



KEYS Grace RETURN TO LEARN 2020/21

RETURN TO LEARN PLAN

KEYS Grace Academy is devoted to educating Each Child, Each Day in the safest setting advantageous to educational success. The following plan outlines both in-person and distance learning for the upcoming school year, and aligns with the MI Safe Schools COVID-19 Task Force on Education Return to School. As Michigan is currently in Phase 4 of the MI Safe Start plan, in-person instruction is permitted with specific safety requirements and recommendations.

After the completion of the 2019-20 school year, KEYS Grace Academy asked staff to volunteer to work on COVID committees to review and research, and gather health and safety data, and various learning options.

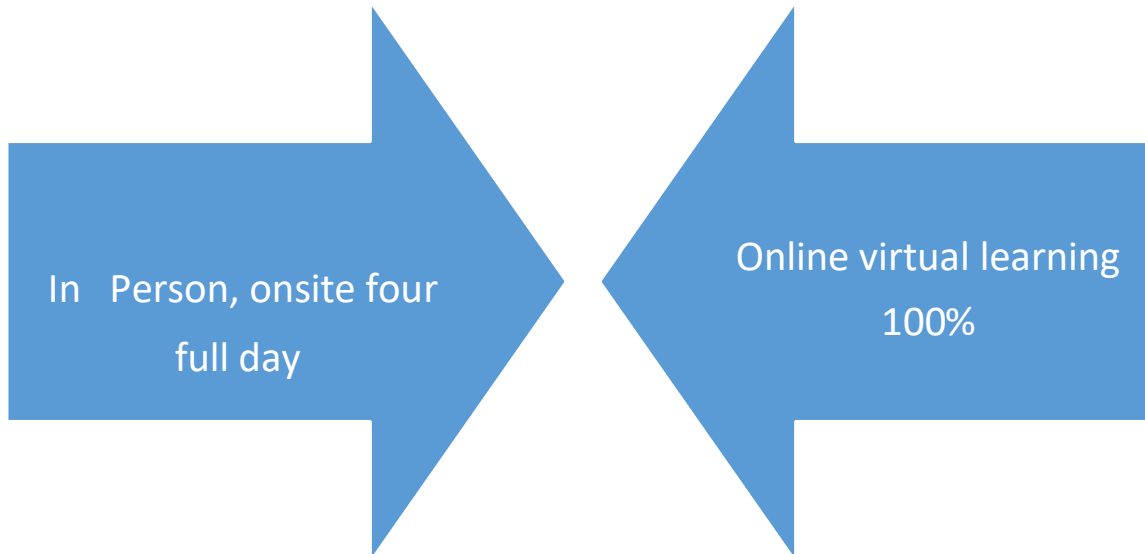
The committees' work focused on ways to guarantee an equitable method to supporting the physical, social and emotional well-being of students, regardless of instructional model. In-person, distance learning and hybrid models were examined.

Our commitment to the progression of developing the Return to Learn Plan was guided by stakeholder involvement. Feedback from our families, students, and staff through district surveys, and phone calls as well as our consideration on experiences during remote learning from April to June of 2020, have guided the development of our Return to learn instructional plan.

We will strive to develop high quality distance learning lessons/assignments for students that address course standards/benchmarks while balancing online learning, volume of work assigned, and student/teacher interaction. We will use SIOP strategies for English Language Learners (ELL) and provide appropriate accommodations for Students with Disabilities (SWD) and students with Section 504 plans, to the extent practical. We established office hours during the regularly scheduled work day that include, but are not limited to, communicating with and providing feedback to students, facilitating synchronous/asynchronous lessons, or answering student questions. In addition, providing instructional resources and materials through digital learning means such as Google classroom, IG, weebly, ClassDojo or other tool of your choice is a goal. We communicate regularly with parents and families regarding expectations and student progress; if students are not engaged in the lessons and assignments, teachers should contact parents and/or the school administration. Our staff participated in professional development and virtual learning sessions intended to support distance learning, as applicable. We are monitoring school communications for up-to-date information regarding school closures, instructional continuation plans, and distance learning resources.

