

Central Montcalm Public School Board of Education

1480 S. Sheridan Rd./P.O. Box 9 Stanton, Michigan 48888
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Continuity of Learning and COVID-19 Response Plan (“Plan”) Application

As a result of COVID-19 and the closing of school buildings for the 2019-2020 School Year, school districts must submit a Continuity of Learning and COVID-19 Response Plan (“Plan”) in order to continue to receive state aid for operations. Although schools are closed and not providing in-person instruction, teaching and learning must continue. Michigan educators have been called to provide our students with continued learning.

There are varied states of readiness to provide continuity in learning among districts. Even within districts of multiple school sites, there are varied states of readiness. It is expected that schools will provide instruction at a distance using a variety of methods that meet local needs, including printed materials, phone contact, email, virtual learning, or a combination to meet student needs. We should avoid assuming that continuity in learning can only occur through online means.

While many educators have been providing distance learning opportunities, the Governor’s Executive Order (EO 2020-35) requires all schools to begin providing learning opportunities for all students no later than April 28, 2020. Districts who are able to begin their plans earlier are encouraged to do so.

Each District shall submit a single completed Assurance Document, Budget Outline, and Continuity of Learning Plan to its Intermediate School District. Each Public School Academy shall submit a completed Assurance Document, Budget Outline, and Continuity of Learning Plan to its Authorizer. A single Application should be filed for the district rather than multiple applications for individual schools within a district. The following items are required for the application which may be submitted beginning April 8, 2020:

1. Assurances Document
2. Continuity of Learning Plan
3. Budget Outline

Continuity of Learning and COVID-19 Response Plan (“Plan”) Guiding Principles

As Districts and Public School Academies complete the Assurances and Continuity of Learning Plans, they should consider utilizing the following principles to guide their work:

Keep Students at the Center

Intentional outreach to continue building relationships and maintain connections. Help students feel safe and valued. At minimum, plan to do the following:

- Plan for Student Learning: Build on each student’s strengths, interests, and needs and use this knowledge to positively affect learning.
- Develop a Weekly Plan and Schedule: Offer routines and structures for consistency and for the balancing of think time, work time, and play time for health and well-being.
- Contact Families: Partner to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority. Provide translations as necessary.

Design Learning for Equity and Access

Plan and deliver content in multiple ways so all students can access learning.

- Teach Content: Set goals using knowledge of each student, content area standards, and of Michigan Merit Curriculum.
- Deliver Flexible Instruction: Consider how to deliver content depending on tools and resources accessible to each student. Alternative modes of instruction may include use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a combination to meet diverse student needs.
- Engage Families: Communicate with families about engagement strategies to support students as they access the learning. Families are critical partners. Provide translations as necessary.

Assess Student Learning

Manage and monitor student learning and plan what’s next for learning including the potential need for summer and supplemental learning.

- Check Student Learning: Use a variety of strategies to monitor, assess, and provide feedback to students about their learning.
- Make Instructional Adjustments: Use formative assessment results to guide educators’ reflection on effectiveness of instruction and to determine next steps

for student learning.

- Engage Families: Communicate with families about assessment results in order to inform next steps and the potential for supplemental summer learning. Provide translations as necessary.

Continuity of Learning and COVID-19 Response Plan (“Plan”) Assurances

Date Submitted: April 17, 2020

Name of District: Central Montcalm Public Schools

Address of District: 1480 S. Sheridan Rd., Stanton, MI 48888

District Code Number: 59125

Email Address of the District: ameinhardt@central-montcalm.org

Name of Intermediate School District: Montcalm Area ISD

Name of Authorizing Body (if applicable):

This Assurance document needs to be returned to your Intermediate School District or, for Public School Academies, your Authorizing Body with your Continuity of Learning Plan and Budget Outline beginning April 8, 2020 to indicate that the District will adopt a plan to ensure continuous learning for all students through the remainder of the 2019-2020 school year.

Districts should submit a single district plan that relates to all of their schools.

