

Concord Community Schools



CONCORD COMMUNITY 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.

CONCORD COMMUNITY SCHOOLS Extended COVID-19 Learning Plan

Address of School District/PSA:

405 S. Main St.
Concord, MI 49237

District/PSA Code Number:

38080

District/PSA Website Address:

www.concordschools.net

District/PSA Contact and Title:

Becky Hutchinson
Concord Concord Community Schools Superintendent

District/PSA Contact Email Address:

rebecca.hutchinson@concordschools.net

Name of Intermediate School District/PSA:

Jackson County Intermediate School District

Name of PSA Authorizing Body (if applicable):

Date of Approval by ISD/Authorizing Body:

9/14/2020

Assurances

1. The District/PSA will make their ISD/Authorizing Body approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's/PSA's website no later than October 1, 2020.
2. The District/PSA will create and make available on its transparency reporting link located on the District/PSA's 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 District/PSA expected would be achieved by the end of the school year.
3. Benchmark Assessments: The District/PSA 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 District/PSA 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 District/PSA had planned for that exposure to occur for in-person instruction.
5. The District/PSA, in consultation with a local 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 District/PSA Board's discretion. Key metrics that the District/PSA 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 District/PSA determines that it is safe to provide in-person instruction to pupils, the District/PSA will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District/PSA.

7. The District/PSA assures that
 - o instruction will be delivered as described in this plan and approved by the District/PSA Board,
 - o the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - o the District/PSA 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
 - o public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District/PSA during a public meeting described in PA-149.

8. 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.

9. The District/PSA will ensure that two (2), 2-way interactions occur between a pupil enrolled in the District/PSA 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 District/PSA. The District/PSA will publicly announce its weekly interaction rates at each District/PSA Board meeting where it re-confirms how instruction is being delivered. The District/PSA will make those rates available through the transparency reporting link located on the District/PSA website each month for the 2020-2021 school year.



President of the Board of Education/Directors

9-14-20

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.

The COVID-19 global pandemic is impacting our school community in a number of ways: we are experiencing a traumatic event, many students may have significant gaps in their learning, and equity issues are more pronounced.

As we return to school in the fall, our first priority will be to ensure the well-being of all members of our school community. Because of the wide range of experiences students had during the remote learning portion of the 19-20 school year, we anticipate that students will come to school in the fall of 2020 with a wider than usual range of competencies. We expect that many students will be behind and will need opportunities to catch up. Teachers will need opportunities to collaborate with each other as they examine student work and determine what comes next in the learning for each student.

As Concord plans to begin the school year in a hybrid learning environment, we will need to ensure that there are structures in place to ensure student engagement and achievement for all. This plan will focus on teaching and learning with an emphasis on equity for all learners and the well-being of students and staff.

Educational Goals

- **Please outline and describe** the educational goals expected to be achieved for the 2020-2021 school year. The District/PSA must establish all of its goals no later than September 15, 2020. Authorizing bodies expect PSA educational goals will be aligned to the educational goal within your charter contract.
- **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 District/PSA 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 District's/PSA's 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.

Quality Evidence-Based Assessment Practices

Concord Community School District believes that benchmark assessment evidence can be used to monitor and evaluate patterns and trends in school/district academic performance and to identify effective instructional programs. However, we also believe a balanced assessment system in tandem with collaborative professional learning communities will more adequately support teaching and learning in our district. Therefore, we have written goals that meet the letter of the law with the full understanding that our district always goes above and beyond to service, support and advance students from where they are to where they need to be.

Educational Goals

The goals below were developed using the INSPECT Interim Benchmark assessment suite which is a locally-driven, but state aligned assessment. This assessment suite will be in its third year of implementation at Concord Community Schools. The assessment tool is designed to assess the high rigor, college and career readiness standards, including Common Core Standards and

the state of Michigan ELA and Math K-12 standards. The assessment data will be discussed during monthly horizontal meetings and used to make instructional adjustments to ensure the required core content is covered.