LEARNING OPTIONS:

KEYS Grace Academy will be offering Two Educational options for the 2020/21 School year for students:



INSTRUCTION:

Clear expectations have been set around high quality remote instruction that include:

- Best practices for remote learning
 - Teachers will have daily personal contact with students (two way communication)
 - Daily attendance taken
- Grade-level proficiencies
 - Core classes offered
- student assessment and feedback
 - Typical grading and report card procedures will be followed
- Differentiated support for students
- Addition of social-emotional learning

- Guidance regarding daily instructional time and workload for each grade band to warrant stability for students

REMOTE LEARNING SCHEDULES:

Grades K - 2 SAMPLE Virtual Schedule

	Daily
Check-In and Connections	9:05 - 9:25 - Synchronous Engagement Morning meeting
Mathematics 40 minutes	9:25 -10:05 - At least 20 minutes of synchronous facilitation including large group and/or small group instruction
Break	10:05 - 10:20
Reading 70 minutes	10:20 -11:30 - At least 40 minutes of synchronous facilitation including class read aloud with large group and/or small group instruction
Lunch/Recess 11:30 - 12:30	

<p>Connections 20 minutes</p>	<p>12:30 - 12:50 - Synchronous Engagement Afternoon check in</p>
<p>Writing 30 min</p>	<p>12:50 - 1:20 - At least 10 minutes of synchronous facilitation including large group and/or small group instruction</p>

Break	1:20 - 1:35
Academic Block Science, Social Studies, Word Study, etc. 30 min	1:35 - 2:05 - At least 10 minutes of synchronous facilitation including large group and/or small group instruction
Asynchronous Learning 55 min	2:05-2:45 - individual or small group support as needed 2:45-3:00 Independent work, office hours
Total Instructional Minutes	120 minutes synchronous interaction with classmates and content facilitated by the teacher, 145 minutes independent work (not including breaks and lunch) for a total of 265 instructional minutes per day

Grades 3-5 SAMPLE Virtual Schedule

	Daily
Check-In and Connections 20 Minutes	9:05 - 9:25 - Synchronous Engagement Morning meeting

<p>Mathematics 60 minutes</p>	<p>9:25 -10:25 - At least 30 minutes of synchronous facilitation of large and small group instruction with additional class time for additional support, asynchronous learning and individual engagement</p>
<p>Break</p>	<p>10:25 - 10:35</p>
<p>Reading 60 minutes</p>	<p>10:35 -11:35 - At least 30 minutes of synchronous facilitation of large and small group instruction with additional class time for additional support, asynchronous learning and individual engagement</p>
<p>Lunch/Recess 11:35 - 12:15</p>	
<p>Writing 45 min</p>	<p>12:15 - 1:00 - At least 20 minutes of synchronous facilitation of large and small group instruction with additional class time for additional support, asynchronous learning and individual engagement</p>
<p>Break</p>	<p>1:00 - 1:10</p>
<p>Academic Block Science, Social Studies, Word Study, etc. 45 min</p>	<p>1:10 - 1:55 - At least 20 minutes of synchronous facilitation of large and small group instruction with additional class time for additional support, asynchronous learning and individual engagement</p>

Asynchronous Learning 70 Minutes	1:55 - 2:35 - individual or small group support as needed 2:35 - 3:05 - Independent work, and/or office hours
Total Instructional Minutes	120 minutes of synchronous interaction with classmates and content facilitated by the teacher, 180 minutes independent work (not including breaks and lunch) for a total of 300 instructional minutes per day

Grade 6-8 SAMPLE VIRTUAL SCHEDULE

Asynchronous Unified Arts and/or Electives 70 min	8:20 - 9:30 Asynchronous learning and individual engagement
Mathematics 75 minutes	9:30 - 9:35 - Attendance and Connection Protocols 9:35 - 10:45 - At least 40 minutes of synchronous facilitation of large and small group instruction with additional class time for additional support, asynchronous learning and individual engagement
Break	10:45 - 10:55