The applicant hereby provides assurance it will follow the requirements for a Plan for the remainder of the 2019-2020 school year:

1. Applicant assures that all student learning will take place under the direction of a teacher or record for each student enrolled in the district.
2. Applicant assures that it will continue to pay school employees during the balance of the 2019-2020 school year under the same terms and conditions established prior to the school closure order period.
3. Applicant assures that the Plan was developed in collaboration with district administrators, school board members, teachers, and local bargaining units.

4. Applicant assures that food distribution has been arranged for or provided for eligible students.
5. Applicant assures coordination between applicant and Intermediate School District in which the District/PSA is located to mobilize disaster relief child care centers.
6. Applicant assures that to the extent practicable the District/PSA will in good faith provide students with IEPs/Section 504 Plans the opportunity to participate in learning consistent with existing plans.
7. Applicant assures that Continuity of Learning and COVID-19 Response Plan, Assurance Document, and Budget Outline will be posted immediately following approval to the District's/PSA's website.

Continuity of Learning and COVID-19 Response Plan (“Plan”)

The goal of a Continuity of Learning Plan and COVID-19 Response Plan is to ensure that each District or Public School Academy is providing, to the best of its ability, each student with alternative modes of instruction to help them stay on pace in their learning. This application recognizes that there is no “one-size-fits-all” solution; multiple means of engaging students and supporting families may be necessary that may vary by grade level, school building, or student population served.

For the purposes of the Plan, “district” refers to school districts and public school academies.

Date Submitted: April 16, 2020

Name of District: Central Montcalm Public Schools

Address of District: 1480 S. Sheridan Rd., Stanton, MI 48888

District Code Number: 59125

Email Address of the District Superintendent: ameinhardt@central-montcalm.org

Name of Intermediate School District: Montcalm Area ISD

Name of Authorizing Body (if applicable):

In accordance with Executive Order 2020-35 a Plan must include all of the following parts:

1. Please describe the methods the district will use to provide alternative modes of instruction other than in-person instruction and a summary of materials each pupil and the pupil’s parents or guardians will need to access meaningfully the alternative modes of instruction included in the Plan. If the Plan relies on electronic instruction, the Plan must ensure to the extent feasible that pupils have access to a connected device capable of accessing the electronic instruction and must not penalize a pupil for the pupil’s inability to fully participate.

“Alternative modes of instruction” means modes of pupil instruction, other than in-person instruction, that may include, without limitation, partnerships with other districts or intermediate districts or community colleges or institutions of higher education, use of vendors, use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a

hybrid of multiple modes of learning that still promote recommended practices for social distancing to mitigate the spread of COVID-19.

District/ PSA Response:

Central Montcalm Public Schools (CMPS) will provide multiple modes of pupil instruction by utilizing an online Distance Learning Dashboard located on each school's web page. Each dashboard contains a folder to each teacher's daily lesson as well as communications from the principal. We will use 3 different remote learning platforms (virtual classrooms) for students with online accessibility: Seesaw, Google Classroom, and Unified Classroom. Teachers and administrators will also communicate with families using our district website, School Messenger, school Facebook pages, email, and phone calls. Some teachers have their own forms of communication such as Class Dojo, Remind, or Classtag. For high school students in cases where Internet access is not possible for online learning, student lesson packets will be available for pick-up during meal pick-up days and times or will be delivered. For all students in grades K-8, packets will be delivered.

Our recommended guidelines for MAXIMUM student commitment each day are as follows:

- Pre-K : 30 minutes
- Grades K-1: 45 minutes
- Grades 2-3: 60 minutes
- Grades 4-5: 90 minutes
- Grades 6-12: 30 minutes per teacher (3 hours max in a day)

2. Please describe the methods the district will use to keep pupils at the center of educational activities, including outreach to continue building relationships and maintain connections, and to help pupils feel safe and valued.

District/ PSA Response:

CMPS will keep students at the center of educational activities by directing staff to reach out to students once per week through email, Zoom, Google Meet, and/or phone calls. A log sheet will be kept to track when and how students are contacted. Teachers are expected to monitor social interactions during online learning sessions. Any concerns will be relayed to the building principal. CMPS believes social emotional support is of utmost importance, therefore, counselors, social workers, and behavior support specialists will also be checking in with families weekly through the above mentioned modes of communication.