- ❑ The assessments use criterion-referenced scores and performance levels mirror that mirror the M STEP assessment given in the State of Michigan.
- ❑ The goals below monitor student growth towards mastery of the standards. Specifically it measures how many of our students improve from one proficiency level to the next along with improved percent correct scores. If the student has already demonstrated a proficient or advanced mastery of the standards and they remain at that level, they would also be included in the students that show mastery or are making progress towards mastery.
- ❑ The baseline assessment data for the goals was extrapolated from the 2019-2020 K-8 benchmark assessment data.
- ❑ Progress towards the goals will be monitored for all students and will be reported in terms of the whole and the following subgroups: ED, SPED, ELL, Gender, and Race.
- ❑ The benchmark assessments will be given four times throughout the year October, January, March, and May/June.

Goals for the INSPECT Benchmark Assessments K-8
Middle of the Year Goal
40% of all K-8 students will demonstrate mastery or progress towards mastery of the Michigan ELA standards from September - January as measured by the INSPECT Interim Benchmark Assessments.
30% of all K-8 students will demonstrate mastery or progress towards mastery of the Michigan Math standards from September - January as measured by the INSPECT Interim Benchmark Assessments.
End of the Year Goal
70% of all K-8 students will demonstrate mastery or progress towards mastery of the Michigan ELA standards from September - June as measured by the INSPECT Interim Benchmark Assessments.
60% of all K-8 students will demonstrate mastery or progress towards mastery of the Michigan Math standards from September - June as measured by the INSPECT Interim Benchmark Assessments.

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).

Students will have the option to select online or face to face instruction. Teachers are responsible for providing both types of instruction for children assigned to their classrooms. [The Instructional Plan](#) slide deck will help provide a framework to assist this process.

ONLINE INSTRUCTION

Online Instruction provides for teaching and learning to occur in any location (at home, at a relative's home, at daycare, in your car, etc.) outside the school building.

- PK-12 online courses must be completed to pass into the next grade and/or be awarded credit towards graduation.
- Grading will be based on the student handbooks and board policy.

PK-12 - Monday - Friday (7:50-2:45).

- All core subjects and foundational instruction will be provided by one of our CCS teachers. CMS and CHS course schedules will be distributed during registration days.
- Instruction will be based in Google Classroom .
- Instruction may be livestreamed, recording, or done in a Zoom meeting.
- Instruction will have synchronous and asynchronous components.
- Students will have opportunities to interact with their Concord classmates.
- Feedback and learning progress will be completed by CCS teachers. Parents can view learning progress in Google Classroom or in PowerSchool.
- Grades will be assigned following the CES, CMS, and CHS handbooks.
- PK-12 online courses must be completed to pass into the next grade and/or be awarded credit towards graduation.
- Technology support will be provided (please see the technology support section).
- Good internet connection is a plus, however, the district will support those families with intermittent or no internet connection (See the internet

access section).

Attendance

- Attendance is critical for online students. Attendance is considered interaction with the assigned instructor. Interaction is two-way communication. Interaction can be asking questions about an assignment, submitting assignments for feedback and discussing learning progress, or attending Zoom meetings during office hours. This can be done in many different platforms (inside an assignment, via email, Zoom meeting or on the phone, etc.).
- In order for a student to be considered present, they or their parent/guardian must have two-way communication with their teacher several times per week.
- Teachers will track attendance in two-way communication logs.
- Teachers with concerns about attendance will notify the counselor, at-risk coordinator, and/or the building principal.
- Students that are ill and cannot participate should alert their teachers and the building office.

Technology and Learning Materials

- All PK-12 students will be provided a Chromebook.
- Textbooks and other learning materials will be provided to online students so they may complete their work.
- PK-8 classes have provided a supply list. The materials listed will help to ensure each student does not have to share materials with others.

FACE TO FACE INSTRUCTION

Face to Face Instruction provides for teaching and learning to occur inside the school building. The schedule and class offerings for face to face instruction will vary by building.

Schedules by Building

PK-5 - Monday, Tuesday, Thursday, and Friday (7:50-2:45).

- Wednesday will be a virtual learning day for all students unless they require additional support. Arrangements will be made for students to attend these sessions.
- Instruction will be based in Google Classroom so moving between phases is easier.

6-8 - Monday, Tuesday, Thursday, and Friday (7:50-2:45).

- Wednesday will be a virtual learning day for all students unless they require additional support. Arrangements will be made for students to attend these sessions.
- The student schedule will resemble a block schedule allowing for deeper dives into learning on given days, so students are not spread thin with seven classes each day.
- Skinny periods allow students access to our robotics, STEM, music, leadership, and advanced math programs.
- Instruction will be based in Google Classroom so moving between phases is easier.

9-12 - Monday, Tuesday, Thursday, and Friday (7:50-2:45)

- Utilizing a hybrid format with two days face to face and three days online. Cohorts A/B will be created.
- Wednesday will be a virtual learning day for all students unless they require additional support. Arrangements will be made for students to attend these sessions.
- The student schedule will resemble a block schedule allowing for deeper dives into learning, so students are not spread thin with seven classes each day.
- Instruction will be based in Google Classroom so moving between phases is easier.
- Career Center students are expected to attend face to face instruction at the career center five days a week. During a student's online days, afternoon bussing will be available to get the student to the career center, so bussing will be provided five days a week.

K-12 - Wednesday Virtual Learning Day (7:50-2:45)

- Students will be given assignments to complete digitally.
- Teachers will have scheduled office hours to meet with and assist students working online. The schedule for office hours and Zoom meetings will be posted in Google Classroom, on our website, and emailed to families.

ADDITIONAL SUPPORT DAY - WEDNESDAY - IN PHASE 4

Wednesday morning during phase 4 (7:50-9:50) has been designed to provide small-group, face to face instruction for students that need additional support.

- Students that have been identified as needing additional support will be

notified.

- ❑ Those students may include special education students, Title students, students that received an incomplete on any spring course work, and/or those that are struggling to complete assigned course work.
- ❑ Families that have selected face to face or online instruction can contact their building administrator to request additional support on these days as well. Accommodations will be made to support these requests based on capacity.
- ❑ Teachers can also ask that students be added to the additional support day Wednesday. These requests could be made for a variety of reasons including failing to engage, concerns about food security or physical safety, mental health concerns, or struggling with content.
- ❑ [Special Education Letter for Wednesday Support](#)
- ❑ After September 9th, teachers can refer a student to Wednesday morning. It is highly selective. Teacher must have completed a series of steps before filling out the [Referral Form](#).
- ❑ Bussing will be provided to and from school on Wednesday for those requiring additional support.
- ❑ Wednesday morning face to face instruction will begin Wednesday, September 9th, 2020. During the first sessions, special education students will be invited in.

- **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 District/PSA had planned for that exposure to occur for in-person instruction.

Concord Community School District will take several steps to ensure that our students are exposed to all of the essential academic standards that apply for each pupil's grade level or course in the scope and sequence. The most important step is to ensure our teachers remain focused on providing high quality instruction using the systems we have already developed. Therefore, teacher training and collaboration is critical.

- All teachers were provided with [Concord's Pacing Guides](#). The pacing guides were developed and aligned to our benchmark assessments and Michigan essential state standards.
- The teachers were provided with training in the spring of 2020 on how to plan instruction for the fall so that essential standards were covered in both face to face and online format.
 - [Professional Learning Hyperdoc: Prepare for Face to Face and Online Instruction in 20-21](#)
 - [Teachers Discussing Unit Planning using INSPECT assessments as success criteria](#)
 - [Teacher Led Discussion on Planning for the Fall](#)
- Teachers were then offered more training this summer and early fall to further prepare them for teaching in a hybrid environment. The training focused on adjusting the instructional model and the tools needed for providing online learning.
 - See schedule and offerings in chart below

