

TEKAMAH-HERMAN COMMUNITY SCHOOLS

COVID-19 Continuity of Learning Enrichment Plan

The top priority of the Tekamah-Herman Community Schools is the health and welfare of our students and staff. We understand each family situation is different, therefore, participation in this program is optional for students.



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School Roles and Responsibilities

Meal Information	<p>Grab and Go breakfasts and lunches will be available at Chatterbox in Tekamah. Breakfast is available from 8-9am and lunch from 11:30-12:30 Monday through Friday. Delivery of Grab and Go's are available to those residing in Herman. Backpacks will be delivered every Friday. The Tekamah Food Bank is open Monday and Tuesday mornings from 8:30-11:30 or by appointment. You can contact the Food Bank at 402-870-1401.</p>
District Office	<ul style="list-style-type: none"> ● Provide regular communication to all stakeholders ● Create and distribute a Learning Plan ● Support faculty and students/families shifting to a learning plan ● Help teachers implement the learning plan
Technology Department	<ul style="list-style-type: none"> ● Support faculty and students/families shifting to a learning plan ● Provide written/video support to assist faculty with using district identified resources
Principals	<ul style="list-style-type: none"> ● Monitor communication between teachers and their students ● Support faculty and students/families shifting to a learning plan ● Help teachers implement the learning plan
Core Teachers	<ul style="list-style-type: none"> ● Collaborate with other members of your team or department to design a learning experiences for your students ● Use district curriculum and resources to communicate and deliver content ● Make sure parents are aware which resources your students may access. Include information on how to access the resources. ● Communicate with and provide weekly/daily feedback (as needed) ● Communicate with parents, as necessary
Special Education, Title 1, and ELL	<ul style="list-style-type: none"> ● Communicate regularly with the subject or classroom teachers who teach the students on your caseload. ● Communicate regularly with students on your caseload and/or their parents ● Provide supplementary learning activities for students on your caseload (as needed)
K-6 Specials (PE, Music, Guidance, Art)	<ul style="list-style-type: none"> ● Develop a bank of activities being mindful of the resources families may or may not have in their home (as you feel is appropriate) ● Communicate with students/families who reach out for assistance ● Communicate to families the sites/resources you will be using
7-8 Specials & Explanatories	<ul style="list-style-type: none"> ● Develop a bank of activities being mindful of the resources families may or may not have in their home. ● Communicate with students/families who reach out for assistance ● Communicate to families the sites/resources you will be using
Counselors, and School Psychologists	<ul style="list-style-type: none"> ● Serve as a liaison for communication with students/families in crisis ● Provide resources for students and families to support them while they are away from school

Student Roles and Responsibilities

- Establish daily routines for engaging in the learning experiences
- Identify a space in your home where you can work effectively and successfully
- Regularly monitor online platforms if possible (grades PK -12)
- Engage in all learning with academic honesty
- Communicate proactively with your teachers if you require additional support
- Comply with Student Handbook Internet Safety policies including expectations for online etiquette (grades PK -12)

For questions about...	Contact
a course, assignment, or resource	the relevant teacher
a personal, academic or social-emotional concern	your school counselor
other issues related to alternative learning	your school principal

Parent Roles and Responsibilities

Provide support for your children by:

- Establishing routines and expectations
- Defining the physical space for your child to study
- Monitoring communications from your child's teachers
- Beginning and ending each day with a check-in
- Taking an active role in helping your child process his/her learning
- Establishing times for quiet and reflection
- Encouraging physical activity and/or exercise
- Remaining mindful of your child's stress or worry
- Monitoring how much time your child is spending online
- Keeping your child social, but set rules around their social media interactions

For questions about...	Contact
a course, assignment, or resource	the relevant teacher
a personal, academic or social-emotional concern	your school counselor
other issues related to the interim learning plan	your school principal

General Guidelines for Staff with Continuity of Learning Plans

Feedback	<ul style="list-style-type: none"> ● Provide feedback, as needed, for students ● Provide clear communication regarding where/how students should ask questions and seek clarification ● Actively monitor your platforms for questions and communications from students/families
Offline Work	<ul style="list-style-type: none"> ● Consider including offline activities in your lessons such as reading, engaging in discussions with a family member or friend remotely, writing in a journal, taking pictures and/or making a video
Instruction	<ul style="list-style-type: none"> ● Follow the guidelines provided by the district based on your grade level and subject area ● Collaborate with your colleagues regularly
Student Check-In	<ul style="list-style-type: none"> ● Use tools such as e - m a i l , phone calls, Canvas, texts, Zoom, PowerSchool, Remind, SeeSaw, Class Dojo, etc.
Instructional Packets	<ul style="list-style-type: none"> ● At the elementary we will provide instructional packets supporting student learning, as well as online learning opportunities. Online learning opportunities will include, but not be limited to, Canvas, Zoom, SeeSaw, ClassDojo, Newsela, Quizlet, Lexia, IXL, etc.

