# Fall Start 2020 Online Plan

**Updated 8/13/2020**  
Version 2 as developed by the guidance of the Fall of 2020 Task Force Committee

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Introduction

On Behalf of the Board of Education and the Superintendent’s Office, we would like to thank all the members of the Fall 2020 Task Force who gave their time to support in developing this document and our Fall 2020 Reopening Plans.

We as a School Community and as a Nation are facing challenges that we have never been prepared for, but as “One” community we are getting through this together and we will be successful. The plans proposed in this document are subject to change based on the direction of our Governor’s Executive Orders, as well as, the recommendations of the CDC and the Wayne County Health Department. Additionally, this document is a preparation guide for our Crestwood Community to be prepared for whatever Phase we are in as a state come September of 2020. Moreover, we also plan for possible changes during the school year.

Our first and foremost goal is for a safe and healthy environment for all of our Crestwood Community. Therefore, not only will we be focusing on the curriculum we will also have a focus on the social and emotional health of our students, parents, and staff. This Continuity of Learning Plan will be just that, a plan that ensures the continuation of learning for all of our students no matter the situation we face. It is not a perfect system or a perfect plan, but it is one that will be continuously updated and improved as we move forward.

In all options, school will be held through the normal school calendar as well as an established schedule for all students. ALL students will be held accountable for completion of tasks as if in a traditional classroom. This will include quizzes, tests, papers, research assignments, group presentations, and all other viable means of assessment established by the teachers. Students also receive some form of participation grade for completion of tasks that are not being used as summative assessments. Grades will be given and there will not be a pass/fail system. This will also include mandatory attendance as expected during the regular school setting.

Syllabi to be developed to illustrate a Full Trimester of instruction with all assessments and rubrics for assessments published in the syllabi. The syllabi to be broken down by Unit, Segments, and corresponding days.

For Online Learning, all staff will be responsible for a cohort of students. Students who need additional support such as English Language Learners, Special Education Students, and other students who have needs will still have support as they do on a regular school day. Through this process, it may look different but English Learner Staff will have specific English Learners as their cohort; Special Education Staff will have students with additional needs as their cohort; Resource Teachers, Literacy Coaches, and Interventionists will have specific cohorts of students that have specific needs based on their job descriptions.

Additionally, all teachers will utilize:
- Google Classroom
- Google Classroom Blogs
- Google Suite Applications but not limited to:
  - Gmail
  - Google Word
  - Google Sheets
  - Google Slides
  - Google Calendar
  - Google Drive

Daily communication will be a norm by all staff members to ensure that information is processed and abundant.

School Administrators have been requested to submit their tentative internal schedules for students by Tuesday, August 18. We will review the tentative schedules and plans for approval. Once approved, we will share with the community no later than Monday, August 24. These plans will also consist of how the first two weeks of school will look.

**Full Online Instruction Foundations**

**Key areas of concern answered:**

*Students will be in a rotational schedule during the regularly scheduled school day. The schedule will be modified so that students are in an online learning environment with 10-15 students at a time.*

*Student screen time will **not** be the entire time of instruction. There will be an alternating schedule that will allow students to go between screen time with their teacher and independent learning time based on the instruction that was provided.*

*There will be days scheduled wherein students who need additional help will get more direct instruction while other students can take part in a flipped classroom activity.*

*Flipped classroom activities focus on students watching a demonstration or lecture, followed up with task based assignments, therein during the next online class students discuss their activities with teacher interaction.*

*There will be a combination of live instruction and recorded demonstrations.*

*Teachers will be teaching a scheduled amount of time directly from their classrooms.*

*There will be consistency across the District as grade levels will plan together. Additionally, curriculum areas will plan together in the secondary.*
  - This will create opportunities for students and parents to work with one another because all grade levels will be on the same pacing guide.
*Food Distribution will be done as in the Spring - More details to come*

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<tr>
<th>Full Online Instruction</th>
<th>Support Systems for Students and Parents</th>
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</table>
| Teachers will be assigned their normal class rosters and will follow the same schedule as defined by the students’ schedule.  
**Elementary - 8:40 - 3:40**  
**Middle School - 8:09 - 2:53**  
**High School - 7:41 - 2:25**  
Students will follow a prescribed instruction time, recess or brain break time for elementary, lunch time, entry, and dismissal time, all as originally scheduled by school or teacher.  
- **The Cohort Teams of Teachers will share the same students.** These Teams will develop and share the student’s learning schedule with parents. Instruction will occur during the regularly scheduled school day.  
Students will be placed into learning groups of 10 - 15.  
There will be an alternating and staggered schedule for students to come to school within the first two weeks to get instruction and pick up any materials needed. All staff and students, if it is scheduled that there will be in school support, will wear masks at this time and all be surveyed and temperature checked upon entry.  
Teachers will have access to their classrooms everyday and a percentage of their instruction will be from their classrooms. Teachers will wear a mask upon entry and exit of the building but not while in their classrooms. Additionally, all staff will complete the Health Questionnaire and have their temperature taken as required by the Wayne County Health Department.  | Students who are struggling with the online learning will have an opportunity to receive Face-to-Face interventions with their support teachers. These will be developed and designed as the online learning continues.  
100% Online Instruction Support for Working Families  
   a. Parents have to verify employment  
      i. There will be a strict compliance for only families that need support  
   b. Adult supervision will **not** be a certified teacher  
   c. Students will conduct their online learning from the school, it will not be regular classroom instruction  
   d. Students will be placed 8 - 12 per classroom based on classroom size and social distancing  
   e. All students and staff will wear a mask at all times  
   f. Students and staff will follow daily temperature and questionnaire checks  
   g. Students who are ill will not be allowed to enter the facilities  
   h. Parents must walk their child to the school door and must wear a mask  
      i. **Strict hours of operation will be implemented - 8:00 AM to 3:00 PM - There will be an AM and PM 15-20 Minute Break and a 30 Minute Lunch that will follow the teachers’ prescribed schedule**  
   j. Families who need assistance after 3:00 PM will have their child part of a Latch Key Program  
   k. There will not be any district transportation |
Instruction

Grades Pre-K through Four

Students can be broken up into groups of 10-15. When students are not in a face-to-face virtual setting with the teacher, they will be assigned tasks to work on during this time. This can include a flipped classroom model wherein teachers record a demonstration of a short tutorial for students to work from and build.

Teachers will set-aside a day for specific students to meet and be assigned for additional support based on needs demonstrated through the week as an intervention. **Students and parents will be notified that they must attend the intervention instructional time.**

Tasks can include:
- Websites
- Watching pre-recorded demonstrations
- Reading
- Writing
- Etc…

Grades Five through Ten

Students will be broken up into groups of 10-15. When students are not in a face-to-face virtual setting with the teacher, they will be assigned tasks to work on during this time. This can include a flipped classroom model wherein teachers record a demonstration of a short tutorial for students to work from and build.

Students in this group may not have daily interaction with every teacher on their schedule, but they will have interaction with every teacher over the course of the week. Alternative scheduling will support smaller online groups. Additionally, students that need additional support will receive such additional support. This will also include teachers to

I. Children must supply their own
   i. School Supplies
   ii. Masks
   iii. Lunch

   m. There will be a minimal fee to be determined
      - If parents have a difficult time financially with this, please inform your child’s principal and we will support, it will be anonymous

Technology

The first 2000 Chromebooks will go to families that have completed the Direct Service documentation and are financially distressed (i.e. old Free and Reduced Lunch Program).

After the first 2000 Chromebooks are distributed, all students will receive a Chromebook.

Families that need support with the internet will receive assistance.

Learning Opportunities for Families

*There will be learning opportunities for parents on the Google Platform and how online instruction will be supported.*

- Prepared online tutorials for parents on how to use Google Classroom
- Actual Face-to-Face virtual learning opportunities for parents on the use of Google Classroom
- Contact personal for parents to seek assistance
- Social, Emotional, Safe Zone - A Safe Zone resource for anyone to call or message if there is a need for social, emotional, or physical safety
- Mental, social and emotional health of students and staff:
set-aside a day for specific students to meet and be assigned for additional support based on needs demonstrated through the week.

Tasks can include:
- Websites
- Watching pre-recorded demonstrations
- Group activities

For this group there will be an expectation of homework to include reading, writing, researching, and watching pre-recorded lectures.

*All homework for this group will include mandatory completion of tasks to bring to the face-to-face virtual meetings.*

Grades Eleven and Twelve

Students will be broken up into groups of 15-20. When students are not in a face-to-face virtual setting with the teacher, they will be assigned tasks to work on during this time.

Teacher assigned face-to-face virtual instruction will be established based on the needs of the students.

Teachers may set-aside a day for specific students to meet and be assigned for additional support based on needs demonstrated through the week.

