

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

### **Assurances**

Date Submitted:

Name of District: **Rudyard Area Schools**

Address of District: **11185 W 2nd Street, Rudyard MI 49780**

District Code Number:

Email Address of the District: [pavloski@eupschools.org](mailto:pavloski@eupschools.org)

Name of Intermediate School District: EUPISD

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 of 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:

Name of District: **Rudyard Area Schools**

Address of District: **11185 W 2nd Street, Rudyard MI 49780**

District Code Number: **17110**

Email Address of the District Superintendent: [pavloski@eupschools.org](mailto:pavloski@eupschools.org)

Name of Intermediate School District: EUP ISD

Name of Authorizing Body (if applicable):

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

- g. 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.

District/ PSA Response:

The district plans to use a hybrid model of instruction using hard copy instructional packets and online learning platforms. For those students that have internet access, but don't have a device, devices will be made available. Students without internet access will have access to instructional materials through a weekly instructional packet. All students will need access to materials such as paper, pencils, and crayons, which will be made available to families that don't have them. All students will have access to grade-level/course textbooks as needed to complete their work.

Rudyard will offer online instruction to all of our students through Zoom, Google Classrooms, Virtual Instruction, Telephone Communication Class Dojo, Videos through email, Facebook Groups, etc designed by our teachers and set up to meet their student's individual needs. All parents have been contacted by classroom teachers and/or administration to set up these varying virtual platforms.

All PreK-3 Students will also be given biweekly packets in addition to their online instruction. They will be provided a tablet, one per household. Grades 3 – 6 Students will also have the option of completing biweekly packets along with their online instruction.

These packets will be distributed to the students and will be collected by varying methods, ex pictures from the homes. (We will not have students mail anything back to the school).

All Grades 3 – 12 students have a computer provided by the district to students that need a device.

Students in Grades 7-12 will have the option to choose between online instruction formats provided by Secondary Teachers, or paper packets for those who prefer. Paper packets will be available biweekly.

Students in Grades 7-12 will utilize the Google Classrooms created by the teachers, along with instructional methods from Khan Academy and communication methods including Zoom, SnapChat and Facebook.

Students have been contacted to determine their connectivity and ability to access enrichment resources provided by the Secondary Teachers.

- h. 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:

Teachers will be expected to make contact with every student at least one time during the week. This may be done through the use of technology (for those that have access) such as Google Hangout, Dojo or other forms of virtual meeting or through weekly phone calls. For students with technology access, teachers will also make sure to communicate multiple times each week through the instructional platform (Google Classroom, Facebook Groups and/or Microsoft Teams), with an emphasis on continuing to build relationships and maintaining connections.

If students do not have access to technology, teachers will include weekly notes to students in their instructional packet that focus on building relationships and maintaining connections.

We will encourage relationships between students by having students write letters to classmates and returning them with their weekly instructional packet. Those letters will be mailed to students by the school.

Each of our elementary teachers are responsible for their class of students. Intervention Teachers are responsible for their individual student groups and have made contact based on individual needs. These groups will be the social and emotional check in along with continuing to build relationships. Teachers, with the support of our Behavior Intervention Specialist, will design activities and provide resources to engage the students in SEL. A Google Doc is kept of all students with connectivity, devices and packets. Any of the students or families that are having difficulties during this time will be passed on to the Behavior Intervention Specialist and services will be sought out and provided for them above and beyond educational services.

At the Secondary level teachers are responsible for their respective classes and maintain communication through Google Classroom or School Email. At weekly staff meetings discussion and documentation will be had about students who are not actively participating with the enrichment plan. Plans will be created to help those who want to take part in the enrichment program but have developed roadblocks.

Tele-therapy will be offered through our school Wellness Center for student health related needs for both mental and emotional needs.

### Graduation:

Graduation cannot take place until the stay at home order has been lifted. Governor Witmer's Executive Order means that school buildings are closed through the remainder of the 2019-2020 school year. Thus, at this time Graduation would not be allowed to happen until July. A tentative date has been set for Sunday July 26, at 2 PM; which coincides with Rudyard Summerfest. A live video stream will be provided for those who can't or are not comfortable with attending in person.

### Student Honors:

Scholarships, Awards and Honors will still be published, however there will not be a scholarship assembly, nor the Scholastic Achievement Banquets. There will be a live stream for students to follow along. Tentative Date for award announcements is May 12, at 1 PM.

### Class of 2020:

1. Credits will be awarded and grades for courses taken based on coursework through March 11, 2020, if the student is passing. Students will have the option to take a CR on their transcript versus the grade given.
2. A Senior Audit of classes that students have "passed" will be sent home the week of April 13th.
3. RACF Scholarship Application Deadline is Friday April 24 at 3:30 PM. Please see Mrs. Edington for details.
4. Senior Course work will need to be completed as of May 22, 2020.

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

**District/ PSA Response:**

For those students without technology, the main mode of delivery will be through hard copy instructional packets. This will be supplemented with phone conferencing to support instruction. The instructional packets will be delivered during meal delivery. Packets will be mailed to the student if they do not participate in meal delivery.

For students with technology, content will be delivered through the online platform (Google Classroom, and Microsoft Teams), email, and other social media sites (Facebook, Dojo, SnapChat). Teachers will be accessible synchronous instruction multiple times per week and asynchronous instruction through pre-made videos multiple times per week.

The teachers will provide educational opportunities to the students based on their classes. In addition, the intervention teachers will provide educational support to their groups of students. The teachers will have office hours and will have checklists that they must complete weekly with who they connected online with and who they have given packets to. A google Doc is kept of all students with connectivity, devices and packets.

Any of the students or families that are having difficulties during this time will be passed on to the Superintendent and services will be sought out and provided for them above and beyond educational services. We have 600 students and we will keep them at the center of all we do, as we always do. All households have a computer provided to them by the district.

We are confident that online learning will be able to happen for the majority of our students. We will also be providing additional enrichment projects during this time through the mail and/or delivery. These enrichments will include projects that the student can take pictures of them doing and email back to the teachers. Teachers are videotaping lesson presentations and online instruction to groups. We will be connecting weekly with all of our students and families and ensuring their needs are being met educationally, social and emotionally, and with food.



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

**District/ PSA Response:**

For students without technology access, learning packets will be collected each week during meal delivery. Teachers will review the learning packet and provide feedback to the student during their weekly phone call, virtual meeting, or email. Learning packets with written feedback will be returned to the student the next week. Feedback from the teacher will include differentiated work as needed, along with examples to support student learning. An example of this may be providing a student that is struggling with double-digit subtraction additional practice and several written examples with the steps. A phone call would also be used as a follow-up if needed.

Our district is providing meal delivery at three locations, Rudyard Twp Hall, Trout Lake Twp Hall and Kincheloe at the New Hope Church, paper packets are being dropped off at those locations, if the students/parents are not able to pick them up they are being mailed home.

For students with technology, teachers will monitor student access and assignment completion on a daily basis within the instructional platform. Teachers will provide feedback to students on assignments through the instructional platform as they are completed (or on a daily basis). Teachers will differentiate instruction within the platform to meet each student's needs.

**Grades for Semester 2 of the 2019-20 School Year:**

**High School Classes:**

For students taking a high school course, grade point average for the semester will be determined based on the current progress as of March 13, 2020. All students will have the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work assigned prior to the remote learning period. The recommendation on grading during this period of school closure is to consider a student's grade at time of closure as the lowest grade to be awarded. Additional enrichment course work will be provided by teachers for the remainder of the school year. This will be new content and is important for student continued educational growth.

**Jr High Classes:**

All 7th and 8th grade general curriculum coursework will be determined based on the current progress as of March 13, 2020. Students will be assigned a CR or NC for their semester grade. All students will have the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work assigned prior to the remote learning period. The recommendation on grading during this period of school closure is to consider a student's grade at time of closure as the lowest grade to be awarded.

- k. Please attach a budget outline estimating additional expenditures associated with the Plan and sources of revenue to pay for those expenditures.

District/ PSA Response:

**Funding Sources:**

Title Funds and/or At-Risk Funding - 31a

**Purchases:**

**Printing/Paper for Packets:**

\$7000

**Postage:**

\$5000

**Chromebooks:**

Rudyard Area Schools has purchased an additional 400 chromebooks to serve as backups for the students and staff if there is a technical issue.

400 x \$350 = \$140,000

**Tablets:**

Rudyard Area Schools has purchased an additional 110 tablets to serve students in Kindergarten through grade 2

110x \$200 = \$22,000

**Food Services:**

Rudyard Area Schools will be purchasing food for all students in our district regardless if they attend our school or not.

16750 Breakfast Meals x \$2 per meal = \$33,000

16750 Lunch Meals x \$5 per meal = \$83,750

Misc (Bags, Packaging Supplies) = \$2500

**Estimate Cost for the remainder of the year \$293,250**

1. 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:

All stakeholders were involved in the development of the plan. Building administrators met with their building teachers for initial input. They then met in grade level/content area teams to address the needs of each grade or content area. Building administrators brought this information back to district level administrators to collaborate. School board will approve the plan at the April Meeting.

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

District/ PSA Response:

The plan will be communicated through a letter to each family. There will be two letters sent home, one for students in grades K-6 and another letter for students in grades 7-12. The plan will also be dispersed through email to those that have access. The plan will also be posted to the district website and other social media platforms as well. To ensure that everyone is aware that the plan has been developed and released a phone call message will be sent to all parents.