3. Please describe the district's plans to deliver content in multiple ways so that all pupils can access learning.

District/ PSA Response:

CMPS will deliver content via three online learning platforms (virtual classrooms): Seesaw, Google Classroom, and Unified Classroom. Within each of these platforms, teachers will be able to post video and audio recordings, online texts and questions, worksheets, etc. Text to speech and speech to text applications will be available. For families with a HS student that doesn't have internet access, printed packets will be prepared by select staff as guided by the classroom teacher, administrator, or director to be picked up by parents or delivered to families. For students in grades K-8, printed packets will be provided to ALL students and online support will be available through the Distance Learning Dashboard. All students in grades K-5 will have the opportunity to acquire notebook, pencils, crayons and pencil sharpeners when they become available through parent pick-up or delivery. Students in grades 6-12 will be provided with the necessary supplies on a case-by-case basis.

Central Montcalm has also partnered with Kids Read Now and students in grades K-3 will be receiving a weekly book in the mail beginning the first week in May.

Our special education staff will work with parents to create contingency plans to support student's IEPs that correlates with implementation of this plan.

Montcalm Area ISD operates our center-based programs which support our CMPS students, and will be creating a separate contingency plan as it relates to their own continuity plan.

4. Please describe the district's plans to manage and monitor learning by pupils.

District/ PSA Response:

CMPS teachers will collect evidence of student engagement and learning using a variety of collection methods. These include but are not limited to video or audio conferences, phone calls, submission of written work through one of the aforementioned learning platforms, email, or drop-off/pick-up while following all safety protocols for handling physical materials. Students will not be penalized if they are not able to submit evidence of learning. All social distancing measures will be followed.

This plan ensures accessibility for all students that qualify under Section 504. General education teachers and the 504 coordinator are aware of the accommodations that are written in each plan, and will ensure access to all online and written materials during this time.

EL students will receive all services outlined in our district plan and in addition will receive these services as well:

1. All students under 2.9 will have access to both Imagine Learning (language and literacy software) and Lexia access (phonemic awareness, phonics, sight words, reading fluency, and reading comprehension). Bilingual staff from Mid-Michigan Migrant Consortium will call students and share their log-in and password information again as well as ask families what they need from Central Montcalm Public Schools.
2. Mid-Michigan Migrant Consortium is compiling a document for English Learners that includes learning websites organized by grade level clusters and subject matter (including enrichments). Mid-Michigan Migrant will mail the document and call families.
3. Zoom language lessons for students: Mid-Michigan Migrant Staff will orchestrate conducting supplemental Zoom language lessons.
5. Please attach a budget outline estimating additional expenditures associated with the Plan and sources of revenue to pay for those expenditures.

District/ PSA Response:

CMPS has created the attached budget to provide supplemental resources in response to the COVID-19 School Closure Executive Order 2020-35.

<u>Item</u>	<u>Funding Source</u>	<u>Cost</u>
K-5 School Supplies	Title IIA	\$2,200
Printing Supplies and Mailings	Title IIA	\$5,112 + \$17,000
Lightspeed Content Filtering Software	General Fund	\$37,620
75 Chromebook replacements and accessories	Title V	\$20,250
Telephone Porting	General Fund	\$5,120

6. Please describe the manner in which district administrators, board members, teachers, and any representatives of teachers collaborated in development of the Plan.

District/ PSA Response:

CMPS sent out a survey to collect information from all families regarding access to the internet, availability of an electronic device to access online content and communications, and time availability for use of electronic devices.

Teachers contacted families via phone, video chat, and email to check on access to the internet and devices. Due to the overwhelming response from families regarding their needs, the district will deliver Chromebooks to those deemed necessary and paper packets of instructional lessons to all students in grades K-8. We also provided information on how families can attain internet service from various internet providers.

