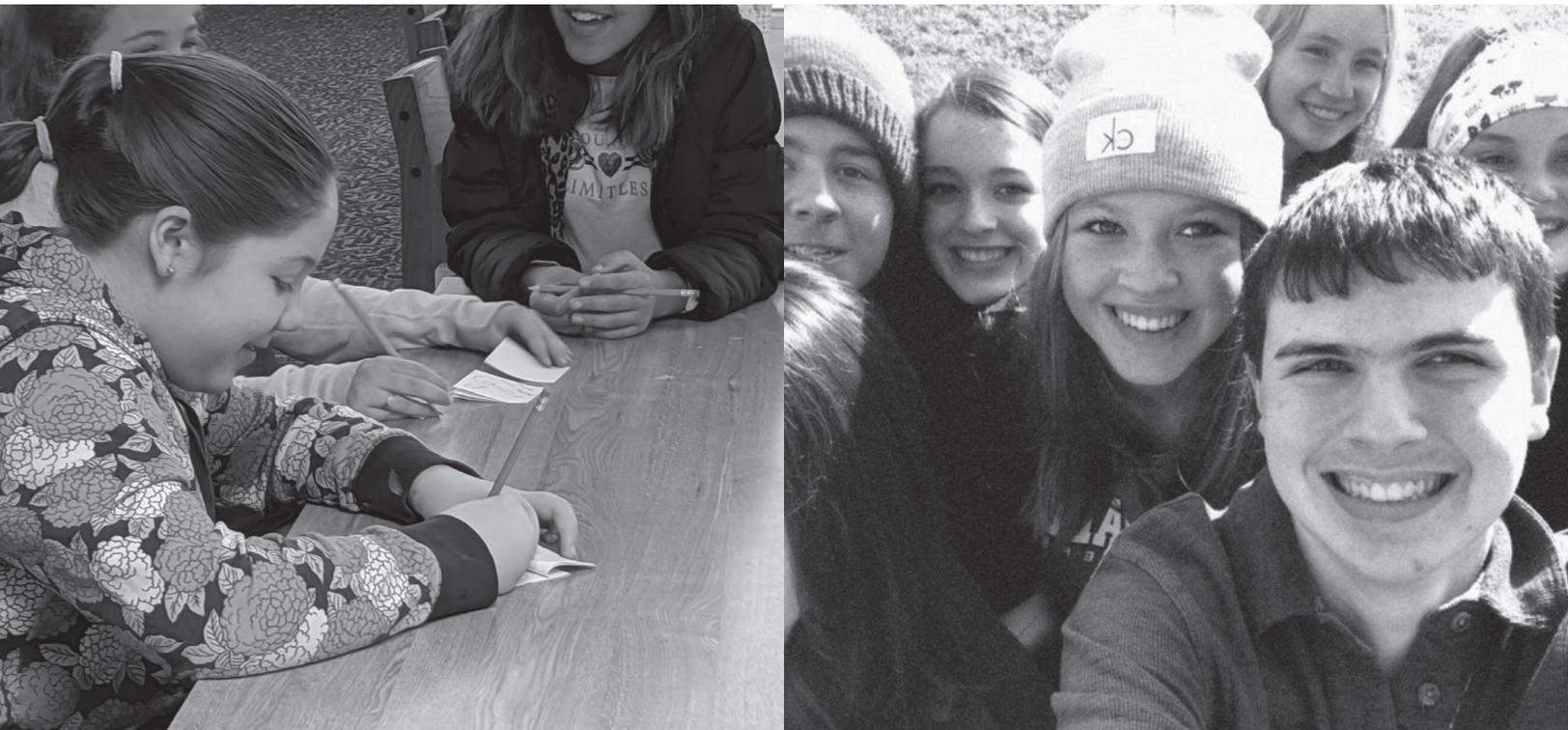




OTSEGO PUBLIC SCHOOLS CONTINUITY OF LEARNING PLAN



OTSEGO
PUBLIC SCHOOLS
Expect Excellence

OUR PROMISE TO YOU

As we begin this new distance learning plan, we first want to say “thank you” to each of you. Thank you for your commitment to your child’s education and working with us to help your child stay connected to their schoolwork, classmates, teachers, and school through this building closure. Our goal is to help you navigate these uncharted waters. We are working from a distance, but our promise to you is that we are here for you to help with academic and social-emotional needs.

We promise:

- We are only a phone call or email away
- We will provide social-emotional connections for all students
- Our relationships with our students and families is our priority

When the Executive Order ended in-person instruction in our schools and closed school buildings, it did not end the school year. The closure put forth a task to all districts to develop a Continuity of Learning Plan (CLP) to provide learning materials for the weeks ahead to keep all students engaged in school work and essential instruction for class credit. The information below will help you understand the distance learning plan, expectations for students and staff, the support available, and our plan to complete the school year.

Our goals for the CLP are to focus on relationships first and maintain a meaningful connection between each student and school. We want to ensure that each student is provided with lessons that help them retain the knowledge gained during the school year and reduce learning loss ahead of another break for the summer.

We are in this together.

SOCIAL-EMOTIONAL SUPPORT

It is important that students feel included, loved, respected and connected on a consistent basis.

We have built social-emotional support into the plan in the following ways:

- Teachers will continue classroom Capturing Kids’ Hearts activities and engagements.
- OPS school counselors and social workers are available for individual needs but will also work with principals and teachers to provide lessons, activities, and guidance to help you at home.
- OPS has a licensed therapist who will provide weekly activities for students, families, and staff and will be available for individual needs.
- All teachers will have weekly “office hours” reserved just for questions and connections.

FEEDBACK, GRADING & REPORT CARDS

- All students' work will be tracked and given credit as they are turned in; parents can monitor student progress by using Infinite Campus Parent Portal.
- Students cannot be penalized for their inability to participate. We are making sure to reach out to all students to help them engage in the activities and assignments.
- Students will move on to the next grade in the fall if they were already on track to move forward.
- All students will receive a report card for the 3rd trimester. They will receive "Credit" for completed assignments and courses, or "Incomplete" to reflect missing work.
- For high schoolers, students must consider graduation requirements. It is important that the schoolwork required for graduation is completed. If this cannot be done during the closure, we will work with students to address their individual needs.

ACADEMIC EXPECTATIONS

Academically, school is not over, it just looks different. The school day will not look like a normal day or have the demands of a normal, in-person school day. Students will not be given the same amount of school work; instead, they will be given fewer lessons to ensure a continuity of learning is taking place.

Here are a few key points of the learning plan:

- Students should plan to do school work four days a week. (Choose four days that work best for your family).
- Each grade level team has been given guidance concerning the appropriate amount of time/work per day for their grade level (see chart below).
- Teachers will plan for six weeks of instruction for April 20th - May 29th.
- The last two weeks of our school year (June 1-11) will be used to catch up on assignments and for students to turn in packets (if that is not possible before.) Teachers will discuss alternative ways to turn in assignments over the 6 weeks if in-person drop off is not possible.
- Academic lessons will focus on content review and reinforcement with some new content. This is an opportunity for students to master foundational learning targets.
- All teachers will hold weekly office hours reserved for students (or parents) to ask questions and get help.

KINDERGARTEN - 2ND GRADE

- All assignments will be given to K-2nd grade students in the form of learning packets. Even though activities are on paper, teachers will still reach out through classroom newsletters, video chat sessions, email or other ways to connect with students on a personal level.
- These packets will be mailed the week of April 20th and will include instructions for the parent and contact information.
- Specials: PE, Art, and Technology will each send home one optional activity for weeks 1, 3, and 5. Health, Music, and Spanish will each send home one optional activity for weeks 2, 4, and 6. These will be shared through principal newsletters.

3RD - 5TH GRADE

- Assignments for students in grades 3-5 will be sent through Google Classroom for online learning or paper learning packets for those without internet access at home.
- Students are expected to log onto Google Classroom each day or work on their hard copy packets each day (4 days per week)
- In addition to assignments, teachers will reach out to students through classroom newsletters, video chat sessions, email or other ways to connect with students on a personal level.
- Specials: PE, Art, and Technology will each send home one optional activity for weeks 1, 3, and 5. Health, Music, and Spanish will each send home one optional activity for weeks 2, 4, and 6. These will be shared through principal newsletters.

6TH - 8TH GRADE

- Assignments for middle school students will be sent through Google Classroom for online learning or paper learning packets for those without internet access at home.
- Students are expected to log onto Google Classroom each day or work on their hard copy packets each day (4 days per week).
- Students are expected to check their email each day.
- In addition to assignments, teachers will reach out to students through video chat sessions, email or other ways to connect with students on a personal level.
- Report Card note: If a student has failed the same core class 1st & 2nd trimester, and receives an "incomplete" for the 3rd trimester, they will be "placed" into the next grade not "promoted."

9TH - 11TH GRADE

- Assignments for high school students will be sent through Google Classroom for online learning or paper learning packets for those without internet access at home.
- Students are expected to log onto Google Classroom each day or work on their hard copy packets each day (4 days per week).
- Students are expected to check their email each day.
- In addition to assignments, teachers will reach out to students through video chat sessions, email, or other ways to connect with students on a personal level.

SENIORS

Each senior will receive a letter with information on what coursework needs to be completed, if any, in order to meet Michigan Merit Curriculum graduation requirements. Completion of these courses will be the same as the work provided to other students. This is the same for seniors at West Campus High School.

- Career and Technical Education students will also be contacted by their instructors on receiving credit for their work.
- Early College / Lake Michigan College / Michigan Virtual students have been continuing their courses online to receive credit, or a letter grade if they choose.

SPECIAL EDUCATION

The OPS Continuity of Learning Plan has been designed to meet the needs of all students in the district; that includes additional strategies to support students who are eligible under Section 504 and the Individuals with Disabilities Education Act (IDEA). According to the Michigan Department of Education's Office of Special Education (MDE-OSE), for each student eligible under the IDEA and the Michigan Administrative Rules for Special Education, the district must consider the offer of a Free and Appropriate Public Education (FAPE) as defined in the current Individualized Education Program (IEP). If, given the current circumstances, a student's 504 Plan or IEP cannot be provided as written, an Individual Contingency Learning Plan (ICLP) will be developed by special education teachers and staff in collaboration with the parent/guardian. The instructional supports and/or related services outlined in the ICLP will then be provided to students during the implementation of the Continuity Learning Plan. When school resumes, IEPs and 504s will begin again.

Suggested time per day for a 4-day week

GRADE LEVEL	TIME PER DAY	TIME ON TASK
Young 5's	30 minutes total	5-10-minute intervals
Kindergarten	45 minutes total	10-minute intervals
1st - 2nd grade	60 minutes total	10-minute intervals
3rd - 5th grade	90 minutes total	20-minute intervals
6th - 12th grade	30 minutes per class	30-minute intervals

CREATING AN EFFECTIVE LEARNING ENVIRONMENT

Have a designated learning space

- Choose a location that is quiet and allows for engagement, and where parents can check in
- Eliminate distractions as much as possible

Set a daily routine

- Set a specific time to get up and “get ready” for school
- Identify daily goals for learning

Participate actively

- Look for ways to stay engaged - online discussion boards, Zoom meetings, etc.
- Create a checklist and check off tasks as they are completed

Know where to look for help

- Attend online class sessions with your teacher and ask questions
- Attend Teacher Office Hours virtually and ask questions
- Identify key family members you can reach out to for help
- Middle and high school students may also want to ask classmates

Take study/movement breaks

- Set time limits and stick to them
- Get moving for physical activity during your break



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