

# Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Discovery Charter School	Virginia Stewart Executive Director	vstewart@tracylc.net 209-290-0511

## General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Discovery Charter School shut down due to COVID-19 on March 13, 2020. The staff immediately went into planning for distance learning. The school waited to learn how long the shut down would last. When it became inevitable that it was going to continue through the school year, the school began distance learning of all subject areas at the start of what was earmarked as spring break to make up for lost time. The school served students with distance learning instruction from March 30 until the end of the scheduled school year which was June 26, 2020. We were proud that we were able to provide instruction to our students throughout the entire trimester. While we have learned that distance learning takes more time and effort, we were pleased with the response of the students and teachers. We graded students and made attendance mandatory. We believe we mitigated much of what could have been a great deal of student learning loss. Our charter provides for a longer school year and a longer school day. We met that provision. We were able to distribute technology devices to students in need and we provided support services for families needing help using the devices. The school learned from the distance learning experience and prepared to do an even better attempt at distance learning if this was needed for the new school year.

## Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

During the entire 2019-20 school year, there was a school wide improvement committee (SIC) made up of staff, parents and students that monitored the adopted action plan and goals for the school. They provided feedback each month and in turn were updated on progress made with each of the action plan items. Our resource teacher worked with parents with students with IEPs and our EL teacher reached out

to parents of EL students with after school tutoring time and support through our ELAC committee. In Spring, the SIC was involved in creating the new action plan for the new school year.

In May and June, a survey was presented to parents regarding how we were doing with on line distance learning and what their preference would be for the start of the new school year. This survey was done on line and in a text outreach to parents. The majority of the parents answered. The preferences were shared with the Tracy Learning Center Board prior to the decision they made in June. The original plan was to begin the school year with a hybrid model known as Plan Two. (Attachment School Opening Plan, adopted by the Board on June 29, 2020)

The students were going to attend school in person two days a week and two days a week they would be working independently at home. One day would be virtual for the entire class. The purpose was to allow for social distancing by having only half the class present at one time. Unfortunately, three weeks prior to opening school, the county was on the state watch list and the schools were notified that distance learning was essential given the condition of COVID cases in the county. The school leaders met and created the distance learning model that would be used. This model was intended to keep the schools of the Tracy Learning Center similar in their approach and expectations. This distance learning model was discussed, explained and approved at the July 27, 2020 board meeting. There were many parents present at that meeting. Most were anxious to discuss the hybrid model and when it would take place. It took time in the meeting to help them understand we were not going to go forward with Plan Two, but were going to distance learning. The public was notified that at each board meeting, the board would review the county statistics and decide which plan would be used. It is placed on the board agenda for the August 17 and the September 14 board meeting.

[A description of the options provided for remote participation in public meetings and public hearings.]

The survey was placed on line for all parents to access to indicate their preference and all board meetings were virtual by way of Zoom. Public was given a chance for input prior to and during the meeting. The Zoom link was posed on the website. Parents had access to email to ask clarifying questions and to share concerns. The results of the survey were shared with the board. Clearly the choice for parents was to have their children back in school but only if it was safe.

[A summary of the feedback provided by specific stakeholder groups.]

While the parents were impressed with the effort put into online learning by the teaching staff, they indicated the replacement of real time, real teacher learning was limited. Students were given opportunities to check out computers to preform on line work, teachers reached out to students and gave them independent and interactive opportunities through Zoom. When all was said and done, parents wanted their children back in school if possible. The survey was presented in several different languages and had a high rate of return. Even after the board announced the return to distance learning, the feedback at the board meeting was largely questions about how things would be when we went to the hybrid model ( Plan Two).

It should be noted that the staff learned from the feedback as well and learned that a more interactive teaching model with distance learning would be better than posted assignments and a few Zoom meetings a week.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

When considering how much parents wanted their child to be in school, the Board chose to adopt a three part plan. Plan One was exclusive online learning if the county was continuing to show growth in COVID cases. Plan Two was a modified return to school plan, which consisted of two full days in school and two days independent work at home with one day of virtual interactive whole class instruction. The third plan was hopeful that all students could return to school and everything was sort of back to normal. Parents were notified of their student's learning group when they received their child's schedule in July. The students were in group A or group B. An effort was made to keep families together with the same group. When it became evident that we could not go forward with Plan Two, the public was notified through our weekly newsletter: The Charter Chatter, our social media pages, and our website as well as a telephone text approach. The parents were informed that Discovery students would have a four period day for core subjects and would be attending distance learning classes from 8:00 to 12:30 each day. The plan was to ensure that staff would be on line with the students the entire time teaching them using interactive instructional strategies.

## Continuity of Learning

### In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

There were two parts of the adopted plan that included in person teaching. Plan Two provided for dividing the students into two learning groups. Group A and Group B. The students were to attend school for the entire day both days, there would be one virtual day for the entire class and then while Group B attended, Group A would do independent work related to what they had learned when present. The safety guidelines were in place and materials were ordered to ensure safety with this plan. The students schedules and group assignments were sent to them in July.

The second plan for in person was the return of all students to the campus for all five days of instruction.

These two plans are currently on hold but are still viable and the board will review which plan needs to be in effect each month until we are fully back to in person learning. The condition of the county will determine which plan is implemented. It has been agreed that there will be a one day transition from one plan to the next.

### Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
When the school is cleared to have in-person learning, the following will take place.	\$10,000	Yes

Description	Total Funds	Contributing
<p>Students will return to school in one of the two learning groups and attend school for two full days of instruction with all courses listed on their schedule. They will do independent work two days a week with work posted to the course. On a third day, no staff or students will be on campus to allow for high level disinfectant cleaning of the school.</p> <p>Cleaning materials have been ordered as well as sanitizer for hands, teachers have been assigned to monitor bathroom use, and thermometers have been ordered for daily entry check.</p>		
<p>Students will continue to use the personal equipment they may have checked out during distance learning and will be given a supply packet for their exclusive personal use while in school. This will be supplies such as glue, scissors, pencils etc. None of those materials will be shared.</p> <p>Students will have access to the software programs they usually use in class for reinforcement of reading, math, and language arts skills. New programs have been added for the lower performing at risk students, English learners and Special Education students. These include Corrective Reading, Accelerated Reader, and IXL math.</p>	\$ 30,000	Yes
<p>Masks will be worn by staff and students. Students will not rotate to rooms, staff will move to the students' rooms. Parents will not be allowed inside the building. Staff will be assigned to monitor bathrooms to limit entry to one student at a time. Social distancing will be maintained.</p>	\$ 3,000	Yes
<p>Classes will be focused on all curriculum areas including the electives and Physical Education. For the core subjects, two aides have been hired to support the at risk students in each of those assigned classes. An EL teacher has been hired to support students who are English learners in their English and Math classes and to give additional support after school. A Resource teacher has been assigned to support the SPED students in their classes and to provide the services outlined in the goals of the IEP. A speech teacher has also been assigned to support the students.</p>	\$80,000	Yes

Description	Total Funds	Contributing
<p>EL and Resource teacher will have opportunity for outreach to their identified students through meeting in person on campus for a hub learning group, or through a specially arranged Zoom meeting for that particular student.</p>		Yes
<p>When the school returns to full inclusion of students on campus ( Plan Three) all students will return to school and follow their full schedule on their full day allocation of minutes which is over 560 minutes per day and an opportunity to engage in a full schedule of classes.</p>		Yes
<p>Students will complete the remaining days of our 205 day school year whenever they are cleared to return.</p>		Yes
<p>Our homework support program will be available each day when we return to full inclusion for all EL students. This is one hour a day after school in which tutoring and a snack are included.</p>	\$15,000	Yes
<p>An increase in inventory of technology will be purchased due to loss or damage of some of the loaned materials during distance learning.</p>	\$40,000	

