

Resolution – District Reopening Plan

BOARD RESOLUTION No. 2020-09

WHEREAS, Chapter 28A.320 RCW authorizes local school boards to govern their respective districts, including the promotion of effective, efficient, and safe district operations, and RCW 28A.330.100 authorizes local school boards with additional powers, and RCW 28A.150.230 assigns local school boards the responsibility for ensuring quality in the content and extent of its educational program;

WHEREAS, on February 29, 2020, Washington Governor Jay Inslee declared a state of emergency in all counties of our state under Chapters 38.08, 38.52, and 43.06 RCW, and directed the implementation of the plans and procedures of the state's Comprehensive Emergency Management Plan in response to the novel coronavirus (COVID-19) and on March 13, 2020, Governor Inslee ordered the closure of all public and private K-12 schools in Washington State until April 24, 2020, to contain the spread of COVID-19, and on April 6, 2020, directed that school buildings remain closed from providing traditional, in-person instruction throughout the remainder of the 2019-2020 school year;

WHEREAS, RCW 28A.150.290 authorizes the State Superintendent of Public Instruction to make rules and regulations as necessary to carry out the proper administration of its statutory duties in unforeseen conditions and on June 11, 2020, the Office of the Superintendent of Public Instruction issued official guidance for reopening Washington schools for the 2020-2021 school year, which included sections on health and safety from the Department of Health and the Department of Labor and Industries, specifying employee and student safety requirements for reopening schools during the COVID-19 pandemic and requiring school boards to adopt and submit reopening plans for the 2020-2021 school year;

NOW, THEREFORE BE IT RESOLVED, that the Coupeville School District School Board has reviewed and hereby adopts its reopening plan for the 2020-2021 school year, which addresses the mandatory health requirements, statutory education requirements, and additional expectations, as identified by the Office of Superintendent of Public Instruction's June 11, 2020 official guidance for reopening Washington schools.

BE IT FURTHER RESOLVED that the Board directs that the plan be posted on the District's website two weeks prior to the reopening of school. The Board recognizes that the circumstances related to reopening schools safely are mutable, and the reopening plan requires monitoring and possible revision. Therefore, the District Superintendent will monitor the reopening plan throughout the 2020-2021 year, and the District will revise and update the reopening plan as needed.

BE IT FURTHER RESOLVED that execution of this Resolution is conclusive evidence of the Board's approval of this action and of the authority granted herein. The Board warrants that it has, and at the time of this action had, full power and lawful authority to adopt this instrument. This resolution pertains exclusively to the 2020-2021 school year and sunsets no later than that time.

Adopted and approved this 24th day of August, 2020.

By: Kathleen Anderson
Board President or Designee

Attest: [Signature]
Superintendent

Adoption Date: **08.20**
Classification:
Revised Dates:

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2020 SCHOOL REOPENING PLAN

Coupeville School District

Planned school reopening date:

9/14/2020

Planned last day of the 2020–21 school year date:

6/17/2021

Part I - MANDATORY Health Requirements

The local educational agency (LEA) must use the [Department of Health \(DOH\) and Labor and Industries \(L&I\) guidance](#) to create reopening plans aligned to health and safety requirements. All LEAs should maintain consistent communication with their local health authorities as reopening plans evolve.

Please attest (and describe where appropriate) to the health mandates below.