Preschool

Priorities

- Activities will be mainly focused around literacy and numeracy to maintain current skills and build knowledge around prioritized content.
- The primary tools for communication between teachers and families will be parent provided email addresses and/or phone number

Preschool	
15+ minutes per day	Emergent Literacy Activities, Games and Challenges focused on language development, vocabulary, comprehension, and phonological awareness
15+ minutes per day	Emergent Numeracy Activities, Games, and Challenges focused on counting, sorting, and patterning
15+ minutes per day	Holistically Focused Activities, Games, and Challenges to support cognitive, physical, and social emotional development
Other Activities	Reading aloud Board games and challenges Continuing to learn skills Puzzles Designing and building structures with blocks or other available materials

Approximate Suggested Enrichment Time: 45+ minutes per day

Elementary

Priorities

- Enrichment will be mainly focused around literacy and numeracy to maintain current skills and knowledge around prioritized content
- Teachers will be providing a variety of learning activities. Parents are asked to assist their child with the materials.
- Parents can notify Mrs. Rusk if they need to pick up their child’s essential personal belongings.

Kindergarten to Second Grades

20+ minutes per day	Reading (Science/Social Studies connections as appropriate)
15+ minutes per day	Writing
20+ minutes per day	Mathematics
20+ minutes per day	Art, Music, and PE teachers will provide a range of activities that continue to support the current program (if available)
Other Activities	Reading aloud and independent reading Board games and challenges with math/strategy/critical thinking Designing and building structures with blocks or other available materials Puzzles

Approximate Suggested Enrichment Time: 1+ hours per day

Third to Sixth Grades

20+ minutes per day	Reading (Science/Social Studies connections as appropriate)
20+ minutes per day	Writing
20+ minutes per day	Mathematics
20+ minutes per day	Art, Music, and PE teachers will provide a range of activities that continue to support the current program (if available)
Other Activities	Reading aloud and independent reading Board games and challenges with math/strategy/critical thinking Puzzles

Approximate Suggested Enrichment Time: 1.5 hours per day

Middle School

Priorities

- Enrichment will be mainly focused around prioritized content.
- Students will have both online activities outlined on Canvas or possibly through Zoom.
- The primary tools for communication between teachers, students, and families will be through email, Canvas, phone calls, texts, and Zoom.
- Parents can notify Mr. Borders if they need to pick up their child’s essential personal belongings.
- Students that do not have internet access at home must contact Mr. Borders immediately to discuss alternate options

Grades 7 & 8

30+ minutes per day	Reading
30+ minutes per day	English
30+ minutes per day	Mathematics
30+ minutes per day	Science
30+ minutes per day	Social Studies
30+ minutes per day	Music, PE and Exploratory teachers may provide a range of activities that continue to support the current program (if available)
Other Activities	Independent reading - AR book Board games and challenges with math/strategy/critical thinking Puzzles

Approximate suggested enrichment time: 2+ hours per day

High School

Priorities

- Learning will be mainly focused around prioritized content.
- Students will have both online – mostly found on Canvas or Zoom.
- Teachers will provide support – please refer to the school’s website or Facebook for teacher availability.
- Parents can notify Mr. Borders if they need to pick up their child’s essential personal belongings.

Grades 9, 10, 11, 12

30+ minutes per day

Each scheduled high school course

Approximate Suggested Enrichment Time: 3+ hours per day

Guidelines for the Learning Plan:

- Students will be provided assignments by each individual classroom teacher.
- The class schedule is posted on Canvas
- Classroom teachers are glad to assist with any questions you may have. Mr. Wallace can assist you with technology issues. Please contact him via email at dwallace@esu2.org.
- Dual credit classes are considered complete as of March 6th, 2020.
- Students that do not have internet access at home must contact Mr. Borders immediately to discuss alternate options.

SUGGESTIONS TO MAKE THE LEARNING PLAN A SUCCESS:

Student Roles and Responsibilities	
<ul style="list-style-type: none"> ● Establish daily routines for completing your work – do not put things off ● Identify a space in your home where you can work effectively and successfully ● Regularly monitor online platforms ● Engage in all learning activities with academic honesty ● Communicate proactively with your teachers if you require additional support ● Comply with Student Handbook Internet Safety policies including expectations for online etiquette (grades PK - 12) 	
For questions about...	Contact
a course, assignment, or resource	the relevant teacher
a personal, academic or social-emotional concern	counselor or school psych
other issues related to alternative learning	your school principal

Special Education

SPED Staff Roles/Responsibilities:

- Communicate regularly with the subject or classroom teachers who teach the students on your caseload.
- Communicate regularly with students on your caseload and/or their parents
- Provide supplementary learning activities, as well as activities with accommodations, for students on your caseload as needed
- Document time supporting students

If an evaluation of a student with a disability requires a face-to-face meeting or observation, the evaluation would need to be delayed until school reopens. Evaluations and reevaluations that do not require face-to-face assessments or observations may take place while school is closed, if the parent consents, according to the guidelines. (Phone conferences, Zoom, etc.)

For IEPs

While school is closed IEP meetings may take place via phone or Zoom, unless the parent requests to postpone the meeting and extend the IEP. Collaboration may occur via email or phone contact with parents. Drafts may be emailed back and forth.