, differentiated instruction and spiraling of our curriculum.</p>	<p>Curriculum and lessons will be adapted for a virtual teaching environment. Pieces of the curriculum will be taught as asynchronous lessons while others are delivered to students synchronously, in small groups.</p> <p>Students will be taught grade level content despite the COVID slide. We will</p>

	<p>plan as such so that students are exposed to as much content as possible.</p> <p>Lesson materials that are posted online for students to engage in on their remote days should supplement in person instruction and require students to dig deeper into the content. In the event that we have a remote teacher designated to creating and facilitating lessons on those remote days, students will engage in additional lessons while at home.</p> <p>High stakes assessments (MAP, OST, etc.) will happen while students are physically present in school.</p> <p>Other assessments (unit tests, etc.) will not necessarily happen in person. Teachers are encouraged to use non-traditional methods to assess so that students aren't spending a majority of their in-person time at school taking</p>	<p>Assessments (high stakes and otherwise) will happen when students are physically present in the school building.</p>	<p>close gaps through small group, differentiated instruction and spiraling of our curriculum.</p> <p>High stakes assessments (MAP, OST, etc.) will happen while students are physically present in school so that we are able to get accurate and reliable data.</p> <p>Other assessments will happen virtually. Teachers are encouraged to use non-traditional methods to assess students.</p>
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	<p>assessments.</p> <p>Students will be taught grade level content despite the COVID slide. We will close gaps through small group, differentiated instruction and spiraling of our curriculum.</p>		
<p>Special Education, IEPs, 504s, Gifted Students</p>	<p>All lessons and curriculum will be modified per accommodations for any students on an IEP or 504 plan.</p> <p>Students on IEPs or 504 plans will have access to their Intervention Specialist both in and out of school.</p> <p>Depending on family availability, and Intervention Specialist may prioritize small group instruction with that student on days where the student is learning remotely so that students on IEPs and 504s are in class with their peers for as much time as possible.</p> <p><i>*When we consider a</i></p>	<p>All lessons and curriculum will be modified per accommodations for any students on an IEP or 504 plan.</p> <p><i>*When we consider a phased in approach to return to school, students on IEPs and 504 plans will likely be amongst the first groups to return.</i></p>	<p>All lessons and curriculum will be modified per accommodations for any students on an IEP or 504 plan.</p> <p>Students on IEPs and 504 plans will meet in small groups with their teacher and with their intervention specialists.</p> <p><i>*When we consider a phased in approach to return to school, students on IEPs and 504 plans will likely be amongst the first groups to return.</i></p>

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	<i>phased in approach to return to school, students on IEPs and 504 plans will likely be amongst the first groups to return.</i>		
English Learners	All students who indicated a language other than English as their first language and/or the language spoken in their home, will take the OELPS in the first weeks of school. Once students complete the OELPS and services are determined, we will work to create the Language Plan for the individual student and to identify an ELL teacher who is able to provide services to the student. Any classwork (remote or in person) will be modified in necessary ways per the Language Plan.	All students who indicated a language other than English as their first language and/or the language spoken in their home, will take the OELPS in the first weeks of school. Once students complete the OELPS and services are determined, we will work to create the Language Plan for the individual student and to identify an ELL teacher who is able to provide services to the student. Any classwork (remote or in person) will be modified in necessary ways per the Language Plan.	All students who indicated a language other than English as their first language and/or the language spoken in their home, will take the OELPS in the first weeks of school. Once students complete the OELPS and services are determined, we will work to create the Language Plan for the individual student and to identify an ELL teacher who is able to provide services to the student. Any classwork (remote or in person) will be modified in necessary ways per the Language Plan.
Grade Promotions, Transitions, and Transfers	Students will receive traditional grades: <ul style="list-style-type: none"> ● K-2 students will receive standards based report 	Students will receive traditional grades: <ul style="list-style-type: none"> ● K-2 students will receive standards based report 	Students will receive traditional grades: <ul style="list-style-type: none"> ● K-2 students will receive standards based report

	<p>cards</p> <ul style="list-style-type: none"> • 3-12 students will receive traditional, points based grades <p>Progress reports will be communicated to parents and families every two weeks at the elementary school and every week at the middle and high school. As always, parents have consistent access to gradebooks throughout each quarter.</p> <p>In order to be promoted to the next grade level, the school will consider a number of factors. Graduation requirements will be in accordance with those put forth by the Ohio Department of Education.</p>	<p>cards</p> <ul style="list-style-type: none"> • 3-12 students will receive traditional, points based grades <p>Progress reports will be communicated to parents and families every two weeks at the elementary school and every week at the middle and high school. As always, parents have consistent access to gradebooks throughout each quarter.</p> <p>In order to be promoted to the next grade level, the school will consider a number of factors. Graduation requirements will be in accordance with those put forth by the Ohio Department of Education.</p>	<p>cards</p> <ul style="list-style-type: none"> • 3-12 students will receive traditional, points based grades <p>Progress reports will be communicated to parents and families every two weeks at the elementary school and every week at the middle and high school. As always, parents have consistent access to gradebooks throughout each quarter.</p> <p>In order to be promoted to the next grade level, the school will consider a number of factors. Graduation requirements will be in accordance with those put forth by the Ohio Department of Education.</p>
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Wellness			
	Hybrid Learning Model	Full Return to School	Fully Remote Learning Model
Social and Emotional Learning Supports	Morning Meeting and Advisory meetings will happen daily for	Morning Meeting and Advisory meetings will happen daily for	Morning Meeting and Advisory meetings will happen daily for

	<p>all students both while they are physically present in the building and on their remote days.</p> <p>Physical Education classes will allow students to engage in light physical activity and to learn breathing techniques.</p> <p>Art Education will spotlight 'Art Therapy' practices for students and teachers.</p> <p>Students, teachers, and building leaders will be trained in facilitating and participating in circles.</p> <p>All campuses have Counselors and Therapists onsite, contracted through Eastway.</p> <p>All campuses are working to create "homeplaces" for students so that students receive support, feel safe, and are provided the necessities to be successful.</p>	<p>all students.</p> <p>Physical Education classes will allow students to engage in light physical activity and to learn breathing techniques.</p> <p>Art Education will spotlight 'Art Therapy' practices for students and teachers.</p> <p>Students, teachers, and building leaders will be trained in facilitating and participating in circles.</p> <p>All campuses have Counselors and Therapists onsite, contracted through Eastway.</p> <p>All campuses are working to create "homeplaces" for students so that students receive support, feel safe, and are provided the necessities to be successful.</p>	<p>all students. Teachers and advisors are offering two times for morning meeting and advisory meetings in order to better accommodate parent/family schedules.</p> <p>Students will have opportunities to learn breathing techniques and engage in light physical activity through Zoom meetings or videos posted to Google Sites and Google Classrooms.</p> <p>Art Therapy will be offered virtually.</p> <p>Virtual "safe spaces" will be set up for students to use twice per week when needed.</p> <p>Students, teachers, and building leaders will be trained in facilitating and participating in circles.</p> <p>All campuses have Counselors and Therapists onsite, contracted through Eastway.</p>
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			All campuses are working to create “homeplaces” for students so that students receive support, feel safe, and are provided the necessities to be successful.
Student Discipline	<p>All campuses will utilize PBIS and restorative practices. DECA Middle is piloting Conscious Discipline - training staff on best practice.</p> <p>Students can earn positive office referrals from staff members and will be awarded for attendance, grades, and citizenship.</p> <p>Classes will be explicitly taught social-emotional skills and expectations and will have various opportunities to be awarded house points.</p>	<p>All campuses will utilize PBIS and restorative practices. DECA Middle is piloting Conscious Discipline - training staff on best practice.</p> <p>Students can earn positive office referrals from staff members and will be awarded for attendance, grades, and citizenship.</p> <p>Classes will be explicitly taught social-emotional skills and expectations and will have various opportunities to be awarded house points.</p>	<p>All campuses will utilize PBIS and restorative practices. DECA Middle is piloting Conscious Discipline - training staff on best practice.</p> <p>Students can earn positive office referrals from family members and will be awarded for attendance, grades, and citizenship.</p> <p>Classes will be explicitly taught social-emotional skills and expectations and will have various opportunities to be awarded house points.</p>
Enrichment Activities	Groups of students will work with mentors at the middle and high school. Elementary	Groups of students will work with mentors at the middle and high school. Elementary	Groups of students will work with mentors at the middle and high school. Elementary

	<p>students will work to develop mentor relationships with peers.</p> <p>All students K-12 will have the opportunity to engage in Chess Academy in small groups.</p> <p>High school students will have the opportunity to create and publish their own media (podcast or YouTube channel) while middle school students work on virtual student voice projects.</p> <p>If sports are permitted, students in 4-8th grades will have the opportunity to participate in Basketball and Cheerleading.</p> <p>District wide, students, families, and teachers will have access to a Fiscal Wellness Professional Development series.</p>	<p>students will work to develop mentor relationships with peers.</p> <p>All students K-12 will have the opportunity to engage in Chess Academy.</p> <p>High school students will have the opportunity to create and publish their own media (podcast or YouTube channel) while middle school students work on virtual student voice projects.</p> <p>If sports are permitted, students in 4-8th grades will have the opportunity to participate in Basketball and Cheerleading.</p> <p>District wide, students, families, and teachers will have access to a Fiscal Wellness Professional Development series.</p>	<p>students will work to develop mentor relationships with peers.</p> <p>All students K-12 will have the opportunity to engage in Virtual Chess Academy.</p> <p>High school students will have the opportunity to create and publish their own media (podcast or YouTube channel) while middle school students work on virtual student voice projects.</p> <p>If sports are permitted, students in 4-8th grades will have the opportunity to participate in Basketball and Cheerleading.</p> <p>District wide, students, families, and teachers will have access to a Fiscal Wellness Professional Development series.</p>
School Culture and Activities	Regular events (talent show, town halls, etc.) will be held virtually and	Regular events (talent show, town halls, etc.) will be held at school while	Regular events (talent show, town halls, etc.) will be held virtually and

	students and families will be able to login to view and participate live.	maintaining distance and other safety protocols.	students and families will be able to login to view and participate live.
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Staffing			
	Hybrid Learning Model	Full Return to School	Remote Learning Model
Human Resources	<p>Faculty and staff are encouraged to stay home if you are feeling ill. If an individual in the workplace has a positive case of COVID-19, the district will implement the workplace exposure protocol.</p> <p>The district has implemented a COVID-19 leave policy in relation to the Families First Coronavirus Response Act (FFCRA) providing employees with up to two weeks of paid leave.</p> <p>Refer to the Return to Work Plan for all COVID-19 procedures and protocols.</p>	<p>Faculty and staff are encouraged to stay home if you are feeling ill. If an individual in the workplace has a positive case of COVID-19, the district will implement the workplace exposure protocol.</p> <p>The district has implemented a COVID-19 leave policy in relation to the Families First Coronavirus Response Act (FFCRA) providing employees with up to two weeks of paid leave.</p> <p>Refer to the Return to Work Plan for all COVID-19 procedures and protocols.</p>	<p>Faculty and staff are permitted to telework during the first quarter of distance learning. Employees are reminded that this is on a temporary basis and at any point can be requested to physical report to their workplace.</p> <p>Teachers may only work from home if they are able to consistently produce high quality lessons from a designated space in their home.</p>
Staff	Classroom teachers are responsible for producing content for students. Special	Classroom teachers are responsible for producing content for students. Special	Classroom teachers are responsible for producing content for students.

	<p>Area and Elective teachers will also provide a period of instruction daily for students who are physically in the building.</p> <p>All staff will report to the building for a full 8 hour work day regardless of whether they are teaching in person or online.</p> <p>Building administrators and other 260 staff will report to the building for work each day.</p>	<p>Area and Elective teachers will also provide a period of instruction daily.</p> <p>All staff - teachers, aides, building leaders - will report to the building for a full work day.</p>	<p>All staff have the option to work at home or at the school and are responsible for working a full 8 hour day.</p> <p>Building administrators and other 260 staff will report to the building for work each day.</p>
Paraprofessional and Classified Staff	<p>Paraprofessionals have been assigned a grade level to support at each campus.</p> <p>Special Area and Elective teachers will provide a period of instruction daily for students who are physically in the building.</p> <p>Support staff will work with students who are disengaged, aide in contacting and supporting families, packet pick</p>	<p>Paraprofessionals and classified staff will support staff and students as needed in the event of a traditional return to school.</p>	<p>Paraprofessionals have been assigned a grade level to support at each campus.</p> <p>Support staff will work with students who are disengaged, aide in contacting and supporting families, packet pick up, etc.</p>

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Miscellaneous			
	Hybrid Learning Model	Full Return to School	Remote Learning Model
Information Technology	<p>All students K-12 will have access to technology (chromebooks) and devices to support internet access (hotspots).</p> <p>If technology malfunctions, families will be able to drop off technology at one central location for repair and to pick up a new device.</p> <p>Tech help tutorials will be available for families on all classroom Google Sites.</p> <p>Students will meet with teachers for lessons and small groups when they're remote using the Zoom platform.</p>	<p>All students K-12 will have access to technology (chromebooks) for in class work. Students in grades 6-12 will be able to take those chromebooks home.</p>	<p>All students K-12 will have access to technology (chromebooks) and devices to support internet access (hotspots).</p> <p>If technology malfunctions, families will be able to drop off technology at one central location for repair and to pick up a new device.</p> <p>Tech help tutorials will be available for families on all classroom Google Sites.</p> <p>Students will meet with teachers for lessons and small groups when they're remote using the Zoom platform.</p>
Budget	The district will utilize federal ESSER and the Governor's Coronavirus Relief	The district will utilize federal ESSER and the Governor's Coronavirus Relief	The district will utilize federal ESSER and the Governor's Coronavirus Relief

	<p>Fund dollars to offset the copious costs associated with bringing students back to school even on a part-time basis. These funds will be used to purchase PPE, air filtration devices, cleaning supplies, modified furniture, professional development, etc. that will support a safe return to school. The funds will also be used to purchase student and staff devices, offer internet accessibility where appropriate, and support teachers' ability to deliver content to students remotely.</p>	<p>Fund dollars to offset the copious costs associated with bringing students back to school even on a part-time basis. These funds will be used to purchase PPE, air filtration devices, cleaning supplies, modified furniture, etc. that will support a safe return to school.</p>	<p>Fund dollars to offset the copious costs associated with conducting school remotely. The funds will be used to purchase student and staff devices, offer internet accessibility where appropriate, and support teachers' ability to deliver content to students remotely.</p>
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