- 1) Our district has identified our primary **local health officer(s)**.
 Yes
 - a. Please list the name(s) of your primary local health officer(s):
Jennifer Morrell, School Nurse
- 2) Our district has identified a primary **district-level point of contact** for our reopening effort.
 Yes
 - a. Please list the name and contact information for your primary district-level point of contact:
Steve King, Superintendent, 360-678-2404; sking@coupeville.k12.wa.us
- 3) We have reviewed the U.S. Centers for Disease Control and Prevention (CDC) definition of **high-risk employees** and we have clearly communicated with staff their opportunity to identify themselves as high-risk.
 Yes
 - a. We are engaging self-identified high-risk employees to address accommodations consistent with L&I requirements and the Governor's proclamation about high-risk employees.
 Yes
- 4) We have reviewed our **drop-off and pick-up plans** to provide proper physical distancing and minimal opportunities for parents and other adults, who are not staff, to enter our buildings.
X Yes - When CSD's "Remote w/ Connections" model begins we will be requesting that all persons dropping of their students at the school will not enter the buildings. Students will have scheduled times to arrive on campus to meet with teaching staff and will be greeted at the door, attestations gathered, and then the student will enter the building accompanied by staff only. This process will repeat in reverse at the end of each in-person session.
- 5) We have a **daily health screening plan** in place for students and staff.
 Yes
 - a. Please identify which health screening protocol best fits your school district planning.
 Our plan is to rely on attestations, but to screen staff who do not provide an attestation that a screen was done at home before school and students who do not provide an attestation that a screening was conducted by a parent, guardian, or caregiver before school.
Attestations, and/or screenings, will be completed before entering school buildings and buses at the start of each day.

- 6) We have altered our indoor classroom and common spaces and reconfigured our processes to ensure **six feet of physical distance** between all persons in our school facilities as a planning framework.
 Yes
- a. We are using additional common spaces to ensure six feet of physical distance between all persons in our school facilities as a planning framework.
 Yes
- b. We are using additional community-based spaces outside of our school facilities to ensure six feet of physical distance between all persons in our school facilities as a planning framework.
 No
- c. We understand that this is a planning framework and there will be limited times when students and/or staff may need to be within six feet for short periods of time.
 Yes
- d. We understand there are limited exceptions to the six-foot rule, but we will accommodate students with disabilities or others who meet the exceptions in order to deliver equitable services, which may include providing additional personal protective equipment (PPE) to staff and/or the student.
 Yes
- 7) We have altered physical spaces, reconfigured schedules, and adopted necessary plans to provide **meals to students** that ensures six feet of physical distance between all persons as a planning framework.
 Yes
- 8) We have established clear expectations and procedures to ensure **frequent hand washing** in all of our facilities for students and staff.
 Yes
- 9) We have established clear expectations with students, staff, and families that all persons in our facilities will be wearing **face coverings** consistent with DOH and L&I requirements, including any of the narrow exceptions identified by DOH and L&I in guidance.
 Yes
- a. We have an adequate supply of face coverings on our premises to accommodate students who arrive at school without a face covering.
 Yes
- b. We will provide adequate face coverings and other PPE requirements to protect all staff in each building and/or worksite consistent with the law and L&I guidance.
 Yes
- 10) We have developed busing plans to maximize **physical distancing** on our buses as much as possible on a given bus route.
 Yes
- a. We recognize that busing is an exception to the six-foot rule, as long as we exercise proper cleaning, maximum ventilation when reasonable, face coverings on students and adults, and proper PPE for our drivers.
 Yes

- 11) We have developed a **cleaning regimen** in our facilities and buses consistent with DOH guidance and the Infection Control Handbook 2010.
X Yes
- 12) We have clearly established procedures, in coordination with our local health authority, to **report any suspected or known cases of COVID-19**.
X Yes
We understand that contact tracing and any other procedures to identify additional COVID-19 cases are to be conducted and led by the local health authority, the Washington State Department of Health, or a designee at the direction of the public health authority.
X Yes

Part II – Statutory Education Requirements

- 13) We have established a school calendar to accommodate **180 instructional days and the required instructional hours** assuming all of the guided learning planned by and under the direction of the certificated teacher counts (in-person face-to-face, distance learning on screen with a teacher, independent learning assigned and evaluated by a teacher, and any other directed learning) subject to the State Board of Education requirements outlined in [WAC 180- 16-200](#).
X Yes
- 14) We have created a flexible calendar with additional days that may be needed to address short-term school closure in the event that our facilities are not accessible as directed by a public health authority or the Governor, and for which we were not able to make an immediate transition to Continuous Learning 2.0.
X Yes
a. Please upload a copy of your school calendar: **See Appendix A**
- 15) In order to accommodate the instructional hours requirements, please describe your typical **weekly schedule** for students and professional collaboration. Include any reasonable options to maximize **cohorts** of students to reduce the risk of possible virus transmissions.
i. For elementary, please describe: Appendix B
ii. For middle school, please describe: Appendix C
iii. For high school, please describe: Appendix D
- 16) We have a plan to take **daily attendance** for all students, regardless of our teaching modality, as well as a tiered approach to supporting students not participating and aligned to the OSPI attendance rules.
X Yes
a. We have a clear plan for ongoing communication with students and families, and we have provided a means by which all students will be required to check in daily even on days when the student is not physically present at school.
X Yes - CSD is considering a student to be in attendance if they engage in any way

with their instructor(s) on any given day, OR complete the work assigned for that day. Work can be completed for any given day to show attendance up to a week after the work is assigned.

17) We have identified **learning standards** across grade levels and/or content areas to ensure instructional time and professional learning are effectively tied to our reopening plan.

Yes

18) We have determined our 2020–21 **grading policies**.

Yes

a. If yes: We have reviewed our **grading practices**, learned from decision-making this spring, and established the following grading system:

For elementary:

Score	Definition
4	Demonstrates excellent performance and consistently meets standard with high quality work.
3	Demonstrates satisfactory to solid performance appropriate to content and grade level. Applies skills in a variety of situations.
2	Demonstrates partial accomplishment of grade level knowledge in specific situations. The students needs additional supports and practice.
1	Demonstrates little or no progress toward achievement of standard. The students requires an extended amount of time, instruction assistance and practice.

For Middle & High:

Score	Definition
A	90-100 %
B	80-89%
C	70-79%
D	60-69%
F	Below 60%

Part III – Additional Expectations

19) Our district has a specific plan to support students who received **“incompletes”** in the spring of 2020.

Yes

a. If yes: Please briefly describe that plan:

Students that are identified to have struggled in the Spring of 2020 are some of the first on our list to provide 1-on-1, or small group, in-person learning opportunities too, as possible. Staff will meet with these students onsite, to assist them with aspects of the learning they are struggling to grasp virtually. Additionally, heightened virtual support will be provided, such as 1-on-1 online check-ins on a case by case basis. For all families, teaching will now also be recorded to provide flexibility in the learning; as we recognize that “attending” class at the scheduled time was a large barrier for many of our students that struggled last Spring.

20) Our district developed summer learning and services opportunities for students who needed additional support to be ready for success this fall.

No

- a. If yes: What percentage of your students did you provide services to? N/A
- b. If yes: Please briefly describe the learning and service opportunities you provided, including any programs or targeted supports: N/A
- c. If yes: Please briefly describe your process for prioritizing your students furthest from educational justice: N/A

21) We have a plan to perform a universal screening of each student when they return to school to better understand their strengths, learning needs, and social-emotional needs.

Yes

School	Grade	Universal Screening Tool	Additional Screening Tools	
Coupeville Elementary	SPED Pre	• Child Find	• 1-on-1 meetings with students and families	<ul style="list-style-type: none"> • Staff review of student’s past and current: <ul style="list-style-type: none"> ○ academic performance ○ ability to engage in virtual classroom ○ documented disability/ accommodations ○ language/learning barriers ○ Social/emotional supports and strains
	K-5	• iReady initial & continuous assessments	<ul style="list-style-type: none"> • DIBELS numeracy screening • DIBELS literacy (K-3 Only) • Scholastic Reading Inventory (2-5 only) • SPED Only: 1-on-1 meetings with students and families 	
Coupeville Middle	6-8	• iReady initial & continuous assessments		

Coupeville High	9-12	• APEX initial & continuous assessments		
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a. If no: Please briefly describe the efforts you are engaging in with respect to screening students when they return to school in the fall: N/A

22) Our district has developed a **family and community engagement** process that includes strategies to reach non-English speaking families to inform our reopening plan.

Yes

a. Please briefly describe your engagement strategy and the organizations or individuals who took part in your planning effort:

In order to maintain engagement with students and families, the Coupeville School District teachers will hold class every day at their scheduled times, with online, live meetings. Flexibility is built in through recording of these lessons, so that students are able to access the materials at any time. Staff will also be providing regular 1-on-1 check in time, as well as office hours, virtually, with the possibility of in-person opportunities, as needed.

The District's Connected Food Program will be providing boxes of 10 meals once a week throughout the community and their staff will additionally serve as a connection to the school for those families that pick up lunches.

The District is providing additional services to ELL families through the continuance of the ELL courses provided during regularly schooling. Instruction will largely be provided online with the ability to have students meet staff in-person, as needed. Additionally, the District as a whole is increasing efforts to engage these families and create a variety of opportunities for these families to ask questions in their own language, including through the continued expansion of the Migrant Education Program Parent Advisory Council, the District's Spanish Facebook resource page, and a collaboration between our ELL staff, general & special education instructors, and the Spanish speaking staff to assist in tailoring the educational experience to fit the needs.

The District's Reopening Committee will have a subcommittee with a focus on continued family and community engagement. Those involved in this effort include staff at a variety of levels, including the Superintendent, Principals and Special Education Director, Director of the Connected Food Program, school counselors, interested teachers and parents, the Student Support Liaison, and the Tech Director; this group includes a few Spanish speakers to target this population.

23) Our district has invested in additional accessible **technology, hardware, or connectivity** for

students and educators as we have prepared for fall reopening.

Yes

a. Please identify the percentage of students that you believe have adequate technology and connectivity to learn remotely during the 2020–21 school year.

- 0 – 30%
- 31 – 40%
- 41 – 50%
- 51 – 60%
- 61 – 70%
- 71 – 80%
- 81 – 90%
- 91 – 100%

b. Please briefly describe your strategy to accommodate students during the 2020–21 school year who do not have adequate technology or connectivity to effectively learn remotely:

At this time the Coupeville School District has enough chromebooks and iPads to provide devices to every student that requires one.

For students struggling with connectivity, the District is investing in a number of hotspots through T-Mobile that can be provided to the families that need them.

We additionally have families that live in locations on our Island that simply cannot receive high speed internet at this time. For these families, paper packets will be provided and their students will be considered a higher priority for in-person opportunities.

24) Our district has provided **professional learning** for our educators to prepare them for effective instruction during the 2020–21 school year.

No

a. If yes: Please briefly describe the professional learning provided or facilitated by the district: **N/A**

b. If no: Please briefly describe the professional learning the district will provide or facilitate prepare staff for effective instruction during the 2020–21 school year.

Staff will have the opportunity to participate in a number of trainings related to conducting school with COVID adaptations.

These courses will cover: online teaching & engagement strategies, addressing and teaching to equity within the school setting, best practices for working from home, and “How to set up a virtual classroom.” Teaching staff will be provided training to effectively instruct alongside the online curriculum (APEX, iReady, Character Strong), that will be utilized for their courses. Additional training will be provided for the use of Google Suite

products.

Required COVID safety related trainings through the Washington Schools Risk Management Pool, SafeSchools online Training Suite, as well as the yearly safety trainings.

25) Our district has selected a primary **learning management system** for consistent use with students across the district during the 2020–21 school year.

Yes

*If yes: Please select or write-in the primary learning management system the district is using with students:

- Google Classroom
- Microsoft Teams
- Schoology
- Canvas
- Seesaw
- Moodle
- Other (write-in): _____

Coupeville School District

2020-2021 School Year Calendar

August 2020						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020						
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27	28	29	30			

October 2020						
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25	26	27	28	29	30	31

November 2020						
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22	23	24	25	26	27	28
29	30					

December 2020						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2021						
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24	25	26	27	28	29	30
31						

February 2021						
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14	15	16	17	18	19	20
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28						

March 2021						
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28	29	30	31			

April 2021						
Su	M	Tu	W	Th	F	Sa
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25	26	27	28	29	30	

May 2021						
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23	24	25	26	27	28	29
30	31					

June 2021						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 2021						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31



School Closed
Orientation School Days

Weather Make-Up Days
First and Last Graded Day of School

September 1-4 Staff Planning/Developmental Days
 September 7 Labor Day, No School
 September 8 First Day of Orientation-School Days
 September 14 First Day of Graded School
 November 11 Veteran's Day, No School
 November 26-27 Thanksgiving Break, No School
 December 21-31 Winter Break, No School
 January 1-3 Winter Break, No School

January 18 Martin Luther King Jr. Day, No School
 February 15 President's Day, No School
 February 16 Weather Make-Up Day, No School
 April 5-9 Spring Break, No School
 May 28 Weather Make-Up Day, No School
 May 31 Memorial Day, No School
 June 17 Last Day of School

Kindergarten students

- Will have in-person on campus learning opportunities beginning with small cohorts up to 5 students that will meet once a week
- Will have synchronous learning Google Meets where the teachers are involved in live teaching and learning
- Will have a focus on Early Literacy and Numeracy Skills
- Will have a variety of activities and assignments including paper and pencil as well as digital learning opportunities
- Will have a homeroom instructor that will meet with them Monday - Thursday in Online Live Sessions
- Will have optional *asynchronous activities including Art, STEM, PE, Library and SEL (Social Emotional Learning) *(previously recorded)

- Teachers will use Google Classroom as their instructional platform
- Teachers will take attendance during the Google Meet
- Teachers will record each Google Meet and save them in case of absences or if students need to review materials
- Teachers will schedule individual and small group sessions when needed

- Students will be required to attend daily "Online Live" sessions
- Students will be required to attend scheduled individual and or small group sessions requested by the teacher
- Students will be required to complete and turn in assignments, projects and assessments

- Online Live sessions will vary in length ranging from 25 to 50 minutes
- Asynchronous sessions will vary in length ranging from 5 minutes to 25 minutes

CES Kindergarten

	Monday - Thursday	Friday
9:00 - 11:45	<p>In-Person on campus small cohort up to 5 students once a week</p> <p>Online Live lessons at specified time for students that are not on campus</p> <p>*Asynchronous learning activities for those students not on campus</p>	<p>Students: Work on weekly distance learning activities and assignments</p> <p>*Asynchronous Art, STEM, PE, Library and SEL (Social Emotional Learning)</p> <p>Teachers: Available for arranged individual student sessions</p>
11:45 - 12:30	Lunch and Outdoor Time	
12:30 - 1:30	Online Live Teaching	
1:30 - 3:30	<p>Scheduled individual or small group instruction</p> <p>*Asynchronous Art, STEM, PE, Library and SEL (Social Emotional Learning)</p>	

*Previously Recorded: Weekly Art, STEM, PE, Library and SEL (Social Emotional Learning) will be provided for optional use of activities and assignments.

Total Student Instructional Opportunity Time: 6 hours daily Monday through Friday for a total of 30 hours per week

Grades 1 - 2 students

- Will have synchronous learning Google Meets where the teachers are involved in live teaching and learning
- Will have a focus on Early Literacy and Numeracy Skills
- Will have a variety of activities and assignments including paper and pencil as well as digital learning opportunities
- Will have a homeroom instructor that will meet with them Monday - Thursday in Online Live Sessions
- Will have optional *asynchronous activities including Art, STEM, PE, Library and SEL (Social Emotional Learning) *(previously recorded)

- Teachers will use Google Classroom as their instructional platform
- Teachers will take attendance during the Google Meet
- Teachers will record each Google Meet and save them in case of absences or if students need to review materials
- Teachers will schedule individual and small group sessions when needed

- Students will be required to attend daily "Online Live" sessions
- Students will be required to attend scheduled individual and or small group sessions requested by the teacher
- Students will be required to complete and turn in assignments, projects and assessments

- Online Live sessions will vary in length ranging from 25 to 50 minutes
- Asynchronous sessions will vary in length ranging from 5 minutes to 25 minutes

CES Grades 1 - 2

	Monday - Thursday	Friday
9:00 - 11:00	Online Live Teaching	<p>Students: Work on weekly distance learning activities and assignments</p> <p>*Asynchronous Art, STEM, PE, Library and SEL (Social Emotional Learning)</p> <p>Teachers: Available for arranged individual student sessions</p>
11:15 - 11:45	Scheduled individual and small group sessions	
11:45 - 12:30	Lunch and Outdoor Time	
12:30 - 1:30	Online Live Teaching	
1:30 - 3:30	<p>Scheduled individual or small group instruction</p> <p>*Asynchronous Art, STEM, PE, Library and SEL (Social Emotional Learning)</p>	

*Previously Recorded: Weekly Art, STEM, PE, Library and SEL (Social Emotional Learning) will be provided for optional use of activities and assignments.

Total Student Instructional Opportunity Time: 6 hours daily Monday through Friday for a total of 30 hours per week

Grades 3 - 5 students:

- Will have synchronous learning Google Meets where the teachers are involved in live teaching and learning
- Will cover the following subjects English Language Arts, Math, Science and Social Studies
- Will have a homeroom instructor that will meet with them Monday - Thursday in Online Live Sessions
- Will have other instructors that will meet with them Monday - Thursday in subject specific Online Live Sessions
- Will have optional *asynchronous activities including Art, STEM, PE, Library and SEL (Social Emotional Learning) *(previously recorded)

- Teachers will use Google Classroom as their instructional platform
- Teachers will take attendance during the Google Meet
- Teachers will record each Google Meet and save them in case of absences or if students need to review materials
- Teachers will schedule individual and small group sessions when needed

- Students will be required to attend daily "Online Live" sessions
- Students will be required to attend scheduled individual and or small group sessions requested by the teacher
- Students will be required to complete and turn in assignments, projects and assessments

- Online Live sessions will vary in length ranging from 25 to 50 minutes depending upon if students are with their homeroom teacher or a subject specific teacher
- Asynchronous sessions will vary in length ranging from 5 minutes to 25 minutes

CES Grades 3 - 5

	Monday - Thursday	Friday
9:00 - 11:00	Online Live Teaching	<p>Students: Work on weekly distance learning activities and assignments</p> <p>*Asynchronous Art, STEM, PE, Library and SEL (Social Emotional Learning)</p> <p>Teachers: Available for arranged individual student sessions</p>
11:15 - 11:45	Scheduled individual and small group sessions	
11:45 - 12:30	Lunch and Outdoor Time	
12:30 - 2:00	Online Live Teaching	
2:00 - 3:30	<p>Scheduled individual or small group instruction</p> <p>*Asynchronous Art, STEM, PE, Library and SEL (Social Emotional Learning)</p>	

*Previously Recorded: Weekly Art, STEM, PE, Library and SEL (Social Emotional Learning) will be provided for optional use of activities and assignments.