Tasks can include:
- Websites
- Watching pre-recorded demonstrations
- Group activities

For this group there will be an expectation of homework to include reading, writing, researching, and watching pre-recorded lectures.

Additionally, for this group there will be an emphasis on push for more Michigan Virtual Instruction for AP classes when there is an overflow.

- Implement mental health services screening performed by a professional.
- Establish and communicate guidelines to all staff regarding identification and rapid referral of at-risk students to appropriate building-level support teams
- Provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics.
- Establish a comprehensive crisis management plan that leverages available internal and external/community-based resources, which can be activated efficiently as needed (e.g., loss of student, loss of a school staff member).
- Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).
- Establishment of Parent Mentors who would be willing to assist parents with Google Classroom
- Active PTA Support
- Homeroom Parents

Health and Welfare of Students

Establish ongoing reporting protocols for school staff to evaluate physical and mental health status.
- Provide resources for staff self-care, including resiliency strategies
- Communicate with parents and guardians, via a variety of channels, return to school transition information including:
  - Destigmatization of COVID-19 (Helping students and families understand COVID-19)
  - Understanding normal behavioral response to crises.
Also, there will be an emphasis on Dual Enrollment and the Henry Ford Middle College Trades Program. Moreover, there will be opportunities for Seniors to enroll in Cooperative Learning, also known as COOP with local businesses.

There will be continued use of assessments to measure student growth and to support us to adjust our instructional standards to support students. We will continue to use the NWEA, MSTEP, PSAT, and SAT, as well as other classroom assessments, but in a virtual manner.

- General best practices of talking through trauma with children.
- Positive self-care strategies that promote health and wellness.

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<th>Instructional Expectations for 100% Online Classroom Instruction</th>
<th>Student Expectations for 100% Online Classroom Instruction</th>
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<tbody>
<tr>
<td><strong>Class Instruction Expectations for any form of online instruction:</strong></td>
<td>Students will:</td>
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<tr>
<td>1. Instruction is to take place during the regularly scheduled day</td>
<td>1. Attend each online class session on time and follow the Crestwood Schools Code of Conduct</td>
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<tr>
<td>2. Published Trimester Syllabi</td>
<td>2. Students who do not attend class on a regular basis:</td>
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<tr>
<td>3. Published Two weeks of rolling lesson plans with the use of the SIOP Lesson Plan Format</td>
<td>a. Will not receive credit for daily assigned work</td>
</tr>
<tr>
<td>4. Published Schedule</td>
<td>b. Can be placed on an audit and not attain credit</td>
</tr>
<tr>
<td>5. Elementary Teachers are to coordinate online instruction with specials schedule that will still work as their preparation time, and a scheduled lunch, all in the parameters as a regularly scheduled school day</td>
<td>c. Will be reported for Truancy</td>
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<tr>
<td></td>
<td>d. Must retake the course for credit in Night School at a cost of $175 per course or Summer School at a cost of $350 a course</td>
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<tr>
<td></td>
<td>i. E2020 will not be an option</td>
</tr>
</tbody>
</table>
a. Schools will have the flexibility to identify the most appropriate means of scheduled online instruction and this can be in the forms of:
   i. Specific Grade Level Teams teaching all students and supporting via a content area
   ii. Elementary Grade Level Teams will work in coordination with one another across the district
   iii. Other as seen fit

6. Secondary Teachers are to coordinate online instruction per their established schedules including lunch and preparation time all in the parameters as a regularly scheduled school day
   a. Schools will have the flexibility to identify the most appropriate means of scheduled online instruction and this can be in the forms of:
      i. Specific Grade Level Teams teaching all students and supporting via a content area
      ii. Coordination of grade level content areas throughout the school
      iii. Other as seen fit

7. Elementary Resource Teachers, Literacy Coaches, English Language Learner and Special Education Co-Teachers will teach students that they would normally service with the co-teaching model but in a full-time capacity
   a. This will reduce classroom size and assist the most at need students

8. Secondary Resource Teachers will teach students that they would normally service with an intervention classroom but in a full-time capacity
   a. This will reduce classroom size and assist the most at need students
   i.e. Literacy Resource would teach English across grade levels; math, etc…

3. Grades will be assigned, this **will not** be a pass/fail situation
4. Ask for assistance when needed
5. Complete homework and daily assignments
6. Student virtual face-time will be scheduled
   a. There will be assignments that do not require virtual face time

We will not be requiring students to be on screen time for the entire learning sessions.

Parents will:

1. Treat the day as a regular school day
2. Check their child’s Google Classroom and teacher posts for updates
3. If your child is ill, contact the school as normal
4. If there is a concern speak with your child’s teacher and then follow the communication tree sent out by your school
5. If your child is struggling, contact your child’s teacher
   a. Best form of contact is via email
6. If you have concerns with your child’s social and emotional well-being, let your child’s teacher know and they will direct you to the right person to support
7. Be a team!
9. Teachers will not need to respond to parents or students beyond the instructional time except in instances of high urgency.

10. Counselors, Social Workers, School Psychologists, Occupational Therapists, Liaisons, and Restorative Practice Technicians will establish a calendar and log system of reaching out to and supporting students who are identified as needing additional support - This will include two-way communication between the home, students, and teachers.

11. Weekly Assignment reports should be generated by Google Classroom and shared with parents
   a. This should include:
      i. Attendance
      ii. Viewing of videos
      iii. Completion of Tasks

12. Staff who are ill and wish not to be online due to illness or other circumstances, must have an instructional activity prepared, shared, and individualized for all students - **Moreover, teachers must put in a sick day and inform their principal no later than 6:30 AM the day of**
   a. No substitutes will be approved except for a long-term absence, and at this point, the teacher of record must supply the substitute teacher with daily lessons for the remainder of their absence
   b. The cohort team will then adjust any scheduling that is needed and inform the students and parents

13. School Administration will host staff meetings on designated staff meeting dates
   a. Meetings are to be in the form of PLC
   b. Meeting time is to:
      i. share information that cannot be shared via email or memorandum
      ii. clarify any questions or concerns
      iii. time to reflect on teaching practices
iv. identify improvement opportunities
v. brainstorm ideas
vi. follow the PLC Model

c. Each meeting is to build off of previous meeting
d. Focus on Curriculum Mapping and on streamlining Essential Standards

14. School Administration can determine specific dates and times for PLC during the school day wherein students are actively involved in their pre-established instruction
   a. When students are not in a face-to-face virtual setting with the teacher, they will be assigned tasks to work on during this time
      i. This can include a flipped classroom model wherein teachers record a demonstration of a short tutorial for students to work from and build

15. All PD Dates on the calendar will be used for PLC time as well as menu options for PD on the use of Google Suite and Distance Learning

16. Staff will have a percentage of their instruction come from their classroom

17. Grade level and content area vertical and horizontal PLC work as well as cross district

18. Identified and published list of websites that can be utilized at home and relate direction to the classroom instruction

19. Tiered Support - Logs between these teachers to be shared and information to be uploaded in MiStar:
   a. Teacher
   b. Student Assistance Group
      1. Special Education
      2. Resource Teacher
   ii. English Language Learner
      1. If Non-English Speaking, EL Resource Teacher
2. ELL Liaison
   
   iii. Social or Emotional Need
       1. Social Worker
       2. School Psychologist
       3. OT - If applicable

   iv. General Education
       1. School Counselor
       2. Restorative Practices Technician

Overall:

Virtual learning:
- Class meetings will be mandatory with an attendance policy
- Google platform extension can take attendance and run reports
- Make class meetings very intentional so things can get done - Focus on Essential Standards with FULL Trimester Syllabi that is published
  - Minimum of Two Week Lesson Plans Published
  - Use of SIOP Lesson Plan Format
- There won't be an hour of direct instruction
- Clear cut expectations
  - Use of Rubrics for Formative and Summative Assessments

Planning and Schedules:
A detailed plan for the start of the school year through the first two weeks will be distributed soon.

Additionally, specific schedules for students will be distributed soon.

Both of these elements are being worked on and finalized as you read this document
Offices

Sneeze guards put up at:
- Secretaries desks
- Reception desks
- Library desks and counters
- Security desks
- Guidance office desks and counters

Parents not allowed into buildings, dropping off homework, lunches, permission slips, extra clothes, etc… unless if they have a scheduled appointment
- Outdoor Drop off area will be established for such needs

All Visitors entering the building, parent meetings, DTE, deliveries, copy/elevator repair, etc… will go through health and temperature screening checks

Staff

- Cloth Masks will be provided
- Sanitation Stations will be located throughout the school
- Enhanced cleaning protocols will be established
- Social Distancing will be adhered to and enforced
- Only staff will be allowed in the building
  - Scheduled meetings with parents or students will be in designated areas, not in teacher classrooms