

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
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General Information

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

On March 13, 2020, the school closed with no unknown opening date. After it became apparent that this was not going to be a short closure, the staff and leadership began planning for distance learning. After two weeks off, the school chose to reopen the weeks that were scheduled for spring break to absorb the two weeks lost. The school continued to provide all classes until the end of May when a drive through celebration for graduation took place. Immediately after graduation, the school began its FAST TRACK program which provides five additional weeks of school in a particular subject either to get ahead in a subject, or remediate a course taken. This program included four hours of instruction, one hour of homework for the duration of five weeks for a total of 100 plus hours of instruction. While the school acknowledges some possible loss in learning due to distance learning, the school does not believe it was harmful. Attendance was taken daily, students who were not present were called and the classes and grades were not optional.

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) that monitored the adopted action plan and goals for the school. They gave feedback monthly and were updated on progress. In addition, parent conferences were held to discuss student performance and areas for improvement. 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 the 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 the preference would be for the start of the new school year. This survey was done on line and in a text outreach to parents who did not have internet. These 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. (Attachment School Opening Plan Adopted by the Board on June 27, 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 in person 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 would be the fate of the start of the school year. It is important to note that the public was aware that the school had a three part plan in place so regardless of what happened, the school was ready to open using one of the plans the board had adopted on June 27, 2020.

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

There were surveys sent out in May and June to ascertain what parents wanted and those were of the same reflection as the plan the board adopted. Depending on the state of things in the county they wanted it closed for distance learning or open to some sort of plan.

On June 27, 2020 the board approved a three part plan for opening at the start of the year. The plan was laid out with three parts. Part one was for total distance learning, part two was a hybrid model, and part three was for full inclusion in person. The board noted that the part of the plan that would be used would be the one that fit the condition of the county at the time. This turned out to be a wise choice. The school began getting ready for the hybrid plan 2 by sending out schedules to all students and dividing them into Group A and B. This would split the students into two groups so that class size would be half and the students could maintain social distancing. The desks were spread apart facing the same direction and the rooms were sanitized. (attachment: School reopening plan)

Then mid July, the condition of COVID in the county surged and the board realized we would need to go to part one of the plan. They held a board meeting on July 27, 2020 to discuss concerns parents had. Many had not realized we had switched to the part one of the plan and had concerns of the part two. There were approximately 40 parents present. They questions were answered and the parents, although they wanted their students back in school, were pleased we were starting with distance learning.

The staff quickly changed to their plans for distance learning. It was determined that an improved model from the spring FAST TRACK to the start of school would be an evolution from how the school began to where it would go with distance learning. So much was learned over the last months.

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

The feedback the high school parents gave the school shifted from spring when the parent groups thought planning an alternative graduation was jumping the gun and hurting their children to relief and gratitude that the school had foresight and planned a dignified and great graduation for the students. Most parents did not like distance learning, but understood the necessity and supported it and showed increased support for starting it so soon, offering counseling for the seniors, and continuing on with the FAST TRACK even though other schools had closed for the summer. The school in fact offered twenty five extra days of school which ended the end of June.

The parent surveys indicated a desire to go back to school in person in August but were concerned for the safety of their students.

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

The entire plan for student attendance was based on feedback from the stakeholders. They wanted their students to have support if needed, they wanted distance learning for safety reasons, and they wanted to be informed. The plan provides for making certain students are present in the distance learning environment and that the classes are appropriate for the curriculum level, relevant, and interactive. All of the conditions noted are in the plan. The greatest change for the staff was moving from asynchronous aspects of learning to a more synchronous approach. Teachers are on line for the amount of time allocated with the students in an interactive and energetic setting. Less is assigned to do alone. Grades count, attendance counts, and participation is expected.

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.]

The three part plan for the school is clear that the greatest desire is to return to full inclusion and in person classroom based learning. Until the county improves in COVID cases and is off the state list for 14 consecutive days the option of classroom based instruction is not possible. However the plan to return to classroom is uppermost in the minds of the entire staff.

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

Description	Total Funds	Contributing
Schedules have been sent to each of the students. They were given a full schedule. This schedule will be followed when classroom based instruction begins		Yes
Teachers have their schedule and are following it now with distance learning and will continue with that schedule when classroom based resumes. They will be working with the same students in the same classes they are doing now in distance learning.		Yes
In order to maximize the amount of time for learning during distance learning, core subjects were given priority. When classroom based instruction begins the full schedule will be in place and students will attend school for the entire day and the entire remainder of the year. (Millennium days are longer. Students have a seven period day from 8:30 to 4:30)	\$40,000	Yes

Description	Total Funds	Contributing
When students return to classroom based instruction, the teachers for special needs students will continue to assist them and provide even more personal services if needed. They will be present in classes as they were during distance learning and will provide one on one when needed as well		Yes
Additional study time is built into the classroom based model with a half hour of structured homework time to help support those students who work or have other obligations after school. These are supervised by the classroom teacher		Yes
Teachers have been assigned as support at each class level. These teachers will continue with this service when they return to classroom based instruction. They monitor grades, contact homes as needed and interface with staff to learn if there are concerns. They will hold SST meetings as needed. Two have been assigned to each grade level.		Yes

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.]

It has become necessary to design an effective and supportive distance learning program since the schools have been closed due to the increase in COVID within the county. Students were given their schedule. It has been modified to four or five periods a day. Electives and PE have been suspended in the schedule. Teachers have been assigned as partners to core teachers if their classes were suspended to help support distance learning.

Students attend classes at the same time their class would be if it was in person. Teachers are teaching through zoom. The classes are interactive. Attendance is taken each period. Attendance is not optional. If a student is not present, there is a follow up call made by the office staff to ascertain why. Grades are based on quizzes, participation and classwork. Students needing devices have filled out requests that were granted prior to the start of school. All students needing devices have been filled before school began.

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.]

The students needing devices requested them the week prior to school. These devices were give out in a curb side manner. The students were given tutorials if needed on how to use the devices either through video, a phone call, or personal support. Teachers contacted students with codes for entering their classes during distance learning.

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.]

All of the Zoom time is synchronous. Teachers are on line for 55 minutes per class and the class is conducted much like it would be in person. The students are expected to participate and interact in small group chats as they do in class. The minutes for the day were modified to 240 minutes. These minutes are being used for core subjects only. The electives and PE have been suspended while in distance learning. Students are taking: math, science, social studies, and English and maybe a world language. The rest of the schedule will resume in person.

Teachers are grading students on participation, classwork, quizzes and attendance in the class. Students are also being assigned an additional hour a day of asynchronous learning, but to keep the students engaged and involved the majority of the time is synchronous.

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 staff has been in an evolving state of using distance learning. They began in March with a limited sense of how to grade work on line, how to teach on line, and the value of assigning work on line. The first attempts were good, but limited. Staff then shared such programs as Zoom, chat rooms, Show me, aspects of Zoom, and noteability and the real value of actual teaching on line. By the time the staff had completed FAST TRACK, the were ready for the new challenge of interactive 55 minute classes each day. During staff meetings techniques are shared and the staff uses a variety of tools. Some have elected to teach in their classrooms and others are teaching from home. There is a staff inservice meeting once a week virtually. The technology director provides assistance as needed to staff. New programs and devices are added to the inventory as staff sees a need.

Staff Roles and Responsibilities

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

The staff has accepted the role of teaching the core subjects. Teachers who teach electives or PE have been assigned to partner with a teacher who teaches core. They work together to do attendance, small groups, and other aspects of the class. This has added a richness to the course. They are also learning from one another. Teachers are expected to teach all of their classes each day in person. The classes are to be energized, standards based, and follow the curriculum map for the course. Quizzes and tests are administered on line. Homework is a minimum of one hour a week per class because time in class is of greater value. Teachers are grading students on participation, classroom and tests. They are also expected to attend the once a week staff meeting. Teachers are observed by the leaders on line in their classes and receive written feedback.

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.]

The school has hired additional staff to support EL students. The school has one EL teacher assigned to the school. She attends English classes with the students, contacts parents, and offers support by way of tutoring. She is also instructing students in reading comprehension. The Special Education team has assigned a full time teacher to the school to support students with IEPs with in the class or with additional time. The students who are at risk are in smaller classes and are taught at the level of instruction required for them to succeed especially in math. Math assessment is done at the start of the school year to identify the learning level needed. Additional program software is available for extra practice.

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

Description	Total Funds	Contributing
All students were notified that they could apply for technology devices if they needed them. The school gave out 150 chrome books for student use.	\$60,000	Yes
Students were given their schedule to follow throughout the day, but realized that PE and electives were suspended in their schedule. The 240 minutes is assigned to core subjects. The other subjects in the schedule will resume in their time slots when in person classes begin. There is no need for a schedule change.		No

Description	Total Funds	Contributing
EL teacher contacted all parents to ensure students knew what they needed to do on line and how important attending classes is. They were informed of the times in the schedule they needed to be in class. The EL teacher offered assistance if it was needed	\$40,000	Yes
English Learners who are new to the school are being scheduled for testing. EL teacher will meet with the students on campus in a one on one testing situation during the month of August		Yes
Tutoring or support is being offered to all at risk students by the teachers assigned to that grade level. The teachers reach out to students not doing well to offer help or to set up an SST with the teachers to learn what needs to improve.		Yes
The SPED teacher is reviewing all IEPs and holding IEPs with the families in order to meet the requirement of reviewing IEPs now that the school has joined a new SELPA. This will be done during the month of August. A special education resource teacher has been assigned to each school and speech teachers have been added to accommodate the case load for the school.	\$60,000	Yes
The office staff follows through on any student who is not present for any of the classes to find out why they are not on line. Teachers reach out to students who are not participating as expected or who are late to on line classes. Attendance is taken each period.	\$2,000	Yes
Teachers are grading students based on attendance, participation in the class, and tests and quizzes. Grades are posted on Aeries once a week.		Yes
The school is rewarding good on line attendance and participation in class with points and incentive rewards.	\$5,000	

Description	Total Funds	Contributing
The school is revising an online "unity" once a week to highlight students who are excelling, and other important events taking place during distance learning. This will begin the last week in August.		
Since only core subjects are taught during distance learning, the teachers teaching electives or PE were assigned to support and team teach with the core teachers. This has facilitated using chat rooms for group discussion, quickened the ability to do attendance, and has given additional support to both the staff and the students.	\$80,000	
EL teacher will utilize Corrective Reading as a material to teach EL students reading in addition to the English class.	\$25,000	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 school agrees that distance learning is not as effective as in person learning, the school does not believe there was significant learning loss for the end of the 2019-20 school year. The school closed on March 13 and as soon as the staff realized this was not going to be short term, they geared up to go on line. The two weeks missed were replaced with the two weeks for spring break (since no one was going anywhere!) and the students continued with all of their courses each week until the end of the school year May 23. Then immediately, the students began their class for FAST TRACK which allows the students to take one course for four hours a day, five days a week, for five weeks. The classes were offered on line. During both of these sessions, students were expected to be there and were expected to complete all the work. Grades were given for all courses. During this same time teachers learned more about distance learning and moved from a majority of the time being asynchronous to synchronous opportunities. It should also be noted that FAST TRACK ended the end of June and school began the first week in August for the 20-21 school year. Students were assessed at the start of the new school year for Mathematics using a diagnostic readiness test to learn strengths and areas in need of growth at each level of math. Language arts teachers assessed students with informal formative assessment and designed curriculum and instructional strategies to meet any gaps the students appeared to have.

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 students are placed in learning groups for English and Math to specially address the needs of the students in order to begin at the appropriate level of instruction and to allow students to progress as quickly as possible. Students in English who are struggling with language are in a class designed particularly to focus on reading, speaking and writing. The EL teacher is included in the class to help the students and to support the teacher. Students are placed in the correct level of instruction for math based on diagnostic testing. The lower the level of math, the less students enrolled in the class. The EL teacher and SPED teacher support the students both in the class and in tutoring sessions outside of class time. The school philosophy is that if students are taught at the appropriate level of intervention, progress will accelerate.

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.]

When the students return to in person learning, they will have the same teacher they have now for distance learning. The teachers will have grades and will know what the students have been expected to do. It will be a seamless transition. By the end of the 20-21 school year, students will be expected to master the skills and content of the courses as measured by the summative final exams for the course. If they show success, the school will attribute it to the looping of on line courses to in person with the same teacher and the extra support provided to students at risk or with special needs.

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

Description	Total Funds	Contributing
Teachers are teaching each section of the courses with class rosters they will also have when in person teaching resumes. They will have had the students in their class setting, will have grades and a history with the student when the seamless transition begins to classroom based instruction.		Yes
Support staff will have already worked with the students and teachers and will know how to continue to support the students when they are in classrooms once again. Counseling services include resources for mental health.	\$20,000	Yes

Description	Total Funds	Contributing
Students will return to a full day which will include the suspended electives and PE and the lunch and study hall period. Students will be able to have greater support with homework in the study hall than they may have had at home.	\$15,000	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.]

Since the closure of school, the two high school counselors have had virtual counseling hours each day. Students checked in to talk, ask about grades or scheduling and felt listened to and appreciated the contact. It helped to have had this contact because it meant fewer schedule changes when the new year actually started.

This school year, the counselors are continuing on line counseling and adding a time for techniques for reducing stress, calming techniques and other mental health issues. In addition, the PE teacher is offering exercise on line daily in the morning. She does not have many subscribers at the moment but expects it to pick up.

Teachers assigned to each grade level have reached out to students not doing well to learn how best to support them.

Staff has been trained in how to contain and prevent COVID. They are being allowed to work either at home or at school which is symbolic of the trust we have in them. They are being supported by their school leaders with observation and feedback to help improve their Synchronous approach to teaching and learning. Weekly staff meetings are held to support staff by addressing questions and concerns they may have.

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.]

While the school realizes that on line learning takes considerable discipline for students at this education level, the expectation is high for all students. Distance learning is not optional. Students are expected to sign in on time and be present for the 55 minutes of instruction. The school has limited the amount of homework and is using all of the 240 minutes for synchronous instruction. The teachers expect the students to have video and auditory on to be able to participate in class and to be fully engaged. When students are late or absent, the report is made to the office and the office staff contacts home immediately. Over the last two weeks of instruction, the absences have decreased significantly. Grades are based on attendance, participation and tests and quizzes. Tests and quizzes are done in the presence of the teacher on line. In addition to the 240 minutes, students attend a seminar once a week as juniors for career education, and once a week for internship seminar if they are a senior. There is also about one hour of asynchronous work assigned each day from the teachers in the core classes.

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 list of free and reduced lunch list from the end of the school year has been extended. While the school does not participate in the federal lunch program, the school provides meals through the general budget. During the spring of 2020, the school district,our authorizer, provided meals to all of the students in the district including our students. This year, the school is providing two snacks daily to all students who are on our free or reduced lunch lists. An invitation will be extended to take advantage of our curbside support for snacks. This is being arranged by the school food service staff.

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 website is constantly updated with information about distance learning, how to get technology support and other important information.		No
Stakeholder Engagement	The Tracy Learning Center Board meetings are virtual. They are posted on line and may be attended by the public. Parents have participated in the meetings held to date.		No
Stakeholder Engagement	The Charter Chatter is sent out by email to all parents once a week informing them of information that is also on the web and additional news about student work etc.		No
Pupil Engagement and Outreach	Students are united with an on line Unity meeting once a week to keep them connected with happens in school and student incentives are awarded		Yes
Stakeholder Engagement	Surveys will be conducted monthly to assess how students and parents are feeling about the success of our approach to learning		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
5.24%	261,491

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.]

The additional funds added in this plan are specifically for students who have special needs. The actual school plan takes into account the needs of all students. This plan addresses the needs of our students in need of support. While, additional support in and of itself is not always effective, the school believes that connecting the special help with presence in the classes and connection with the teachers in the course makes support less isolated and more effective.

Students needing EL support have the EL coordinator who works directly with the students. This includes in class support, testing, parent outreach, and monthly inspirational meetings with speakers.

Students with learning needs have the support of the teaching staff, the resource staff working in concert to support learning in the classes the students are enrolled in for the school year either on line or in person. Attending classes with the students gives insight into what is expected in the class and allows the resource teacher to give suggestions for modification of assignments to the teacher for the students.

Teachers assigned to each grade level to give additional support watch their caseload of students for poor grades, concerns from staff and set up SSTs when needed to plan a series of actions for the student to achieve success.

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

All of the services identified in this plan are focused on ways to improve services for our EL and low-income students. Providing academic services designed to support learning is the primary way the school believes these students can succeed. Making certain these students attend classes and are noticed when they are absent is important for avoiding learning loss.

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

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.**

Plan Two required safety guidelines
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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

Individual considerations by school when implementing Plan Two

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**