Total Student Instructional Opportunity Time: 6 hours daily Monday through Friday for a total of 30 hours per week

Coupeville Middle School Distance Learning

- MS students will have synchronous learning Google Meets where the students and teachers are involved in live teaching and learning.
- Students will have the 5 core classes only. No elective classes will be held. There will be elective activities provided for students.
- Classes will be 25 minutes long and occur twice a day (students can choose which they attend) on Monday, Wednesday, and Friday.
- Teachers will teach the same lesson live twice a day.
- Teachers will take attendance during the Meet.
- Teachers will record each Meet and save them in case of absences or if students need to review material.
- Students will select (limited by class size) whether they attend school from 8:00-10:30 or 11:00-1:30.
- On Tuesday and Thursday, teachers will be on an open Google Meet for a scheduled one hour block of time. This will be their "Office Hours." Students can drop in any time during that hour for assistance.
- Teachers will require students to attend office hours as needed for academic intervention or in the case of absences.
- Teachers will set up intervention classes with students on their own schedules, specifically on Tuesdays and Thursdays, and everyday from 2:00-2:30. To be sure it does not conflict with other classes.
- Specifics for Google Classroom, grading, assignment drop times will be worked out as a staff.
- Students will be required to engage in every class five days per week, whether through attendance in Google Meets, answering posted questions in Google Classrooms, etc.

CMS Student Weekly Schedule

	MON, WED, FRI	TUE, THUR
8:00-11:00	Early Session Students: Class periods 1-5, CORE classes. Late Session Students: Assignment completion, asynchronous class requirements (Google Classroom etc).	Assignment completion, asynchronous class requirements, Intervention work, iReady requirements, Attending teacher Office Hours for assistance. Social Emotional Learning requirements, possible Advisory attendance, student engagement activities (synchronous), online learning study skill lessons (asynchronous).
11:00-2:00	Early Session Students: Assignment completion, asynchronous class requirements (Google Classroom etc). Late Session Students: Class periods 1-5, CORE classes.	
2:00-2:30	Both Sessions: Teacher communication, small group intervention.	Both Sessions: Teacher communication, small group intervention.

Coupeville High School Distance Learning

- HS students will have synchronous learning Google Meets where the students and teachers are involved in live teaching and learning.
- Core classes will be 25 minutes long and occur twice a day (students will choose which they attend) on Monday, Wednesday, and Friday.
- Elective classes will be 25 minutes long and occur twice a day on Tuesday and Thursday.
- Teachers will teach the same lesson live twice a day.
- Teachers will take attendance during the Meet.
- Teachers will record each Meet and save them in case of absences or students need to review material.
- Students will select whether they attend school from 8:00-11:00 or 11:00-2:00, or mix classes between sessions.
- Two days per week, teachers will be on an open Google Meet for a scheduled one hour block of time. This will be their "Office Hours." Students can drop in any time during that hour for assistance.
- Teachers will require students to attend office hours as needed for academic intervention or in the case of absences.
- Teachers will set up intervention classes with students on individual schedules utilizing 2:00-2:30 daily.
- Specifics for Google Classroom, grading, assignment drop times will be worked out as a staff.
- Students will be required to engage in every class five days per week, whether through attendance in Google Meets, answering posted questions in Google Classrooms, etc.

CHS Student Weekly Schedule

	MON, WED, FRI	TUE, THUR
8:00-11:00	<p>Early Session students: Class periods 1-6, CORE classes.</p> <p>Late Session Students: Assignment completion, asynchronous class requirements.</p>	<p>Early Session students: Class periods 1-6, ELECTIVE classes.</p> <p>Late Session Students: Assignment completion, asynchronous class requirements.</p>
11:00-2:00	<p>Early Session Students: Assignment completion, asynchronous class requirements (Google Classroom etc).</p> <p>Late Session Students: Class periods 1-6, CORE classes.</p>	<p>Early Session Students: Assignment completion, asynchronous class requirements (Google Classroom etc).</p> <p>Late Session Students: Class periods 1-6, ELECTIVE classes.</p>
2:00-2:30	<p>Both Sessions: Teacher communication, small group intervention.</p>	<p>Both Sessions: Teacher communication, small group intervention.</p>