The administrative team worked closely with teachers to collect feedback during a soft, supplemental roll-out of distance learning. This feedback helped fill in holes with regards to technology or access to learning materials.

Board members were invited to collaborate on the development of this plan.

7. Please describe the methods the district will use to notify pupils and parents or guardians of the Plan.

District/ PSA Response:

CMPS will post the Continuity of Learning and COVID-19 Response Plan to the front page of the district's website at central-montcalm.org. A notification will be sent via School Messenger and each school's Facebook page. A letter will also be sent home with the Distance Learning Packets. Parents can request a copy be emailed or mailed to them by contacting the district curriculum director at jmilewski@central-montcalm.org

8. Please provide an estimate of the date on which the district will begin implementation of the Plan, which must be no later than April 28, 2020.

District/ PSA Response:

CMPS will implement its Continuity of Learning and COVID-19 Response Plan on April 20, 2020 if approved by Montcalm Area ISD.

9. Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act 160 of 1996, as amended, MCL 388.511 to 388.524, and Career and Technical Preparation Act, 258 PA 2000, as amended, MCL 388.1901 to 388.1913, in completing the courses during the 2019-2020 school year.

District/ PSA Response:

For our students in dual enrollment courses, we will be working with the Montcalm Community College to determine next steps. We will ensure that the students have the appropriate materials and supports to complete those courses.

For students in CTE programs, we will work with MAISD CTE Director, Shannon Tripp, as well as state-level directives to ensure our students have the ability to complete these courses. When needed, the district will ensure the student has the necessary resources.

10. Please describe how the district will continue to provide or arrange for continuation of food distribution to eligible pupils.

District/ PSA Response:

CMPS will continue to offer meals to all families. Families can pick up meals on Mondays, Wednesdays, and Fridays from 9-11 a.m. or have meals delivered by emailing cmfood@central-montcalm.org. This information has been posted on our district website, each school's Facebook page, and through School Messenger. These communications will continue to be updated if changes or alterations are made.

11. Please confirm that the district will continue to pay school employees while redeploying staff to provide meaningful work in the context of the Plan, subject to any applicable requirements of a collective bargaining agreement.

District/ PSA Response:

All CMPS staff will continue to be paid until the end of the contractual year per collective bargaining agreements. Each staff member will be given essential responsibilities to support

student learning and necessary maintenance of facilities while still following Executive Orders 2020-21 and 2020-26 and MMDHD's Emergency Order 2020-2.

12. Please describe how the district will evaluate the participation of pupils in the Plan.

District/ PSA Response:

CMPS educational staff including teachers, administrators, and paraprofessionals will check-in with families at a minimum of once per week. Contact will be made via phone or video/audio chat in order to establish 2-way communication. Email or other applications (e.g., Remind, Class Dojo, Classtag, etc.) will be used to communicate with families and students but only if the stakeholder is able to respond.

Inconsistent communication or completion with a parent or student will be raised to the principal or counselor level. They will work to address the issue when possible.

All attempts to communicate with students and families to evaluate participation will be documented.

13. Please describe how the district will provide mental health support to pupils affected by a state of emergency or state of disaster prompted by COVID-19.

District/ PSA Response:

All school counselors, social workers, and behavior support specialists will be available to provide support to students in a manner that is most conducive to the pupil while still maintaining social distancing measures. The Montcalm Area ISD will also provide staff to provide support to CMPS pupils.

Social/emotional resources have also been provided on our district website under the *COVID-19* tab.

14. Please describe how the district will support the efforts of the intermediate district in which the district is located to mobilize disaster relief child care centers as described in Executive Order 2020-16 or any executive order that follows it.

District/ PSA Response:

The district will work in partnership with Montcalm Area ISD to implement its plan to mobilize disaster relief child care centers.

Optional question:

15. Does the District plan to adopt a balanced calendar instructional program for the remainder of the 2019-2020 school year? Does the District plan to adopt a balanced calendar instructional program for the 2020-2010 school year?

District/ PSA Response:

No.