## Distance Learning Program

### Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Teachers haven been assigned to teach their core subject areas for one hour a day to each group they teach ( that means teacher will be teaching three hours a day ) Students will be on line from 8:00 to 12:30 daily with some built in breaks. They will experience four teachers

each day. The elective teachers and physical education teachers have been assigned to be a partner with the core teachers to facilitate attendance and issues related to distance learning. Students will be with their teachers for 240 minutes and will have no more than one hour of homework each day. The resource teacher and EI teacher will attend classes with case load students to give additional support and to help with any assigned homework. Teachers have been clearly told that the classes need to be appropriate for the standards, interactive and engaging. The allocated time for teaching must be fully used and will be monitored by the school leaders. Students may take tests or quizzes during the online time. They are expected to have audio and video on for cold call and other types of classroom interaction.

## **Access to Devices and Connectivity**

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

All students requesting a chrome book will be granted one. The process for lending the chrome books was put in place the week before school opened. There is a check out system that was used that guaranteed return at the end of the year that will be used again this year. Students who needed technology had what they needed. Internet connectivity was available through areas of the campus parking lot if needed and some were provided with a hot spot for getting on line.

Parents experiencing difficulty navigating Google Classroom, waiting rooms etc. were given personal tutorials. Other tutorials were demonstrated on the website for all to learn how to log into the classes. Teachers spent the first three days helping students with questions. The office staff contacted students who were not online or present in class to see how they could help them achieve success.

## **Pupil Participation and Progress**

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Teachers will take attendance daily. It is expected that all students will participate with audio and video. The office staff and teachers will follow up if students are absent or are not involved in the meetings to see what the problem may be and how to correct it. Teachers will use a variety of systems for including students in discussion, group participation, answering questions etc. Quizzes and other assessments will be done on line during the class zoom time so that the teacher can see the students working and give assistance if needed. Participation will be a large part of the grade while students are online. Distance learning is not optional and students must have an approve excuse for missing class. Each class period is one hour and is full of engaged activity directed by the teacher. Distance learning began on August 3, 2020 and will continue until we are clearance to go ahead with plan two or three of the re-opening plan. The students and staff engage in 240 minutes of instruction each day. Teachers are on line with the students in their class using a synchronous approach. The students interact, answer questions, and discuss concepts. They work on line with guided practice. The students are on line from 8 to 12:30 daily for this type of instruction. Teachers also assigned a limited amount of asynchronous learning each week to reinforce the learning done in class with the teacher.

## Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

The Director of Technology and the school leadership conducts weekly seminars and encourages that staff share ideas and tools they use to facilitate distance learning. Google Classroom and Zoom are used across the school. Students and staff have access to the technology they need to be successful. Some teachers have elected to work in their classroom and others are working from home. All have opportunities to share what they are doing and what is successful. The sharing at this point in time is very effective. Staff is willing to help one another. The curriculum is mapped out and coordinated among the teachers as well. Teachers have been working on strategies for improving higher level thinking through effective questions and have worked for the past two years on how to create highly participatory classes. This will continue with distance learning since the teacher is directing the class.

## Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Teachers are responsible for lesson planning for each hour each day for each class. They are expected to follow the outlined curriculum based on the state standards. They are observed weekly by the school leaders and are given specific feedback. The staff understands that the class time on zoom must be interactive, relevant, and appropriate as well as challenging for the group of students. Students in lower achieving groups are given additional support through aides, the EL teacher or the resource specialist. Teachers have been notified of the students with special needs and are expected to support them for success. These standards will continue when the school moves on to other re-opening plans.

## Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Additional support for EL and SPED students as well as those who are at risk is not only provided by the classroom teacher, but is also facilitated with support from the EL teacher, the resource specialist and the teacher aides. Teachers have support from these specialists in the actual class as well as individual help for these students at other pull out times. The support teachers contact home and the students outside of the zoom time to set up tutoring or other opportunities for support. They are making certain parents understand the importance of attending the classes and participating. A letter was sent home to the EL parents explaining the role of support and the importance of asking for help. The response was good.

The SPED team is meeting with all students with IEPs since we have joined a new SELPA and the plans needed review. This has been a great way for the team to introduce themselves to the parents and to review the individual student needs.

**Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]**

Description	Total Funds	Contributing
Technology has been distributed to all students needing devices. There is s check out system that has worked very well during last year's distance learning that was improved for this year. The demand for chrome books increased this year and more were purchased to meet the need.	\$50,000	Yes
The technology team is available each day to support student who are having difficulty with the technology or software. They are guided to success or the chrome book is exchanged for another one.		Yes
Teachers provided the novel needed for reading in class, and other supplies needed for distance learning at home.	\$8,000	
Staff is on line for the required modified number of minutes each day for the core subjects: math, science, social studies and English. They are assigned some homework, but not excessive since they are on line from 8 to 12:30 each day. Participation is key. Teachers are observed and given feedback. Parents are called to check to see if they have any questions. Grades are posted weekly.		Yes
EL teacher, Resource, and learning aides are embedded into the classes on Zoom so that they can observe and note what actual support students need and how best to help them.		Yes

## **Pupil Learning Loss**

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

While the staff is aware that distance learning is not as effective as in person learning, the staff is doing a great job replicating what takes place in the classroom on Zoom. Staff is finding that lower performing ( at risk students) have more difficulty staying on task as they also did in the regular in person classes. They know that they need to find very specific ways to keep them engaged. The schools closed for COVID on March 13, 2020, but Discovery opened during what was our scheduled spring break so that the time closed could be made up and Discovery continued to work with students until the end of the school year which was June 23, 2020. Discovery's charter is designed with a longer day and a longer year. The students attend school for 205 days a year. This gave the students more time in school and as a result, the students had 30 additional learning days during the closure last school year. While there may be some learning loss, the extra time supported students and their continuous education. Teachers will assess students at the start of this school year and will not assume they have mastered all of the standards of the previous year. Students are with the same group of teachers they previously had and information has been shared for proper placement this school year. Students will take a specific math assessment to diagnose strengths and areas in need of attention. Teachers will also use the AIMS testing to assess students and will monitor progress monthly. The English teachers are also incorporating Accelerator Reading to improve comprehension and to encourage reading.

## **Pupil Learning Loss Strategies**

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

The philosophy of Discovery is to begin instruction at the appropriate level of intervention. Students are grouped for instruction to best meet their needs. Students can be accommodated at the advanced, at grade level, or below grade level learning needs. The students who need greater support have the learning guides with them in math and language arts and are given opportunities to practice with IXL math and other software programs. They are also able to get additional support from the aides or other specialists. They are continually tested to check for progress. Teachers modify the pacing of the curriculum and the level of mastery expected to help students at the different levels. Teachers create lessons that are appropriate and challenging for the level they are teaching.

## **Effectiveness of Implemented Pupil Learning Loss Strategies**

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Teachers are expected to begin at the appropriate level of intervention with each group of students. Assessments are administered frequently to check for progress. If progress is not evident, greater support is given with one on one time with the learning guide, or other specialists. The school has noted that when students are met at their level of need, progress is made. Including contact with the parents is important so that it is a partnership with the parents when asking for help with mastering skills such as times tables and spelling. The EL teacher makes contact with the parents to set up extra support time and to study with some students. The AIMS testing conducted at the start of the school year will be monitored each month to track progress.

## Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
AIMS testing will be administered at the start of the school year and monitored monthly for progress, mastery and deficiencies. These will be addressed by the teacher in the class.	\$10,000	Yes
Teachers will address student needs in learning groups. The groups will adjust the curriculum to meet the student needs. Pacing and teaching strategies will be adjusted as needed for each group.		Yes
Teachers will share materials and methods that are successful. Students have the same teacher for two years which also mitigates learning loss. The teacher knows the students and what they did the year prior.		Yes
EL, Resource and learning guides are focused on those who are behind and are having difficulty. They spend their time working to support these students so that they can be successful. They work with them in the classroom, outside the class setting and they communicate with them frequently to check their grades and how they are doing. They make contact with parents as needed as well.		Yes
Software for practice at individual levels has been purchased to give at risk students more independent practice as a way to study and improve. IXL for math and reading, and other programs are available and expected to be used. Teachers will monitor the progress using these programs.	\$10,000	Yes

## Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

All staff participated in COVID training on how to prevent the spread and how to safeguard self and others. Staff has guidelines to follow when on campus and it is carefully monitored for correct implementation. Teachers were given the choice to distance teach from home or in their classroom. This gave teachers a good feel about professional choice and empowerment. All teachers attend weekly staff meetings and share insights, good ideas, and frustrations. They are observed by the school leaders and are given specific feedback. Parent feedback is shared with staff and a survey of parents and students will be administered each month. The school board will review the status of the county COVID to learn when it will be safe to go to plan two or three.

The teachers allow for brain breaks during their instruction and teach such things as calming techniques of self awareness reviews.

Teachers give students a chance to discuss feelings in class when appropriate. The office staff calls when a student is absent to learn how they are and what can be done to help. Parents indicate they are very pleased with the communication and support they receive.

The Discovery counselor has set up virtual drop in counseling time for students who want to talk, seek advice, or just feel supported. This system worked well last year in the high school. The counselor will also be observing in classes and will give support to staff and students as needed.

## **Pupil Engagement and Outreach**

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Staff fully understands and appreciates the need for daily attendance by period. A system has been worked out with the office staff. If a student is not participating but is present, the teacher will notify the parent and give suggestions for how to keep the student involved in the lesson. If the student is absent the student's parents are contacted to learn the reason for the absence and to encourage daily attendance. Students are expected to be active in distance learning and they know that their grade has a high percentage of points for participation. It is important for Discovery to let all the students know they are missed when they are not present and that we want them involved. Distance learning log-in is not optional, it is expected. EL staff will support a student who may be lost due to language issues by either helping in the class or one on one and by making contact with the parents. Parents will be surveyed monthly to learn how they are feeling about distance learning and what we could do to improve.

# School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

The school provides aid for lunch for both the free and reduced price meal for lunch for students. When the students are on campus they are provided with lunch and it is funded through the general budget for the school. When the students are in distance learning, the school will process the free and reduced lunch request applications and will provide two snacks daily for each student with a curb side pick up two times a week. This program is expected to begin two weeks after school begins. The authorizing school district has provided free lunches since the closure which included our students.

## Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Stakeholder Engagement	The regularly schedule board meetings will be held virtually with easy access to the public for input.		Yes
Stakeholder Engagement	The weekly newsletter, The Charter Chatter will be sent out weekly with videos and information to help support on line learning and the latest information about COVID and our schools		No
Distance Learning Program	Information will be available on the website, social media and email as well as text messaging to support parent and student issues or concerns.		No
Stakeholder Engagement	At the end of each month, a survey will be sent out to gain insight into how parents are perceiving our efforts at teaching		Yes

Section	Description	Total Funds	Contributing
	and learning through all aspects of our three part plan. The results will be shared at each month's board meeting.		
Stakeholder Engagement	The school improvement committee (SIC) consisting of a board member, parents, and students will meet monthly to review the school plan for the year and will give input and suggestions as well as ask questions regarding the implementation of the plan.		Yes

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
5.43%	\$156,159

### Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

EL students have the benefit of a special teacher to support them. She reaches out to parents, works with children in the classroom and arranges special tutoring time.

The at risk students have special learning guides who attend their classes, provides support in the classroom and can arrange special tutoring time if it is needed. This reduces the ratio of teachers and students and provides additional help during instruction

Special software has been purchased to allow for practice at the level of intervention needed for all EL and at risk students for use now and when we return in person. The at risk students have a workroom time built into their schedule when we return for practice and for homework support.

A resource teacher is exclusively available for the SPED students who are enrolled in Discovery. This teacher works with students both in the classroom and individually as needed.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The EL, Resource, and learning guides that were hired are specifically there for the benefit of these students. This is additional support we are providing by using not only the allocation provided, but for additional general funds to support the students. Discovery believes that individual attention, outreach to parents and the family, as well as support within the classroom helps these students with focus and mastery. The software programs provide support with additional practice and immediate feedback. Testing of the students with the AIMS testing materials helps the staff know the strengths and areas for improvement needed. The monthly assessment keeps track of progress and measures it with others progress who performed at the same level.

# Tracy Learning Center Reopening Plan for August 3, 2020

## Plan ONE

**Bans have been increased, social distancing and masks are the law, Covid 19 is increasing in numbers and state mandates indicate schools must remain closed.**

1. Tracy Learning Center will offer virtual learning daily for all students. Students will meet with staff virtually for instruction and be assigned work to do independently in addition to virtual Zoom teacher instruction. The instruction all be standards based curriculum.
2. Tracy Learning Center has a proven track record of using this model for three full months and while we believe it was successful, we are aware of the limitations.
3. Attendance will be taken daily and contact will be made with all students who are not regularly attending classes to inquire as to why and how it can improve. The calendar for 205 days will be implemented.
4. Technology will be available through check out for all students in need of assistance or support.
5. Grades will be issued as usual, work and attendance are mandatory,

## Plan Two (MOST LIKELY THE PLAN WE WILL USE AUGUST 3)

**COVID 19 seems to be slowing, schools are allowed to open with caution. Social distance and masks remain required.**

Academic Plan
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1. All students will be placed in an A or B group ( by last name to keep families on the same schedule K-12)

- 2. Each group will attend school in person for two full days. Group A will attend on Monday and Tuesday, Group B will attend Thursday and Friday) The A and B groups allow for a tremendous decrease in the class size allowing for a great deal of individual attention and focus. The curriculum will be relevant, rigorous and interactive.**
- 3. On Wednesdays, all students will be expected to attend virtual classes for two one hour sessions in grades TK-4) and one hour per class session in grades 5-12. Attendance will be taken and is mandatory.**
- 4. On the two days not in attendance, each group will be assigned specific independent work related to the instruction they have received that will be due the same day. Attendance will be taken. Teachers will be available for questions during independent time if needed. The work, though new, will be an application of what has been taught in class that week and must be completed for a grade.**

<b>Plan Two required safety guidelines</b>
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**Parents will not be permitted inside the gated areas but must wear masks for drop off and pick up**

**Temperatures will be taken daily at the gate area before entering the school grounds**

**Sanitizers and soap and water will be available in each room**

**In the event of a child who becomes ill, a closed off but visible area will be the waiting area until a parent arrives for the child.**

**Bagged Lunches may be purchased for room delivery by our food service, lunches from home must be in disposable containers including water for drinking. Fountains at school will be closed. No back packs at school. Individual pouches of pencils etc. will be given to each student for individual use and kept at school for grades TK-8)**

**Bathrooms for each school will be monitored allowing one child inside at a time.**

**Social distancing will be enforced in the rooms and areas will be marked with tape**

**Students and teachers will wear masks**

**Outside hall doors will remain open for ventilation**

<b>Individual considerations by school when implementing Plan Two</b>
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**Primary students will be assigned a chair, marked with their name for exclusive use.**

**No carpet sitting or carpets will be used in the primary classrooms**

**DCS students will remain in their first period class for all classes except PE and lunch. Teachers will travel to their rooms.**

**MHS schedules do not permit staying in one room for all classes, so hallways will be set up for one-way direction.**

**In the event that a child or the child's family contracts COVID 19, the child will be quarantined for 14 days. Independent work will be assigned.**

**The hybrid plan ( Plan Two) will be reviewed once a month. When conditions improve in the county, the plan will change to more closely resemble Plan Three.**

## **Plan THREE**

**All restrictions for masks, social distancing or other reopening issues are lifted and Covid 19 is showing a strong decline in identified cases and deaths.**

- 1. All students will return to a traditional school setting as usual. There will be classroom attendance 5 days a week following standards based curriculum**
- 2. School schedule given to students will be followed.**
- 3. All curriculum will be standards based and learning will be aligned for rigor, relevance and interaction.**
- 4. Students needs will be addressed through special programs and individual consideration.**
- 5. The 205 day calendar will be implemented**