Concord Community DPPD

PD Date	Time	Agenda	Facilitator	SCEC Hours	Proof of Completion/ Attendance	Way to access course
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10/19/2020 - FLEX DAY and 3/8/2021 - FLEX DAY
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COVID-19 and Sexual Harassment	FLEX	Develop a basic understanding in order to make good decisions in the classroom environment	SafeSchools	1	Printed certificate submitted to Laurie	The course will be accessed through Safeschools. The SafeSchools email shall be sent to all participants by Thursday, August 6th. The course will begin when the program is accessed through the email. Once you have a certificate, please print and turn in via email to Laurie .
Modern Classroom	FLEX	Creating high quality blended instruction, design effective self-paced learning, teaching and grading for mastery, next steps	Modern schools - account created	2	Printed certificate submitted to Laurie	The Modern Classroom Essentials Free Course you will access in the link above. You will create your own account and work your way through the course work. You can begin this course today. When you complete the course, you will complete the survey, scroll to the top of the dashboard, and print the certificate. Once you have a certificate, please print and turn in via email to Laurie .
Student Agency and Google Classroom	FLEX	Increase student agency and efficacy in the Google Classroom Environment	Online - Michigan Virtual	5	MV secures SCECHs -must complete MV survey and MOCES survey in order to get SCECH credit	The course will be accessed through Michigan Virtual. The Michigan Virtual email shall be sent to all participants by Monday, August 10th (may be sooner MV is currently entering educator data). The course will begin when the program is accessed through the email. Once you have a certificate, please print and turn in via email to Laurie .
Podcast PD: Google Forms, Failure Free Failing, and Competency Based Education	FLEX	Students and staff learning about having a growth mindset and using Google forms to assess learning in a competency based way	Online - Michigan Virtual	4	MV secures SCECHs - must complete MV survey and MOCES survey in order to get SCECH credit	The course will be accessed through Michigan Virtual. The Michigan Virtual email shall be sent to all participants by Monday, August 10th (may be sooner MV is currently entering educator data). The course will begin when the program is accessed through the email. Once you have a certificate, please print and turn in via email to Laurie .

❑ [The Instructional Plan](#) slide deck provided a framework to help teachers

blended learning so students could access content either face to face or online.

- **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.

Concord Community Schools bases its assessment system on the Michigan Standards.

- There is an emphasis placed on formative assessments and content mastery. Teachers frequently check progress towards mastery and provide students with must dos and should dos to practice content and make corrections to their work after providing feedback.
- The completion of daily work and formative assessments can be accessed and monitored by students on a daily basis in PowerSchool. Teachers are required to update progress in PowerSchool weekly.
- Progress reports are available upon request. Report cards are sent home four times a year.
- Teachers will be using Google Classroom as a learning management system. Parents can request guardian access to Google Classroom. They will be sent weekly reports on work assigned, submitted and be able to see feedback on student work.
- Grading will be based on the student handbooks and board policy.
- Further, the district has established an expectation that each middle school and high school teacher will have at least one two-way communication that is logged with each student in all of their classrooms weekly. Elementary school teachers will log at least two two-way communications per week.
- The district also utilizes several other assessments throughout the course of the year to monitor progress towards content and skill mastery. Depending on the use of the assessment - results are shared with staff, students, and parents to monitor progress towards mastery of content standards. See chart below.

Assessment Schedule

Assessment †	Assessment Administration Windows	Person Responsible for Administration	Results Shared
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	Window 1	Window 2	Window 3	Window 4		
RAPIDS ***screeener for RBG3	8/26/20-9/18/20	12/7/20 - 12/18/20	4/20/21 - 5/21/21		Classroom Teachers, Instructional Aides, At-Risk Coordinator	Sent to parents
DRA *** 3rd, 4th, 5th DRA if they are below on RAPIDS and/or if they are Title kids ***	8/26/20-9/18/20	12/7/20 - 12/18/20	4/20/21 - 5/21/21		Classroom Teachers, Instructional Aides, At-Risk Coordinator	On report Cards
KRA (Kindergarten) **not administered this year	8/26/20-10/30/20				Classroom Teachers	
MLPP (Appropriate Pieces)	8/26/20-9/18/20	8/26/20-9/18/20	4/20/21 - 5/21/21		Classroom Teachers, Instructional Aides, At-Risk Coordinator	Formative Data
Universal Math Screener	8/26/20-9/18/20	8/26/20-9/18/20	4/20/21 - 5/21/21		Classroom Teachers, Instructional Aides, At-Risk Coordinator	Formative Data
INSPECT***HS schedule may vary based on semester schedule	Orange 10/5/20-10/30/20	Green 12/8/20-1/15/21	Pink 3/9/21-3/25/21	Blue 5/18/21-6/4/21	Classroom Teachers, Instructional Aides, At-Risk Coordinator	Sent to parents
MSTEP / 8th grade PSAT	April and May 2021				At-Risk Coordinator, Classroom Teachers, Instructional Aides	State Assessments - Sent to parents
SAT/PSAT	September 23 (11th-12th) and October 14th (9th and 10th) 2020		April 2021		HS Counselor, Classroom Teachers, Instructional Aides	State Assessments - Sent to parents
Student Sense of Membership Survey	9/21/20 - 9/25/20		3/22/21 - 3/25/21		Jessica will help to administer the SSMS survey	Formative - Monitor Culture

						and Climate
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Equitable Access

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

Technology and Learning Materials

- All PK-12 students will be provided a Chromebook.
- Textbooks and other learning materials will be provided to online students so they may complete their work.
- PK-8 classes have provided a supply list. The materials listed will help to ensure each student does not have to share materials with others.
- Technology support will be provided see sheet on how to direct students needing support with technology. [access the resources](#)

Internet Access

- During phases 4 and 5 internet access points will be established in the parking areas of the ES, MS, HS, and administration building. These will be available during scheduled times. Families can access these connections from their vehicle.
- During phases 4 and 5, a schedule will be developed that will allow families to access the internet from several different locations on our bus routes during scheduled times.
- During phases 1-3 , internet access points will be established on campus and in locations on our bus routes more frequently. Staff will be available to support work upload and download at these sites. Hot spots provided to families are not a viable option for our families as the geographical location that we are situated does not have the cell service needed to support a solid internet connection.
- You can access the schedule on our website or [via this link](#).
- Families should indicate to school staff during registration their level of internet connectivity.
- Work that is assigned digitally can be downloaded onto the Chromebook and worked on offline for those with intermittent or no internet access.
- Completed work is automatically synched/uploaded when internet

- connection is reestablished.
- To download and upload work, internet access is required.
- This [help document explains the download process.](#)

- **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.

Special Education Students

- Concord will strive in good faith, and to the extent practicable, to meet individual needs of all students with IEPs. Each student’s IEP will be reviewed and amended as appropriate by December 18, 2020. IEP meetings will be held virtually unless a face to face meeting is requested by the parents. Structures will be developed by the ISD team to facilitate virtual meetings.
- Contingency Learning Plans will be connected to each IEP if they are necessary and appropriate to ensure FAPE is provided to all special education students.
- The district will also continue to put forth a good faith effort to utilize assessments, grade level intervention periods, and student study teams to provide intervention, gather data, and discuss progress and concerns with students we suspect may have a disability.

ADDITIONAL SUPPORT DAY - WEDNESDAY - IN PHASE 4

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- Students that have been identified as needing additional support will be notified.
- Those students may include special education students, title students, students that received an incomplete on any spring course work, and/or those that are struggling to complete assigned course work.
- Families that have selected face to face or online instruction can contact their building administrator to request additional support on these days as well. Accommodations will be made to support these requests based on capacity.
- Teachers can also ask that students be added to the additional support

day Wednesday. These requests could be made for a variety of reasons including failing to engage, concerns about food security or physical safety, mental health concerns, or struggling with content.

- ❑ [Letter for Wednesday Support](#)
- ❑ After September 9th, teachers can refer a student to Wednesday morning. It is highly selective. Teacher must have completed a series of steps before filling out the [Referral Form](#).
- ❑ Bussing will be provided to and from school on Wednesday for those requiring additional support.
- ❑ Wednesday morning face to face instruction will begin Wednesday, September 9th, 2020. During the first sessions, special education students will be invited in.

- **Optional Considerations for District/PSA Extended COVID-19 Learning Plans:**

- 1. In addition to the students with disabilities noted above, please describe how the District/PSA 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 District/PSA 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 District/PSA.

The above extended learning plan addresses all of our students including those with disabilities, ELL, and other at-risk students. More information can be found in our [#ONEHIVE MANY OPTIONS PLAN](#)

Further students that participate in our JACC, dual enrollment, and early college programs will have access to those programs. We have provided the learning opportunity and materials for all students that have met the criteria for early college and dual enrollment. To accommodate the JACC students we are running additional bus runs every day to ensure they are able to attend classes five days a week despite our hybrid schedule.

