

Posen Consolidated School District Return to Learn Plan



August 10, 2020

Posen Families,

We miss you and are optimistic that we will all be together again soon! Please feel free to read our plan for return to learning as we move into this new experience together. You have already received letters and contact directly from the school. We also wanted to present to you our formal plan as to how everything has and will fit together to meet our communities' needs. Please reach out and let us know how things are going for you. Teachers will be in contact with you continually via your preferred method of communication. We want to know if something is or is not working for your family. It is our desire that our students will come out of this crisis stronger than ever. Please know we value student education, but we value the whole child above all else. Our Posen staff and family is here to serve you!

Please do not stress over the plan below, we have to post it for the department of education and we figured we would include a copy for those who are interested. You will get an individualized letter from your child's teacher. Everything you need to know will come from your teachers!

It is the goal of Posen Consolidated School District to keep our students and families at the forefront of our minds during this unprecedented crisis. If anyone needs anything, related to student learning or not, please reach out to us. We want to help with any needs you may have. We miss our students and families and hope to return to some sense of normalcy soon, but until then we will continue to be here for you.

Take care and be safe,

Your Posen School Family

Overview

All students will have the opportunity to engage in multiple modes of instruction developed by GenNET Canvas Learning Management System (LMS) and supplemented within the LMS by grade-level teachers. This instruction will be available in their preferred learning method (PLM) beginning at anytime after September 1, 2020.

The goal of this work is to provide continuous learning opportunities for students to practice existing skills and be introduced to new skills that will prepare them for learning in school or out of school while we are back in session every day K-12th grades.

These questions will be used to guide planning for learning:

- Reasonable: What can reasonably be achieved by students/families at home during this time?
- Accessible: Will the instructional materials and resources be accessible to all learners?
- Appropriate: Will the learning targets presented be achievable for all students with the resources provided?

The school has contacted every student/family individually to ensure what form of contact and PLM they prefer. A district letter including each teachers' plan for remote learning will be sent out via mail to each family. Teachers will send individual learning plans for their students based on the mode of delivery parents choose. Every student will be presented with short increments of prepared instruction followed by an opportunity to engage with learning. The level of application or demonstration of learning will vary depending on the content and developmental level. Teachers will provide consistent communication and feedback on learning.

Considerations

- Take into account student and family circumstances (basic needs, adult supervision, health restrictions, etc.)
- Not all stakeholders are used to online learning
- Many students struggle to self-manage their time and schedule independently
- Not all students will have strong internet connections
- Some households will have multiple children impacted at different grade levels.
- Voice and video feedback is extremely valuable to students
- Monitor morale and workload of students, adjust as needed

General Expectations (See Grade Level Band Expectations for more detail)

- Don't try to mimic a typical school day as we have used in the past (see daily guidelines by grade level)
- Try to promote both on and off line learning
- Email parents a general update at least once a week
- Grading and attendance will be required - provide some form of feedback for all work completed in online courses during the day and time designated.
- Track student progress to ensure participation and check-in with students if students are struggling.
- Video is encouraged as much as possible
- Video lectures should not exceed the length of a mini-lesson
- Set-office hours (during prep time) and let parents know that they can also make an appointment to talk with you
- Send your schedule home in a weekly email (this can be in your weekly parent update)
- Log your hours and contacts not recorded in our LMS
- Maintain a healthy work/life balance
- Keep lines of communication open between all teachers of your grade level students and consult with your administrator regarding any concerns

Elementary

Sample Days				
M	T	W	TH	F
In Person 8-3 or remote if a closure occurs with one hour of video conferencing	In Person 8-3 or remote if a closure occurs with one hour of video conferencing scheduled	In Person 8-3 or remote if a closure with one hour of video conferencing scheduled	In Person 8-3 or remote if a closure with one hour of video conferencing scheduled	In Person 8-3 or remote if a closure with one hour of video conferencing scheduled

K-6th Grade Instruction

During the extended school closure, staff will be expected to deliver a quality education to each and every student. Staff will be expected to maintain regular communication with parents and students throughout the closure and document said communication. Modes of learning at the K-6th grade level include GenNET LMS, paper packet copies, and Google Meeting sessions daily in the older grades. All parents will be contacted via email, txt, and survey to determine needs.

Teacher Expectations

- Teacher plans will be determined on a grade level and content area basis.
- Paper packets will be delivered every Monday for families who have indicated no internet access on our opt in survey or office phone call.
- Teachers will hold office hours daily and contact parents/students no less than 1 time per week.
- Each student must have at least one personalized response to assignments per week (phone call/email/response through GenNET) regardless of whether or not they have posted work.
- Plan with the Special education teacher to modify lessons to meet the accommodations provided in IEP's and 504's as needed.
- Set office hours (during prep time) and let parents know that they can also make an appointment to talk with you.

- Teachers will document communication (successful communication or not). If communication is void please share that record with the administrator.

Middle and High School

Students in cohort groups will be in school during the morning and have the option of online electives in the afternoon to keep cohort groups separate or continue in person for those who opt in.

Sample Days				
M	T	W	TH	F
In Person 8-12:15 and online or in person 12:50-3 or remote if a closure occurs with one hour of video conferencing	In Person 8-12:15 and online or in person 12:50-3 or remote if a closure occurs with one hour of video conferencing	In Person 8-12:15 and online or in person 12:50-3 or remote if a closure occurs with one hour of video conferencing	In Person 8-12:15 and online or in person 12:50-3 or remote if a closure occurs with one hour of video conferencing	In Person 8-12:15 and online or in person 12:50-3 or remote if a closure occurs with one hour of video conferencing

During the extended school closure, staff will be expected to deliver a quality education to each and every student. Using multiple modes of instruction and contact including GenNET, Google Meet, email and/or packets of information, below are the established non-negotiables and guidelines for delivering instruction. Staff will be expected to maintain regular communication with parents and students throughout the closure. Modes of learning 7th-12th grades will include GenNet, Google Meet, and paper packets when applicable. All parents will be contacted individually by teachers to determine needs.

Teacher Expectations

- Teacher plans will be determined on a grade level and content area basis.
- Paper Packets will be delivered every Monday for families who need them.
- Teachers will hold office hours during prep time and contact parents/students no less than 1 time per week.
- Each student must have at least one personalized response to assignments per week (phone call/email/response through GenNET) regardless of whether or not they have posted work.
- Plan with the Special education teacher to modify lessons to meet the accommodations provided in IEP's and 504's as needed.
- Set office hours (during prep) and let parents know that they can also make an appointment to talk with you.
- Teachers will document communication (successful communication or not). If communication is void please share that record with the building administrator.

Special Education

Sample Days				
M	T	W	TH	F
Same as their grade level peers	Same as their grade level peers	Same as their grade level peers	Same as their grade level peers	Same as their grade level peers

During the extended school closure, special education staff will be expected to aid in the delivery of quality education to students on their caseloads. Using multiple modes of communication. Due to the nature of individualized services in special education, decisions in conjunction with parents and district representatives will need to be made for each student to reasonably and appropriately access instruction.

Students with IEPs who are in 80% or more of their school day in general education may need specialized instruction to access remote learning less than a student who spends the majority of their school day in a self-contained setting. Below are the established non-negotiables and guidelines for delivering remote instruction. Staff will be expected to maintain regular communication with parents and students throughout the closure. Modes of learning will coincide with the general education grade level when appropriate and may vary based on student accommodation needs. All parents of IEP and 504 students will be personally contacted by the special education teacher and to determine student needs.

Teacher Expectations

- Special education teachers will be in contact with each collaborating general education teacher to determine what mode of instruction and PLM is being used and how to navigate to assist with student learning.
- LRE aides will directly contact and work with IEP and 504 students every week.
- Paper packets of work will be delivered every to families who need them.
- Inform general education teachers of accommodations and modifications and assist with development for individual students on your caseload.
 - Suggested accommodations
 - Sample accommodations and modifications resources
 - Google accommodations

- Communicate with all parents of students with IEPs by September 1st to assure they are comfortable with the accommodations being given and offer support for individualization as determined in specific IEPs.
- Be sure to check in with parents/students every week to gain information on needs for access and instruction for the remainder of the closure.
- Communicate any changes in needs to general education education teachers by each Monday.
- Document all successful and unsuccessful contacts and instructional time. Include notes regarding specific communication and instruction. If communication is void please share that record with the building administrator.
- Set-office hours (during prep time) and let parents know that they can also make an appointment to talk with you.

Expectations for IEPs

- IEPs will be scheduled and held remotely according to their annual due dates if school is mandated to be remote or a quarantine situation occurs.
- Use remote etiquette
 - <https://www.presencelearning.com/top-5-tips-for-leading-an-iep-meeting-remotely/>
- Please use the following considerations:
 - Take into account compliance in order to be wise about why/how/when to deviate from traditional IEP due to current circumstances
 - Focus on what's reasonable and appropriate given the current, unique circumstances for each child/situation.
 - Discuss and document reasonable/appropriate accommodations that help students with IEPs access learning
 - If necessary, discuss various input/output modalities to the extent possible.
 - If necessary, discuss virtual behavioral consultation to parents to support work completion.
 - Document decision-making and communication with parents/staff when requirements cannot/should not be implemented exactly as written

Posen School District is willing to be a disaster relief site upon request of our intermediate school district or the State of Michigan.

We will continue to provide mental health services through School Success and NEMSCA as well as Thunder Bay Health Services. Students and families currently on caseload will be contacted individually when appropriate and any students or families desiring services should contact the administration, School Success, Thunder Bay or your student's teacher and your desire for services will be granted.

Food service options are currently available to all students and families through the school day and personal requests and our Food Pantry during school closures. If new options for food service become available each family will be contacted through direct phone call, email or our push notification system.