



Board of Education Agenda
September 16, 2020
Committee of the Whole Meeting
5:30 pm
Washington Campus
645 Alger St.
Owosso, MI 48867

Note: Due to Governor Whitmer's Executive Order 2020-75, this meeting will be held virtually

1. Call to Order

2. Pledge of Allegiance

3. Public Participation

4. Agenda Items

1. Beginning of School Year
2. COVID-19
3. In Person Versus Online Students
4. Bond Update
5. Extended Learning Plan: Pages 1-23
6. Football Game
7. Trojan Spectacular – Tuesday, October 13, 7:00 pm
8. Budget
9. Changing October Board Meeting
10. Bus Drivers
11. Technology
12. Board Questions

5. Meeting Updates:

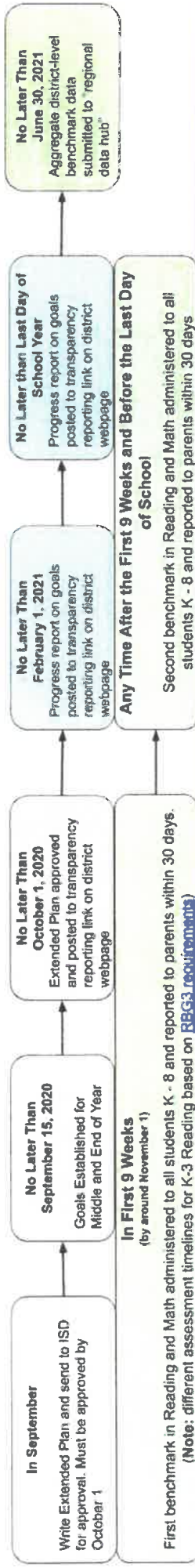
- September 28: Board of Education Meeting, 5:30 pm
- October 12: Board of Education Committee of the Whole Meeting, 5:30 pm
- October 19: Board of Education Meeting, 5:30 pm (note date change)

6. Adjournment

This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting. There is a time for public participation during the meeting.
Board Policy 0166

Reporting Timeline and Information for Extended COVID-19 Learning Plan Implementation

[Please Read This First](#)



Any Time After the First 9 Weeks and Before the Last Day of School
 Second benchmark in Reading and Math administered to all students K - 8 and reported to parents within 30 days

Every 30 days after Extended Plan Approval
 Board Meeting held to Reconfirm Delivery of Instruction

Extended COVID-19 Learning Plan

- Educational goals that will be included in plan must be established by September 15, 2020
- Must be approved and posted to transparency reporting link on district webpage by October 1, 2020
- Must contain *achievement* or *growth* goals that will be measured by benchmark testing in reading and math for the middle of the year and the end of the year

Recommended: [Owosso Public Schools Extended Covid-19 Learning Plan](#)

Benchmark Testing

- Reading and math must be administered to all students K - 8 two times throughout the year
- Results must be reported to parents within 30 days
- First benchmark: first 9 weeks. Second benchmark: any time outside of the first 9 weeks
- Approved Providers and Assessments:
 - NWEA - MAP
 - Curriculum Associates - iReady
 - Renaissance Learning - STAR
 - Data Recognition Corp. - Smarter Balanced and MDE K-2 Early Literacy Assessments (free option)
 - "Local Benchmark Assessments"
- Approved Assessment Providers: Data submitted to regional data hub by June 30, 2021
- Local Benchmark Assessments: Do not submit data, but additional reporting required to CEPI

Progress Reports

- Two required: By February 1, 2021 and "before the last day of the 20/21 school year"
- Must be posted to transparency reporting link on the district webpage
- Must report progress on benchmark assessments using *achievement* or *growth* for K-8 in reading and math in the aggregate and for all subgroups

Recommended: [Owosso Public Schools Progress Report](#)

Reconfirmation Meeting

- Held every 30 days with school board after approval of the Extended Plan
- Reconfirm how instruction is going to be delivered during the 20/21 school year
- Solicit public comment on how instruction is going to be delivered
- Publicly announce weekly 2-way interaction rates at the meeting and post to transparency reporting link

Recommended: [Owosso Public Schools Reconfirmation Meeting](#)



OWOSSO PUBLIC SCHOOLS

Ready for the World

Owosso Public Schools Extended COVID-19 Learning Plan *as Described in Public Act 149, Section 98a*

August 27, 2020

On August 20, 2020 Governor Whitmer signed House Bill 5913 into law as Public Act 149. Section 98a states that in order to receive state aid for 2020-2021, districts must provide for instruction under an extended COVID-19 Learning Plan ("Plan") that has been approved by an intermediate district or authorizing body. The Plan does not replace the District's/PSA's COVID-19 Preparedness and Response Plan, it is an additional plan that includes new assurances and sections on educational goals, instructional delivery, grading, and equitable access. PA 149 does not apply to districts that operate as a cyber school.