All teachers, administrators, and support staff have met numerous times in the development of this plan through Zoom, Google Doc, and Phone calls. The plan will be approved by the Board of Education.

We have connected with all of the parents to ensure everyone has an understanding of what we are going to be doing. PreK-Sixth grade teachers have contacted each child's parent/guardian in their classroom. They documented the result in a schoolwide Google Doc. Those parents who were not connected with were called by the administration

The district has emailed mailed letters to each family, called each family via phone, posted messages on social media, and used our robocall school messenger system to connect to each family on a weekly basis. This connectivity will continue over the remainder of the school year.

All teachers have groups of students that they are responsible for and are keeping a checklist of who they talk to and when. This contact happens at least three times a week

The Superintendent has also called every family via Robo calls at least weekly to update families. Principals sent out emails to all families and posted updates on Social Media.

- n. Please provide an estimate of the date on which the district will begin implementation of the Plan, which must be no later than April 24, 2020.

District/ PSA Response:

District began the process of the plan on March 16, 2020. The expansion of the plan has increased to include more connectivity and educational enrichment opportunities, to its current state as described by the plan.

- p. Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act, and Career and Technical Preparation in completing the courses during the 2019-2020 school year.

District/ PSA Response:

Secondary Students have dual enrollment opportunities at three post-secondary institutions located in Michigan- Lake Superior State University, Bay Mills Community College, and Baker College. All students enrolled in dual enrollment course work have been able to continue their course work through online instruction provided by each institution. All course work will be given a letter grade and will still count toward the student's gpa.

Career Technical programs offered at Rudyard Jr/Sr High School and Sault Area Career Center have continued to work with students and provide both paper packets along with digital connections through Google Classroom and other resources.

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

District/ PSA Response:

Any student in the district will receive 5 breakfast meals and 5 lunch meals delivered to their town once a week. These meals are packed and delivered by staff (teachers, administrators, and support staff) We will continue to do this until June 11. All staff will be paid: Bus drivers, custodians, support staff, counselors and office staff are going to be paid their full wages this year and in return they will be helping out with day to day things at the school district. Teaching staff and administrators will be paid their full wages for delivery of content to the students.

gg. 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:

Any student in the district will receive 5 breakfast meals and 5 lunch meals delivered to their town once a week. These meals are packed and delivered by staff (teachers, administrators, and support staff) We will continue to do this until June 17. All staff will be paid: Bus drivers, custodians, support staff, counselors and office staff are going to be paid their full wages this year and in return they will be helping out with day to day things at the school district. Teaching staff and administrators will be paid their full wages for delivery of content to the students.



gh. Provide a description of how the district will evaluate the participation of pupils in the Plan.

District/ PSA Response:

Each teacher will be keeping a running record of student participation and progress and continue connecting to them at least three times weekly.

Our Behavior Intervention Specialist is providing Staff with Mental Health resources both for students and staff. Our Wellness Center Counselor is providing teletherapy to those students on her caseload needing mental health support.

We have communication with our school social worker and ensure that all students that need additional support get it. Our staff has been trained in how to deal with trauma in students and we will be leaning on these trainings during this time.

If a student does not have access to technology, teachers will keep track of which students are completing the weekly instructional packets. They will also need to keep a log of all communication with students and parents.

If a student has access to technology, teachers will use the instructional platform to monitor student wellness, engagement, and completion of assignments. They will also keep a log of communication with students and families.

Inconsistent completion and/or communication with a parent or student will be raised to the principal or counselor level to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections (DHHS, Behavioral Health, etc.).

- gi. Please describe how the district will provide mental health supports to pupils affected by a state of emergency or state of disaster prompted by COVID-gp.

District/ PSA Response:

The district will survey all parents to determine their current mental health needs. Based on those results the behavior specialist (31n, SSW, counselor, principal, etc.) will reach out to individual students and families to determine what they may need.

The behavior specialist will help connect the family to outside agencies to help meet their needs.

While teachers are making weekly phone calls they will monitor and assess the needs of students and families. If a need is presented the teacher will elevate that need to the principal or behavior specialist to make the necessary follow-up. The principal will hold weekly meetings with teachers to identify any additional students or families in need.

Telehealth may be used when available for students that have technology through the Rudyard Wellness Center.

- gj. 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 or any executive order that follow it.

District/ PSA Response:

The District is not planning on providing this service.

Optional question:

gk. Does the District to adopt a balanced calendar instructional program for the remainder of the

The District does not intend to adopt a balanced calendar for instruction for the 2020-21 school year, nor to finish the 2019-20 school year.

Name of District Leader Submitting Application:

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website: