

Commodore Perry School District's Continuity of Education

Goal of Plan	The goal of Commodore Perry School District's Continuity of Education plan is to provide learning opportunities in the form of enrichment and review of previously learned content or instruction of new skills and concepts for all students.	
Overview	The vision of the Commodore Perry School District is to empower entrepreneurial-minded educators to prepare and graduate innovative students who are critical thinkers, problem solvers, leaders, networkers, collaborators, and effective communicators who access and analyze information to thrive in a challenging and ever-changing global marketplace. The mission statement is to provide every student with a career plan and a unique education that is inspiring, engaging, rigorous, and relevant in a culture of high expectations, excellence, and respect for all, supported by and in partnership with the community. This plan provides the opportunity for both staff and students to bring this vision to life, as they create and participate in new, unique, and ever-changing opportunities for student learning.	
Educational Delivery Method	Planned Instruction: Grades 3-12	Enrichment and Review Grades K-2
Expectations for Teaching and Learning	Formal teaching and learning similar to that which occurs in a classroom setting. Within this process, teachers use the planned course of instruction of new concepts/skills aligned to grade level standards and/or the concepts/skills for which students are ready.	Informal activities that reinforce or extend students' prior learning. New standards and skills are not addressed; however, students will be provided opportunities for personalized enrichment on an individual basis.
Communication Tools and Strategies	Opportunities for online instruction, (i.e. google classroom) will be offered to all students; however, some students may require the use of paper/pencil materials according to individual and family needs; these same online tools will be utilized to communicate with parents.	Opportunities for online enrichment and review, i.e. google classroom, and/or paper packets will be offered to all students. A variety of online methods/tools will be utilized to communicate with parents (i.e. Remind, e-mail, google classroom).
Access (Devices,	Student Chromebooks were provided to students in	Student Chromebooks were provided to students in grades

<p>Platforms, Handouts)</p>	<p>grades 2-12. Families that did not have wifi or had limited wifi access, were offered HotSpots. (Some were limited dependent on environmental capabilities for connectivity) A system has also been established through email and phone calls to address Chromebook issues. Hardcopies of content/materials will be provided as necessary.</p>	<p>2-12. Students in grades K-1 were provided with content packets. Families that did not have wifi or had limited wifi access, were offered HotSpots. (Some were limited dependent on environmental capabilities for connectivity) A system has also been established through email and phone calls to address Chromebook issues. Hardcopies of content/materials will be provided as necessary.</p>
<p>Staff General Expectations</p> <p>Outline the expectations of teachers and staff related to posting or hosting educational opportunities and/or planned instruction; parent communications; and work time availability.</p> <p>Considerations for both daily and weekly staff expectations can be included.</p>	<p>Teachers (3- 12) will plan for one or two activities (think graded) per week per class/subject/content area that move the curriculum forward. Teachers will be intentional when choosing which one or two activities are most valuable for the week and should then provide supplementary materials/resources to help guide students to be able to achieve this goal.</p> <p>Teachers (3-12) may hold up to one synchronous session per week via Google Meet. Teachers will try to coordinate with colleagues so that there is as little overlap as possible. Teachers will be flexible with this, as students may or may not be able to meet when sessions are scheduled.</p> <p>Teachers will have this material posted by Monday morning at 8 AM.</p> <p>Teachers will schedule 4 hours of office hours per week, with no longer than two hour segments per day. These hours will be scheduled within the boundaries of the typical school day.</p> <p>Special teachers (3-8) will plan for a total of two or three activities for the duration of the school year</p>	<p>K-2 teachers will check in with families through Remind and/or email at least once per week. They will be asking for feedback and will offer help for any questions they or their students might have.</p> <p>K-2 teachers will schedule 4 hours of office hours per week, with no longer than two hour segments per day, for parents who might be struggling to help their children. Additionally, a plan for the distribution of new paper materials and collection of completed materials will be forthcoming.</p> <p>Special teachers (K-2) will plan for a total of two or three activities for the duration of the school year. These teachers may also provide supplementary material and resources (i.e. videos, ideas for scavenger hunts, etc.).</p>

	<p>(think graded assignments). These teachers may also provide supplementary material and resources (i.e. videos, ideas for scavenger hunts, etc.).</p> <p>**College in HS courses will continue on dictated by college/university guidelines.</p> <p>**Office hours will be posted on the district website for easy access for parents/guardians/students.</p>	
Student Expectations	<p>Students (grades 3-12) are expected to engage in and complete the two assigned items per class/subject/content area per week.</p> <p>Students (3-12) are expected to be checking in daily, checking supplementary resources and materials to help complete the assignments.</p> <p>Students (3-12) can access teachers for additional help during office hours and/or via e-mail.</p> <p>Additionally, students are expected to maintain the same school and classroom rules that are applicable from the traditional classroom to the cyber classroom. Examples: appropriate language, speaking and typing respectfully, completing work that is asked, etc.. Students are expected to adhere to the school/student handbook.</p>	<p>Students (K-2) should complete packets of material received from their classroom teachers. Students can access teachers for additional help or questions through scheduled office hours, Remind App, and email. New packet distribution and collection plan will be communicated via Robo Call.</p> <p>Additionally, students are expected to maintain the same school and classroom rules that are applicable from the traditional classroom to the cyber classroom. Examples: appropriate language, speaking and typing respectfully, completing work that is asked, etc.. Students are expected to adhere to the school/student handbook.</p>
Grades/Credit	<p>Grades will continue to be assigned as they have been with the following guidelines in place:</p> <ol style="list-style-type: none"> 1. One or two assignments expected each week 2. Flexibility will be given, depending on 	<p>K-2: Collection of materials and distribution of additional materials will take place. Feedback will be given on these materials via Remind and/or e-mail. Teachers will be watching for signs of regression. If regression is seen,</p>

	<p>circumstances</p> <p>For the planned instruction of 9-12, it is important that students understand that they are expected to complete the work in order to obtain credits and/or graduate. If a student is in danger of failing (grades 9-12), someone from the district will follow up with him/her individually to emphasize the expectation.</p>	<p>teachers will communicate that and offer helpful feedback and assistance to families.</p> <p>Grades will not be assigned, but feedback is essential!</p>
<p><i>Good Faith Efforts for Access and Equity for All Students</i></p>	<p>All staff members will work toward providing instruction for all students in a manner that keeps their education moving forward, ensuring that support is provided to increase student success. These supports include, but are not limited to: Google Classroom, Google Meet, Remind App, office hours, and e-mail.</p>	<p>All staff members will work toward providing instruction for all students in a manner that keeps their education moving forward, ensuring that support is provided to increase student success. These supports include, but are not limited to: Google Classroom, Google Meet, Remind App, office hours, and e-mail.</p>
<p><i>Special Education Supports</i></p>	<p>The special education coordinator and special education teachers are holding IEP/ER/504 meetings as scheduled via Google Meet. Teachers are meeting regularly via different technologies to provide services as required per individual student IEPs to the greatest extent possible.</p> <p>Special education teachers will be required to schedule 4 hours of office hours each week with no longer than two hour segments per day. These hours will be within the boundaries of the typical school day.</p> <p>Progress monitoring toward IEP goals will be conducted through the use of AIMSWeb Test Nav which has been installed on all chromebooks for student use. All oral reading fluency goals will be progress monitored via phone or Google Meet</p>	<p>The special education coordinator and special education teachers are holding IEP/ER/504 meetings as scheduled via Google Meet. Teachers are meeting regularly via different technologies to provide services as required per individual student IEPs to the greatest extent possible.</p> <p>Special education teachers will be required to schedule 4 hours of office hours each week with no longer than two hour segments per day. These hours will be within the boundaries of the typical school day.</p> <p>Progress monitoring toward IEP goals will be conducted through the use of AIMSWeb Test Nav which has been installed on all chromebooks for student use. All oral reading fluency goals will be progress monitored via phone or Google Meet dependent on student access to technology. All math</p>

	<p>dependent on student access to technology. All math application and written expression probes have been uploaded to Google Classroom and will be assigned based on student need. Students with comprehension goals that are not being assessed through AIMSWeb will have goal performance tracked through IXL or Google Classroom assignments.</p> <p>Special education teachers providing direct instruction to students requiring specially designed instruction will be offering at least one synchronous session per week via Google Meet to provide instruction in that content area.</p>	<p>application and written expression probes have been uploaded to Google Classroom and will be assigned based on student need. Students with comprehension goals that are not being assessed through AIMSWeb will have goal performance tracked through IXL or Google Classroom assignments.</p>
English Language Learner Supports	<p>Currently, the district has no ELL learners. Should the district enroll any ELL learners during this time, the district will work with MIU-4 and the district's ELL team to determine the best way to meet the student(s) needs.</p>	<p>Currently, the district has no ELL learners. Should the district enroll any ELL learners during this time, the district will work with MIU-4 and the district's ELL team to determine the best way to meet the student(s) needs.</p>
Gifted Education	<p>The special education coordinator and gifted education teachers are holding GIEP meetings as scheduled via Google Meet. Teachers are meeting regularly via different technologies to provide services as required per individual student GIEPs.</p>	<p>The special education coordinator and gifted education teachers are holding GIEP meetings as scheduled via Google Meet. Teachers are meeting regularly via different technologies to provide services as required per individual student GIEPs.</p>
Attendance/Accountability	<p>Attendance will be based on work completed via asynchronous participation. Teachers will be available during scheduled office hours and may offer students an opportunity to participate in a synchronous session up to one time per week.</p> <p>Meaningful participation is defined as assignments</p>	<p>Attendance will be assumed as long as work is being completed via asynchronous participation.</p> <p>Meaningful participation is defined as packet work being completed..</p> <p>Teachers will reach out to students and/or families of</p>

	<p>completed each week (1-2 per subject/content area) and potential participation in any synchronous session(s) offered.</p> <p>Teachers will reach out to students and/or families of students who have not engaged in any learning activities. If there is no response, the guidance counselor, school nurse, or instructional support teacher will continue to try to reach the family to ensure student safety and well being.</p>	<p>students who have not engaged in any learning activities. If there is no response, the guidance counselor, school nurse, or instructional support teacher will continue to try to reach the family to ensure student safety and well being.</p>
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