District/PSA educational goals written for all students and all subgroups must be established no later than September 15, 2020 and submitted in their Plan to the ISD or Authorizing Body, as applicable, no later than October 1, 2020 for approval. ISDs and PSAs will transmit the approved plan to the superintendent of public instruction and the state treasurer.

This is a Review Only document. Please download it as a Microsoft Word document to add your own District/PSA logo and Extended Covid-19 Learning Plan.

District/PSA Extended COVID-19 Learning Plans should be submitted to the ISD or Authorizing Body as a PDF file.



**Michigan Association of
Secondary School Principals**

Owosso Public Schools Extended COVID-19 Learning Plan

Owosso Public Schools
645 Alger Street
Owosso MI 48867

District number- 78110

District Website- www.owosso.k12.mi.us

Superintendent-Dr. Andrea Tuttle
tuttle@owosso.k12.mi.us

Shiawassee Regional Educational School District

Date of Approval by ISD/Authorizing Body:

Assurances

1. The Owosso Public Schools will make their Shiawassee Regional Education School District approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the Owosso Public Schools website no later than October 1, 2020.
2. The Owosso Public Schools will create and make available on its transparency reporting link located on the Owosso Public Schools website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan not later than February 1, 2021, for goals its expected would be achieved by the middle of the school year and not later than the last day of school of the 2020-2021 school year for goals the Owosso Public Schools expected would be achieved by the end of the school year.
3. Benchmark Assessments: The Owosso Public Schools will:
 - select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
 - administer the approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year and again not later than the last day of the of the 2020-2021 school year.
4. If delivering pupil instruction virtually, the Owosso Public Schools will:
 - provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
 - expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as the Owosso Public Schools had planned for that exposure to occur for in-person instruction.
5. The Owosso Public Schools, in consultation with a Shiawassee Health Department will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that are based on local data that are based on key metrics.
Note: A determination concerning the method for delivering pupil instruction shall remain at the Owosso Public Schools Board's discretion. Key metrics that the Owosso Public Schools will consider shall include at least all of the following:
 - COVID-19 Cases or Positive COVID-19 tests
 - Hospitalizations due to COVID-19
 - Number of deaths resulting from COVID-19 over a 14-day period
 - COVID-19 cases for each day for each 1 million individuals
 - The percentage of positive COVID-19 tests over a 4-week period
 - Health capacity strength
 - Testing, tracing, and containment infrastructure with regard to COVID-19

6. If the Owosso Public Schools determine that it is safe to provide in-person instruction to pupils, the Owosso Public Schools will prioritize providing in-person instruction to pupils in grades PreK - 5 who are enrolled in the Owosso Public Schools.
7. The Owosso Public Schools assures that
 - instruction will be delivered as described in this plan and approved by the Owosso Public School Board,
 - the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - the Owosso Public Schools will reconfirm how instruction will be delivered during the 2020-2021 school year thirty days after the approval of the plan, and every 30 days thereafter at a meeting of the Board, and
 - public comment will be solicited from the parents or legal guardians of the pupils enrolled in the Owosso Public Schools during a public meeting described in PA-149.
8. The Owosso Public Schools will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.
9. The Owosso Public Schools will ensure that two (2), 2-way interactions occur between a pupil enrolled in the Owosso Public Schools and the pupil's teacher or at least one (1) of the pupil's teachers during each week of the school year for at least 75% of the pupils enrolled in the Owosso Public Schools. The Owosso Public Schools will publicly announce its weekly interaction rates at each Owosso Public Schools Board meeting where it re-confirms how instruction is being delivered. The Owosso Public Schools will make those rates available through the transparency reporting link located on the Owosso Public Schools website each month for the 2020-2021 school year.

President of the Board of Education/Directors

Date

Learning Plan Narrative

Opening Statement

- Please provide a statement indicating why an Extended COVID-19 Learning Plan is necessary to increase pupil engagement and achievement for the 2020-2021 school year.

Owosso Public Schools understand that during a world-wide pandemic, it is necessary to provide learning opportunities to meet the needs of all students. In our Owosso community, we have varying degrees of parent beliefs and thoughts regarding COVID-19 which include student and staff safety.

In the conclusion of the 2019-2020 school year, Owosso Public Schools conducted a survey on the online experience of our Owosso Public School families. This information is based on a 5 point scale.

50.4% rated their quality of learning a 4 or 5 in the spring 2020.

35.4% rated communication with teachers a 4 or 5 in spring 2020.

30.5% rated a 4 or 5 that they had enough assistance to complete work.

35.3% rated a 4 or 5 of their overall experience.

This data fueled many summer discussions with small groups of support staff, teachers and administrators to make necessary adjustment and improvements to in-person and on-line options for parents. Several meetings took place during the summer to look at all options with schedule, safety, curriculum, technology, district values and beliefs, expectations and communication.

Once several options were decided, the district conducted another survey during the summer of 2020. The July 2020 survey had almost 1700 completed responses. The results showed that 72% of parents and staff wanted some type of in-person instruction while 28% wanted on-line only. 53% of parents were concerned about their social emotional well being of their student. 69% of parents were not concerned about school meals at this time. 28% of parents would utilize district transportation when we return to school in the fall. The groups came back together to continue planning and adjust options.

Once the plans were finalized with administration and board approval In August 2020, the district presented all options to families with in-person and on-line options and results were 64% in-person and 36% on-line only. This survey had almost 3100 completed responses.

The survey indicated that the majority of our parents wanted in-person instruction however almost a third of our families wanted on-line options. Owosso Public Schools felt that it is necessary to provide options to our families to meet the needs of all learners and circumstances.

The Owosso Public Schools has well educated teachers that make incredible connections with their students each year. It was decided that Owosso teachers would teach both in-person and on-line students. In order to accommodate this and give teachers planning time, the in-person school day needed to be shortened to allow teachers to connect with on-line students each day too.

Our district has always placed a high value on student engagement and has been a goal for many years. Teaching relevant topics such as current events while making our curriculum meaningful. Students should be engaged and have a real world connection of current topics while understanding the “why” we are learning. Parents and teachers wanted much more accountability for work completed, communication, singular platform of curriculum delivery. Attendance procedures have been developed along with parent communication using PowerSchool to communicate work completion and grades.

Owosso Public Schools understands that students will be behind and have processes and procedures in place to close the COVID-19 slide.

- Owosso Public Schools has focused on the K-5 elementary educational experience by providing an extended day program for an additional 2 hours and 15 minutes of instruction for almost 300 students.
- Owosso Public Schools has hired additional staff and increased hours to assist with the transition back to school for teachers, students, and families.
- Owosso Public Schools has provided over 79 technology training sessions since August that staff could take to increase technology skills.
- Owosso Public Schools has focused on learning platforms such as Google Classroom for the delivery of curriculum.

Educational Goals

- **Please outline and describe** the educational goals expected to be achieved for the 2020-2021 school year. The Owosso Public Schools must establish all of its goals no later than September 15, 2020.
- **Specify** which goals are expected to be achieved by the middle of the school year and which goals are expected to be achieved by the end of the school year.
- **Ensure** that all of the following apply to the educational goals described in this section: (a) The goals include increased pupil achievement or, if growth can be validly and reliably measured using a benchmark assessment or benchmark assessments, growth on a benchmark assessment in the aggregate and for all subgroups of pupils; (b) The Owosso Public Schools benchmark assessment(s) are aligned to state standards and will be administered to all pupils K-8 at least once within the first 9 weeks of the 2020-2021 school year and not later than the last day of the 2020-2021 school year to determine whether pupils are making meaningful progress toward mastery of these standards; and (c) the Owosso Public Schools educational goals are measurable through a benchmark assessment or benchmark assessments.
- To the extent practicable, the District/PSA will administer the same benchmark assessment or benchmark assessments that it administered to pupils in previous years.

Goals

The NWEA assessments in reading and mathematics will be administered to all students three times yearly: once in the first nine weeks of the school year, mid-year, and again prior to the last day of school. Formative assessments will provide information to inform our progress toward our goals over the course of the year. Progress reports will be available on our website in February 2021 and June 2021.

As a means of continuous improvement in teaching & learning, all teachers will receive professional development in, and commit to the use of, the formative assessment process. All teachers will conduct data meetings three times during the year to review, strategize, and set new targets for all learners.

Additionally, we will continue to engage stakeholders in the district's balanced assessment system, including publicly sharing aggregate and student subgroup performance reports on NWEA results. This will be available through the Illuminate Data Management System.

Goal 1 - All students (K-8) will improve performance in Reading/ELA from Fall to Spring as measured by NWEA.

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Reading/ELA academic standards.
- Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments including DRA (Developmental Reading Assessment), and formative assessment will be continuously discussed and analyzed by staff.

Goal 2 - All students (K-8) will improve performance in Mathematics from Fall to Spring as measured by NWEA.

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Math academic standards.
- Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

The Owosso Public Schools will use one of the MDE pre approved benchmark assessment vendors to monitor student progress. The NWEA results are also part of the teacher evaluation process as teachers monitor benchmark growth in all ELA and math sections. Teachers will administer to all students including online students within the first nine weeks of school. Administrators, Title I teachers, SRES staff will have data meetings at least three times throughout the year to monitor progress using NWEA data.

Owosso Public Schools will administer benchmark assessments in reading and mathematics within the first 9 weeks of school. The district will administer NWEA (NorthWest Educational Assessment) within the first 9 weeks of school. Owosso Public Schools has used NWEA for 3 years and our teachers have experience using this program and tracking specific results. The district has used MAP Skills as part of the NWEA portfolio which guides teachers to address specific needs at each level and individually address areas of concern. Our assessment calendar has already been established and communicated to administrators and teacher leaders. K-5 teachers will also administer DRA (Developmental Reading Assessment) to all students three times per year. This is another reading screening tool that has been used for many years within the district.

Owosso Public Schools will use the EWS (Early Warning System) approach to disaggregate the data. This process will allow us to break down the data and communicate to specific teachers based on the fall, winter, and spring results. Data meetings will be held with RESD, teachers, and administrators to review data and make adjustments throughout the year. These meetings will occur at least three times this year with all teachers to review benchmark assessment data. Schools must write goals for the Extended Continuation of Learning Plan based on the district's

progress as measured by the benchmark assessment results. These benchmarks and goals will be measured and evaluated three times throughout the year.

Owosso Public Schools will report to the public within 30 days after the assessments are complete and will present to the Owosso Board of Education prior to Feb 1, 2021 and June 2021. The district will utilize Illuminate (Data Management System) to assist teachers with communication with parents on benchmark assessments and comparing them to the 2019-2020 school year. K-3 teachers will follow the district procedures for IRIP (Individual Reading Improvement Plan) to communicate with families with anyone below a certain benchmark status. This process follows the RBG3 (Read By Grade 3) reading law.

All data including DRA (Developmental Reading Assessment), NWEA (NorthWest Educational Assessment), attendance, behavioral, grades, and social emotional status are kept in the Illuminate Data Hub. This data hub is shared with the SRES and final data will be submitted to the MDE(Michigan Department of Education) by June 30, 2021.

Instructional Delivery & Exposure to Core Content

- **Please describe** how and where instruction will be delivered during the 2020-2021 school year. (e.g. instruction may be delivered at school or a different location, in-person, online, digitally, by other remote means, in a synchronous or asynchronous format, or any combination thereof).

OWOSSO HIGH SCHOOL

**Owosso High School
Teacher & Student Schedule**

Teacher Schedule: **

Contract time: 7:35 a.m. -3:00 p.m.
 7:35-8:30 a.m. Planning
 8:30-9:15 a.m. Online classroom preparation
 9:15-9:45 a.m. Duty free breakfast/lunch
 9:45 -10:20 a.m. 1st period
 10:24 -10:59 a.m. 2nd period
 11:03 -11:38 a.m. 3rd period
 11:42 a.m. -12:48 p.m. 4th period including lunch
 12:52 -1:27 p.m. 5th period
 1:31 -2:06 p.m. 6th period
 2:10 -2:45 p.m. 7th period
 2:45-3:00 p.m. Planning
 **Special Education will differ

Student Schedule:

9:45-2:45 Follow regular 7 hour schedule (5 hours)

 Students will be required to complete 1.5 hours of online assignments at home each school day.

 6.5 hours of instruction



Online Student	In Person Student	Teacher
7:45 - 8:35 Zoom meetings with classroom teachers, office hours and online communications. *See Weekly Online Morning Schedule	7:45 Check all Google Classrooms and watch all instructional/informational videos or materials that are posted.	7:45 - 9:10 Zoom meetings with classroom teachers, office hours and online communications. *See Weekly Online Morning Schedule
8:35-9:05 Break	Students travel to school	8:35 - 9:05 Meal Break
9:05 - 9:40 Student work time	The OHS main entrance will be open daily at 9:30 am. As students arrive by bus, they will be directed to the cafeteria and will sit in socially-distanced seats until they are dismissed to their 1st hour classroom.	9:45 - 10:20 1st hour classwork
9:45 - 10:20 1st hour classwork	9:45 - 10:20 1st hour	9:45 - 10:20 1st hour
10:24 - 10:59 2nd hour classwork	10:24 - 10:59 2nd hour	10:24 - 10:59 2nd hour
11:03 - 11:38 3rd hour classwork	11:03 - 11:38 3rd hour	11:03 - 11:38 3rd hour
11:42 - 12:13 Lunch	11:42 - 12:13 Lunch in 4th hour	11:42 - 12:13 Student Lunch in 4th hour
12:13 - 12:48 4th hour classwork	12:13 - 12:48 4th hour	12:13 - 12:48 4th hour
12:52 - 1:27 5th hour classwork	12:52 - 1:27 5th hour	12:52 - 1:27 5th hour
1:31 - 2:06 6th hour classwork	1:31 - 2:06 6th hour	1:31 - 2:06 6th hour
2:10 - 2:45 7th hour classwork	2:10 - 2:45 7th hour	2:10 - 2:45 7th hour

High School Teachers from 7:45-9:35					
	Mon	Tues	Wed	Thur	Fridays
7:45-8:05	1st hr Zoom	3rd hr Zoom	5th hr Zoom	7th hr Zoom	Teacher Office Hours Teachers available to Zoom or communicate with students
8:05-8:25	2nd hr Zoom	4th hr Zoom	6th hr Zoom	Teacher Office Hours	
8:25-9:05	Teacher Duty Free Meal				
9:05-9:35	Student work time/Teacher online prep and communication				

From **7:45-9:35**, online students will have the opportunity to connect with all of their individual teachers each day. Students can check all materials and directions in Google Classroom.

This time can include communication and clarification about upcoming assignments or assessments. Teachers can help with a particular part of a previous assignment or concept. Students can ask questions or connect with their teachers in ways that provide additional support and encouragement.

Teachers can structure this a variety of ways to fit the needs of their students on a given day. Encouraging students and providing supports for them should be the focus of this time.

Online Student
7:45 - 8:35 Zoom meetings with classroom teachers, office hours and online communications <i>*See Weekly Online Morning Schedule</i>
8:35-9:05 Break
9:05 - 9:40 Student work time
9:45 - 10:20 1st hour classwork
10:24 - 10:50 2nd hour classwork
11:03 - 11:30 3rd hour classwork
11:42 - 12:15 Lunch
12:13 - 12:40 4th hour classwork
12:52 - 1:27 5th hour classwork
1:31 - 2:05 6th hour classwork
2:10 - 2:45 7th hour classwork

Online Student Expectations

From **9:45-2:45**, online students are strongly encouraged to do their class work at the same time as their classmates who are in the classroom. Online students can watch all instructional/informational videos or materials that are posted in Google Classroom as they begin to work on the classwork during these times.

By doing their work during the recommended times, they can do digital activities at the same time as their classmates. Students have the opportunity to communicate and collaborate through Google Classroom and other online tools. Students who are not in the classroom can still build connections with their classmates and teachers during this time.

In Person Student
7:45 Check all Google Classrooms and watch all instructional/informational videos or materials that are posted.
Students travel to school
The OHS main entrance will be open daily at 9:30 am. As students arrive by bus, they will be directed to the cafeteria and will sit in socially-distanced seats until they are dismissed to their 1st hour classroom.
9:45 - 10:20 1st hour
10:24 - 10:59 2nd hour
11:03 - 11:38 3rd hour
11:42 - 12:13 Lunch in 4th hour
12:13 - 12:48 4th hour
12:52 - 1:27 5th hour
1:31 - 2:06 6th hour
2:10 - 2:45 7th hour

In Person Student Expectations

Students who come to the school building will also have the responsibility to check all Google Classrooms to prepare for the upcoming lesson in school.

What is posted in Google Classrooms by teachers will often include a short instructional video. These could be introductions to key concepts, examples of questions or problems, reminders about important concepts from the previous lesson, information about an online tool or resource that will be used, or instructions to clarify an upcoming activity, assignment or project.

These Google Classroom posts will be posted by teachers after each school day. This provides students and families with the flexibility to check some or all of their Google Classrooms that afternoon/evening or the next morning before they return to the classroom.

OWOSSO MIDDLE SCHOOL/LINCOLN HIGH SCHOOL

Middle School Teacher & Student Schedule

Teacher Schedule:**

Contract time: 7:35 a.m. -3:00 p.m.
 7:35-8:30 a.m. Planning
 8:30-9:15 a.m. Online classroom preparation
 9:15-9:45 a.m. Duty free breakfast/lunch
 9:45-10:26 a.m. First hour
 10:30-11:11 a.m. Second hour
 11:15-11:56 a.m. Third hour
 12:00-12:30 p.m. Lunch
 12:30-1:11 p.m. Fourth hour
 1:15-1:56 p.m. Fifth hour
 2:00-2:45 p.m. Sixth hour
 2:45—3:00 p.m. Planning

**Special Education will differ

Student Schedule:

9:45-2:45 Follow regular 6 hour schedule

Students will be required to complete 1.5 hours of online assignments at home each school day.

6.5 hours of instruction



Online Student	In Person Student	Teacher
7:45 - 8:35 Zoom meetings with classroom teachers, office hours and online communications. <i>*See Weekly Online Morning Schedule</i>	7:45 Check all Google Classrooms and watch all instructional/informational videos or materials that are posted.	7:45 - 8:35 Zoom meetings with classroom teachers, office hours and online communications. <i>*See Weekly Online Morning Schedule</i>
8:35-9:05 Break	Students travel to school	8:35 - 9:05 Meal Break
9:05 - 9:35 Student work time	As students arrive, they will report to their 1st hour to silent read and check Google Classrooms	9:05 - 9:35 Teacher online prep and communication
9:45 - 10:26 1st hour classwork	9:45 - 10:26 1st hour	9:45 - 10:26 1st hour
10:30 - 11:11 2nd hour classwork	10:30 - 11:11 2nd hour	10:30 - 11:11 2nd hour
11:15 - 11:56 3rd hour classwork	11:15 - 11:56 3rd hour	11:15 - 11:56 3rd hour
11:56 - 12:26 Lunch	11:56 - 12:26 Lunch in 3rd hour	11:56 - 12:26 Student Lunch in 3rd hour
12:30 - 1:11 4th hour classwork	12:30 - 1:11 4th hour	12:30 - 1:11 4th hour
1:15 - 1:56 5th hour classwork	1:15 - 1:56 5th hour	1:15 - 1:56 5th hour
2:00 - 2:45 6th hour classwork	2:00 - 2:45 6th hour	2:00 - 2:45 6th hour

Online Students from 7:45-9:35			
	Mon(A)/ Wed(B)	Tues(A)/ Thur(B)	Fridays
7:40-7:55	1st hr Zoom	4th hr Zoom	Teacher Office Hours Teachers available to Zoom or communicate with students
8:00-8:15	2nd hr Zoom	5th hr Zoom	
8:20-8:35	3rd hr Zoom	6th hr Zoom	
8:35-9:05	Break		
9:05-9:35	Student work time/Teacher online prep and communication		

Online Students

From **7:45-8:35**, online students will have the opportunity to connect with their individual teachers in various ways, including Zoom meetings. Students can check all materials and directions in Google Classroom.

This time can include communication and clarification about upcoming assignments or assessments. Teachers can help with a particular part of a previous assignment or concept.

Students can ask questions or connect with their teachers in ways that provide additional support and encouragement.

Online Student
7:45 - 8:35 Zoom meetings with classroom teachers, office hours and online communications *See Weekly Online Morning Schedule
8:35-9:05 Break
9:05 - 9:35 Student work time
9:45 - 10:26 1st hour classwork
10:30 - 11:11 2nd hour classwork
11:15 - 11:56 3rd hour classwork
11:56 - 12:28 Lunch
12:30 - 1:11 4th hour classwork
1:15 - 1:56 5th hour classwork
2:00 - 2:45 6th hour classwork

Online Students

From **9:45-2:45**, online students are strongly encouraged to do their class work at the same time as their classmates who are in the classroom. Online students can watch all instructional/informational videos or materials that are posted in Google Classroom as they begin to work on the classwork during these times.

By doing their work during the recommended times, they can do digital activities at the same time as their classmates. Students have the opportunity to communicate and collaborate through Google Classroom and other online tools. Students who are not in the classroom can still build connections with their classmates and teachers during this time.

In Person Student
7:45 Check all Google Classrooms and watch all instructional/informational videos or materials that are posted.
Students travel to school
As students arrive, they will report to their 1st hour to silent read and check Google Classrooms
9:45 - 10:26 1st hour
10:30 - 11:11 2nd hour
11:15 - 11:56 3rd hour
11:56 - 12:26 Lunch in 3rd hour
12:30 - 1:11 4th hour
1:15 - 1:56 5th hour
2:00 - 2:45 6th hour

In Person Students

Students who come to the school building will also have the responsibility to check all Google Classrooms to prepare for the upcoming lesson in school.

What is posted in Google Classrooms by teachers will often include a short instructional video. These could be introductions to key concepts, examples of questions or problems, reminders about important concepts from the previous lesson, information about an online tool or resource that will be used, or instructions to clarify an upcoming activity, assignment or project.

These Google Classroom posts will be posted by teachers after each school day. This provides students and families with the flexibility to check some or all of their Google Classrooms that afternoon/evening or the next morning before they return to the classroom.

BRYANT/CENTRAL/EMERSON ELEMENTARY

Elementary Teacher & Student Schedule

Teacher Schedule:**

Contract time: 8:00 a.m. - 3:25 p.m.
 8:00-8:10 a.m. Planning
 8:10-11:00 a.m. Instruction
 11:00-11:30 a.m. Lunch in classroom with students
 11:30 a.m. -1:10 p.m. Instruction
 1:10-1:40 p.m. Duty free lunch
 1:40-2:25 p.m. Online classroom preparation
 2:25-3:25 p.m. Planning
 **Encore, Title I and Special Education will differ.

Student Schedule:

8:10-1:10—In person (5 hours)

 Students will be required to complete 1.5 hours of online assignments at home or during their extended learning time (1:10-3:25 p.m.) each school day.

 6.5 hours of instruction



**Elementary Hybrid Face to Face Schedule ~ Phase 4
 In-person**

This is just a template. Teachers will be 'tweaking' for individual class recess and bathroom breaks.

Elementary Teacher Schedule: Pre K- 5th	
8:00-8:10	Teacher Planning
8:10-8:30	Breakfast / Clean up / Announcements
8:30-11:00	Session 1
	Session 2
11:00-11:30	Lunch / Clean up / Activity in classroom
11:30-1:10	Session 3
	Session 4
1:10-1:40	Duty free lunch time
1:40-2:25	Virtual Teaching (available) Making contact with students
2:25-3:25	Teacher planning/recording/uploading lessons in Google Classroom

Session times are for teachers to teach core subject areas (ELA, Math, Science, Social Studies).

 Buildings will determine recess and bathroom breaks for each class. This will ensure social distancing on playground and in hallways. Schedules will adjust for these times.

Elementary Online Schedule K-2

Kindergarten - Second Grade	
8:30-9:30	Writing
9:30-10:15	Independent Reading- Mini Phonics lesson
10:15-10:30	Snack and Move Around Break
10:30-11:00	STEAM
11:00-11:30	Lunch and recess (screentime free)
11:30-12:00	ELA
12:00-12:45	Math
12:45-1:40	Encore Classes (via Google Classroom)
1:40-2:25	Teacher contact time
2:25-3:25	Teacher planning and uploading lessons to Google Classroom

Online students will have the opportunity to view lessons in Google Classroom and do lessons independently at home during the morning and early afternoon.

Phone calls and Zoom meetings with teacher for additional support will be done from 1:40-2:25.

See individual teacher schedule for times and links

Elementary Online Schedule 3-5

Third - Fifth Grade	
8:30-9:30	Session 1: Math Lesson on Google Classroom
9:30-10:00	Encore Classes (via Google Classroom)
10:00-10:30	Independent Reading Time
10:30-11:00	Writing
11:00-11:30	Lunch and Recess (screentime free time)
11:30-12:30	ELA Classes (via Google Classroom)
12:30-1:40	Science/Social Studies (via Google Classroom)
1:40-2:25	Teacher Contact Time
2:25-3:25	Teacher planning and uploading lessons to Google Classroom

Online students will have the opportunity to view lessons in Google Classroom and do lessons independently at home during the morning and early afternoon.

Phone calls and Zoom meetings with teacher for additional support will be done from 1:40-2:25.

See individual teacher schedule for times and links

- **Please describe** how instruction for core academic areas will expose each pupil to the academic standards that apply for each pupil's grade level or course in the same scope and sequence as the Owosso Public Schools had planned for that exposure to occur for in-person instruction.

The Owosso Public Schools full instructional plan can be found in the [MI Safe Schools Roadmap--Sample District Preparedness Plan](#).

Curriculum and Instruction: Academic Standards

The Owosso Public Schools curriculum for core academic areas is aligned to state standards and International Baccourlettee philosophy is embedded PreK-12 grade. Course outlines and lesson plans are designed and created by (IB) International Baccourlettee district leaders along with ILC (Instructional Leadership Council) members. These units, plans, maps are reviewed annually during grade level and department meetings. This ensures all teachers are teaching to standards as well as specific units of study.

As teachers navigate the wider usual range of competencies expected this fall, they will use the SLO (Student Learning Objectives) [SLO 2020-2021 Handbook](#) process as part of the teacher evaluation cycle. This system provides guidance to help them design new (or best utilize existing) pre-assessments to plan for differentiation of content, use results from pre-assessments to inform instruction and prioritize K-12 instructional standards for the 2020-2021 School Year. This management system will establish the range of student needs as they return to school in the fall, identify assessment ideas that allow students to demonstrate understanding in a variety of ways, assess and provide instruction in the content areas in face-to-face, virtual, and blended classroom environments, and incorporate well-being and SEL/trauma-informed practices into instruction.

All teachers should remember and embrace the following:

- Maslow hierarchy of needs
- Nurture a positive home climate for learning and parental involvement
- Establish and maintain remote classroom norms and learning routines
- Implement culturally responsive teaching practices
- Encourage student collaboration and discourse
- Create opportunities for and attend carefully to feedback
- Engage students in meaningful learning opportunities

- **Please describe** how pupil progress toward mastery of the standards described within this section will be graded or otherwise reported to the pupil and the pupil's parent or legal guardian.

The Owosso Public Schools will assess each student based on current curriculum strategies that were in place prior to COVID-19 pandemic. Our assessment calendar has been established along with course syllabi that outlines expectations for all students PreK-12.

Owosso Public Schools uses standard based report cards for K-2 that are administered quarterly to parents to communicate progress on specific learning objectives. Students in grades 3-12 are scheduled to receive quarterly traditional report cards with assigned letter grades based on performance on classroom learning objectives and targets. These traditional grades translate into GPA (Grade Point Average) and high school credit at the high school level.

The district also communicates benchmark assessments including DRA (Developmental Reading Assessment), NWEA (NorthWest Educational Assessment) to all parents K-8. These individualized assessment results are included in quarterly traditional report cards. The district follows the IRIP (Individualized Reading Improvement Plan) which also communicates benchmark assessment results along with specific learning targets for each student that falls below specific cut lines. Growth is monitored three times per year and learning targets continue to be adjusted.

Owosso Public Schools utilizes PowerSchool which allows parents to monitor progress in grades 3-12. Parents are able to monitor progress in real time as assignments/assessments are entered into the gradebook by the assigned teacher. Parents and students are able to communicate through PowerSchool via email.

The district has established predetermined Parent/Teacher conferences that are built into the OEA (Owosso Education Association) contract. Teachers are expected to discuss assessment results along with progress toward specific course learning objectives. It is also expected that professional staff make specific recommendations for improvement to parents and students. Specific goal setting strategies will be completed at the beginning of the year. Teachers will monitor and adjust learning goals and targets after each benchmark assessment.

Equitable Access

- If delivering pupil instruction virtually, please **describe** how the Owosso Public Schools will provide pupils with equitable access to technology and the internet necessary to participate in instruction.

We all know that online learning is not as effective as in-person instruction, especially for elementary students. Children need the social and emotional benefits of school (routine, schedules, social interaction, consistency, etc.) and a lot of our students receive important services at school. For many of our students school is the best and safest place for them to be. For all these reasons our goal was to give all of our students the opportunity to return five days a week.

PreK-5 grade students who selected online learning options and are in need of a technology device will receive a district ChromeBook. Procedures are in place to loan out these valuable learning tools. All 6th-12th grade students will receive a Chromebook for online or in-person instruction.

The district has extended Wi-Fi access points at three buildings including Owosso High School, Bryant and Emerson Elementary Schools. Students that do not have Wi-Fi access may use this access point so that connectivity is not an issue.

The district has also been in touch with Spectrum and Day Starr, our local Wi-Fi providers to advocate for Owosso Public School families that may need assistance during this unprecedented time.

- **Please describe how the District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.**

While ultimately parents/guardians have the choice and options for choosing learning options for their children, we know that there is no substitute for in-person learning. Owosso Public Schools' staff, in coordination with the service providers from the Shiawassee RESD, will make the best of this situation and meet the needs of your child. Special Education staff will be reviewing Individual Education Plans (IEPs), holding IEPs (when necessary), performing progress monitoring, and if additional testing is needed a formal Review of Existing Evaluation Data (REED) meeting will be held.

Our intention is to have IEP meetings in-person, but also understand that not all parents may be able to make it in or feel comfortable to attend in person therefore we will offer their attendance via Zoom if they so choose. Owosso Teachers and SRESA staff will contact individual parents to schedule IEP meetings.

The delivery method for services may be different depending on the option that you choose and will need to be discussed and handled on an individual basis with your child's special education providers. The key to success for your child in school will be open communication with staff.

All services will be provided through the SRESA. Case managers will be in contact with special education parents and students to establish a schedule for both in-person and online options for students to receive instruction and services. Masks may be required to be worn if in-person options are selected. Online students may receive in-person therapy sessions that are scheduled with a provider.

Owosso Public Schools has worked with the Shiawassee RESD and increased social workers in the district over the past two years. Social workers will be prepared to work with all K-12 students by providing online social-emotional engagement strategies along with working directly with our in-person students. All IEP goals will be addressed. All students will have access to instruction and accommodation in accordance with applicable state and federal laws, rules, and regulations.

- **Optional Considerations for Owosso Public Schools Extended COVID-19 Learning Plans:**
- 1. In addition to the students with disabilities noted above, please describe how the Owosso Public Schools will ensure that the needs of other vulnerable student populations, such as but not limited to, early English Learners and Fledgling/struggling students, are met.
- 2. Please describe how the Owosso Public Schools will ensure that students will, during pandemic learning, have continued access to programs such as, but not limited to, Early Childhood, CTE, Early-Middle College, Dual Enrollment and Advanced Placement as applicable within the Owosso Public Schools.

Owosso Public Schools prides itself by meeting the needs of all learners and is prepared to meet the needs of all at-risk students. The district has a District Behavior Team that meets regularly to analyze student data and determine best supports. Programs that primarily have evolved from this team address behavioral and attendance needs. Programs that follow the MTSS (Multi-Tier Support System) include: CICO (Check-in, Check-out) and Strive for 5.

Title I and At-Risk dollars have been allocated to support academic needs of all PreK-12 grade students.

Owosso Public Schools have developed a Phase IV and V plans to ensure all programs such as CTE, Dual-Enrollment, AP, and Early Childhood programs are options for qualified students to participate. These CTE hand-on programs are very valuable to the overall high school experience. These philosophical values helped drive the scheduling and decisions that were made during the planning of the upcoming 2020-2021 school year.

Preschool options were presented to parents to ensure preschool experiences were available to all students.

Please find the complete Owosso Public Schools MI Safe Roadmap This roadmap outlines the full instructional plans that addresses all supports for our learners within our system.