<p>Language and Literature 75 minutes</p>	<p>10:55 - 11:00 - Attendance and Connection Protocols 11:00 - 12:10 - At least 40 minutes of synchronous facilitation of large and small group instruction with additional class time for additional support, asynchronous learning and individual engagement</p>
<p style="text-align: center;">Lunch 12:10 - 12:40</p>	
<p>Science 75 minutes</p>	<p>12:40 - 12:45 - Attendance and Connection Protocols 12:45 - 1:55 - At least 40 minutes of synchronous facilitation of large and small group instruction with additional class time for additional support, asynchronous learning and individual engagement</p>
<p>Break</p>	<p style="text-align: center;">1:55 - 2:00</p>
<p>Social Studies 80 minutes</p>	<p>2:00 - 2:05 - Attendance and Connection Protocols 2:05 - 3:10 - At least 40 minutes of synchronous facilitation of large and small group instruction with additional class time for additional support, asynchronous learning and individual engagement</p>
<p>Total Instructional Minutes</p>	<p>180 minutes of synchronous interaction with classmates and content facilitated by the teacher, 195 minutes independent work (not including breaks and lunch) for a total of 375 instructional minutes per day</p>

Intervention Programs

We will continue to use the Tier 2 and 3 intervention programs we have in place for literacy and math in grades K8 (, Leveled Literacy Instruction, iReady instruction modules (MATH), MAP SKILLS, Touch math etc.). We recognize that additional support may be necessary for students as we determine their needs in the first few weeks of school.

Meaningful Assessment Methods

Our district assessment plan provides K-8 teachers and students the capability to recognize gaps in student learning and target individual student needs on an ongoing basis. Our focus on ongoing assessment and the Hands On data platform fuels our Multi-Tiered System of Supports (MTSS) structure with many forms of student assessment data to consider as teachers work together to plan next steps in instruction.

Special Education Services

**The following guidance comes from Oakland Schools' Special Education Department.*

Before school starts, students' IEPs, IFSPs, and 504 plans will be revised in coordination with general and special education teachers to address any data-driven accommodations and/or services that are needed due to known changes in students' needs.

The Roadmap highlights:

- As intervention and support services commence, plans must include all programs and learning environments, especially special education, birth to five services, and CTE.
- Establishing structures for general and special education teachers to collaborate on delivery methods for assessments and instruction as outlined in IEPs. Consider students' needs around accessibility and provide assistive technologies, where possible.
- Developing a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

Communication Systems

Based upon community feedback during spring of 2020, we identified that multiple modes of communication (both one-way and two-way) enabled us to most effectively communicate with our families and students. We used and will continue to use multiple modes including our district website and social media sites, Class DOJO, phone calls (google voice), email and text messaging. As we move forward we will implement the following communication protocols:

- Maintain timely, accurate, and clear two-way communication with families regarding students' academic and social-emotional functioning and school and classroom information.
- Clearly communicate all plans and expectations for your child's return to school including modes of assessment, details about curriculum and expectations for grade-level proficiencies.
- Ensure all communications are in both English and the home language of our students. We will use a variety of resources and tools.

- Ensure our teachers know and understand the school communication plan.
- Ensure our teachers use the district's remote learning platform(s) effectively and parents have access to the information.
- Communicate in a timely manner when it becomes necessary to modify our modes of instruction.

Shifting to a Remote Learning Environment

To remain prepared for needed shifts from in-person instruction to an all-district remote learning context, we will:

- Secure online tools and materials that will provide standards-aligned learning that is customizable to student needs.
- Integrate remote learning tools into planning meetings and in-school instruction so that teachers and students remain ready for a possible transition to a remote context.
- Prepare communication plans for key audiences (students, teachers, parents) that clarify new protocols and resources, share evidence of student learning, and ensure that all stakeholders receive status updates.
- Provide parents with virtual information sessions to help parents prepare for remote learning and setting up for success.

When in remote learning mode we will:

- Confirm that devices distributed to all students during the first week of school are functional.
- Activate our connectivity plan to ensure that all students and families have adequate connectivity to successfully engage in and complete schoolwork.
- Monitor online attendance daily.