Additional Continuity Plan Information:

Summary of Guidance of the 12 Key Activities Required for Continual Learning Strategies for GSRP during COVID-19 School Building Closure for Teaching Teams:

- **Provide coaching** to the families on how to follow their child's lead and what success with continuous learning looks like. Use multiple formats in providing this feedback (video modeling and written explanations preferred at minimum). Choose a virtual platform and communicate to your classroom families instructions on how to connect. Communication Log should be used to document these efforts. See Drop Box for document.
- **Provide lesson plans for 20 minutes a day/4 days a week/6 week timeframe** in multiple ways. Give families options to accommodate for available resources. Provide multiple ways for families to connect play based learning opportunities throughout the day. Share learning resources with parents like schedule of daily events at home, monthly reading calendar, MTS parent portal, virtual field trip options, and provide support (examples/modeling/coaching) for play based learning opportunities to parents. Post 20 minute daily lesson plans (web site, written or video; choose one format) either direct email, You Tube, Facebook Group, Google Hangout, or Zoom) 4 days a week. A Mon-Thurs schedule is preferred. The schedule can be uploaded at the beginning of each week. Communicate schedules to family. Communicate the options for family connection available to support their educational efforts that the teaching team prefers (virtual office hours, text, phone etc.).
- **Post a recorded Read Aloud once a week**, connected to one of the daily lesson plans. Nothing 3-5 minute total. This is above and beyond the 20 minute total of learning daily lesson planning support provided to parents.
- **Conduct one** virtual support activity (Facebook Live, Messenger, virtual field trip, or Watch Party Event) during the 6 week timeframe per classroom. This activity should be connected to a daily lesson plan provided during this timeframe. Consider pairing with other teachers for connected Watch Parties, like a virtual Art Fair where families can share with each other the creativity around learning at home!

- **Create Virtual Office Hours** on Fridays (if Mon.-Thurs. schedule is adhered to) to chat with families who have identified needed support. (Weekly office hours may only be an hour per week or as needed dependent on family need at teacher discretion). Ensure interactive opportunities and resources are provided to families to support Parents as their child's first and best teacher.
- **Capture and record My Teaching Strategies evidence** (notes, video, pictures provided by parents) as much as possible, based on family engagement in MTS tool. Share with parents how engaging with their child and sharing the results with the teachers helps prepare them for Kindergarten.
- **Call/text families who are not able to engage with online learning to address barriers to learning.** This may include activities such as writing letters to families, with postage paid return envelopes and paper to elicit responses from families. Offer Door Drop materials to support learning as a last means of providing continuing education support. Utilize traditional mail to address technology barriers. Consult with ECS and ECC to problem solve these specific situations. See Equity Measure section in the MAISD Continuous Learning Plan for option. 4/8/20 Kansas Department of Education & Learning.
- **Make efforts to obtain Kindergarten through 2nd grade feedback** from K-2 partners. Submit on Drop Box.
- Support transition to Kindergarten with parents.
- Capture teaching team work done including: planning lessons, My Teaching Strategies anecdotal record keeping activities, videos, posts, virtual events, and providing information in the End of Program report to ECC via report to be provided from ECC to program directors.
- Complete online **identified professional development in My Teaching Strategies (MTS) and Creative Curriculum** for both Lead and Associate Teacher as needs are identified. Supply copies of certificates of completed training at the end of the program report provided to the ECC. Connect with ECC for questions related to access.
- **Conduct Virtual End of the year one on one home visits with each child and family.** Use virtual format and 2019 Home visiting in Drop Box for guidance. This family connection should focus on kindergarten transition support, providing ongoing support to parents as their child's first and best teacher, provide other support learning activities for summer based on their child's educational needs, provide data on child's MTS data, and other educational components as deemed necessary by the teaching team to support successful Kindergarten transition. Record and file documentation of these activities.

For additional GSRP Continuous Learning Plan information, please contact:

Cari O'Connor

Early Childhood Director Montcalm Area Intermediate School District

coconnor@maisd.com

Name of District Leader Submitting Application: Amy Meinhardt, Superintendent

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website: