



CONTINUITY OF LEARNING AND COVID-19 RESPONSE PLAN



“Home of the Wildcats!”

Evart Public Schools 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 14, 2020

Name of District: Evart Public Schools

Address of District: 321 N. Hemlock, Evart, MI 49631

District Code Number: 67020

Email Address of the District Superintendent: howards@evartps.org

Name of Intermediate School District: Mecosta Osceola Intermediate School District

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.

District Response: Evart Public Schools will use both Hard Copy Media and Mixed Media using many of the considerations found in the Elementary, Middle School and High School Considerations documents that were prepared by GELN. EPS will also honor the instructional time guidelines established in the consideration documents. All students in Kindergarten through eighth grade will receive weekly learning packets. A mixed media approach will be used for students in grades 9-12 with digital media being the primary method and hard copy packets only being supplied to students who do not have internet access. Materials and supplies needed for completing assignments either found in the packet or through remote learning including devices will be provided. It is hoped that by

using a weekly approach that students and families will not be overwhelmed by the amount of material being sent home. Every effort is being made to engage all students in learning. However, no student will be penalized for the inability to fully participate.

Throughout this document you will see the following designations for some questions: Evart Public Schools - EPS; Evart Elementary School – EES; Evart Middle School – EMS; Evart High School – EHS. Specific details are provided by each school for questions that cannot be answered adequately with a general district response.

EES: All students in Kindergarten – 4th Grade as well as students enrolled in our ECSEP program will be provided instructional learning packets each week. Taking into the consideration of meeting the needs of the whole child each packet will contain activities for enhancing and reviewing content standards as well as fun activities that will help to keep the brain as well as the body active. Some activities will encourage participation by other family members. Each weekly packet will have a note from the child’s teacher as well as instructions on how the weekly activities might be completed.

EMS: All students in grades five through eight will be provided individualized instructional learning packets each week. The packet will contain a schedule of activities for the week, a letter from the teacher(s) to the student, copies of activity handouts, as well as the necessary materials for successful completion of the learning tasks. All activities will be used to review and extend concepts that were taught up until school closure. Electronic activities can be used by staff as a way to provide content enrichment opportunities or extensions of content concepts as a way to solidify knowledge and concept attainment. Efforts will be made to mitigate the lack of technological access for the small segment of the middle school students who are without such capability.

EHS: An attempt is being made to ensure that every high school student will have access to online modes for all classes. Chromebooks are being provided to students who do not have access to a device. For those students who it is not possible to provide internet service to weekly hard copy packets will be created.

Online modes that teachers will use to deliver content:

- Google Classroom
- Video recordings of lessons
- Zoom (or other video communication) for “Office Hours”
- Facebook pages - must be public for kids without accounts to view, but private so that NON-enrolled students/community members cannot view them.

Every high school student will receive a personal phone call from an EHS staff member, using a specific script, that walk students through what this process is going to look like AND to ask students for requests of materials.

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 Response: Evart Public Schools has established that each student will be contacted by one of his/her teachers each week. In addition, teachers will offer five hours of “office hours” to enable students as well as parents to contact them directly. Office hours can be offered from home using private phones or from school using the district phone number. At all times the rules of social distancing will be observed if employees choose to come in. More details are provided for each level below.

It an effort to strengthen the partnership between home and school, each building principal will be sending out a weekly communication. For our plan to be totally successful we will need the help of our parents/guardians to support and encourage their child in the learning process.

Parents of every EPS special education student will be contacted by the current case manager. For all resource room students this will be an EPS teacher. The case manager will be required to complete the Contingency Learning Plan that has been provided by our Mecosta Osceola Intermediate School District. The Primary Service Provider is identified in the initial contact and the PSP will develop the Implementation Plan. All services as well as parent contacts must be documented.

EES: Staff members at Evart Elementary School will keep students at the heart of the plan by attending to the needs of the whole child. Every child enrolled at EES will receive a packet of hard copy materials. These packets will include learning materials from home room teachers focusing on grade level content for the school year. Special education teachers will provide individualized learning materials to each child on the teacher’s caseload. The intervention teachers will be providing intervention materials to their students. Enrichment teachers will offer activities for each student to complete at home. The school social workers will provide social-emotional support activities for students, also. Materials in the packets will clearly be marked as to differentiate between baseline instruction and enrichment activities. Professional staff will reach students through a weekly letter, a guide to learning, and through several forms of communication, including a personal phone call to each family weekly.

EMS: In an effort to keep students at the heart of the district CoL plan, middle school staff members will be creating all activities with the individual student in mind. This will be true of everything from the instructional learning packets that all students will receive to the enrichment/extension activities being provided for via alternative methods (internet, video copies, etc.). At a minimum, staff will personally connect each week via two-way phone conversation with all middle school students (most if not all staff will go well above and beyond this via phone communication, messaging, etc.). Each connection will be documented in order to ensure that all students are being reached and that no one is being forgotten. This communication will be focused upon how students are doing, what supports

they might need provided and encouragement at such a time period like this. All are meant to foster a sense of safety, security and value in each and every student.

EHS: Each staff member will be assigned a certain number of students to be on his/her “caseload” (each caseload will be 10-20 students). WEEKLY, that staff member will speak with that student and monitor progress in that particular student’s classes. A pre-written script will be used to ensure that all essential tasks are covered (including but not limited to academic, social/emotional and future planning support). Once the initial contact is made, the designated staff member will make weekly check-ins with his/her “caseload students” who are working on classes, by phone calls, emails, texts/reminds, and office hours.

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

District Response: Hard copy packets will be delivered along with meals beginning Tuesday, April 21, 2020. Beginning the following week, a new packet will be delivered and the old packet picked up. We will continue to use morning bus routes. Educational Assistants will assist in the process of organizing, distributing and collecting packets. Those picking up the meals at the fire station will receive the educational packets at that time. For those not participating in our food delivery a time will be established every Wednesday for parents to do a drive by pick up at both the elementary and middle school. Because there will be very few high school students who will be receiving packets for those who do not receive them during the meal distribution individual arrangements will be made for those students. High school will rely on a variety of online modes and implementation will begin on April 20, 2021. More specific details are being shared by each building.

Besides the learning packets that are available to each student EPS believes that having students continue with programs that they were using when at school is very important. One such program would be Compass which is individualized for each student based on the results of the NWEA Assessment. Every student in grades K-8 has used this program. In addition, other programs such as Moby Max, Spelling City, Accelerated Reader, Khan Academy, etc. could help to keep a student progressing in their learning. Teachers can easily monitor these programs and see how their students are doing. With this in mind EPS has ordered 100 mobile hotspots to enable more students to be connected. Once these arrive, they will be dispersed along with a chromebook if needed. Students will be allowed to use the devices until the end of July.

EES: All students in K-4 will receive hard copy learning packets. Packets will also include links to online resources that students are familiar with using. These include resources such as Compass Learning (totally individualized by student RIT score from NWEA), Accelerated Reader, Prodigy, ABC Mouse, etc. Teachers will reach out to students using a variety of platforms that include Facebook private classrooms with lessons and reading done live by teachers and recorded for later use, Zoom, and recorded YouTube videos. Additionally, a focus of teacher contact will include asking each child what help they might

need to complete their learning including all aspects of the whole child. Social and/or emotional needs will be reported to the social worker who will respond with assistance.

EMS: All students in fifth through eighth grades will have the same access to content via hard copy instructional learning packets. Beyond this, other modes of content delivery will occur through learning platforms such as Google Classroom, through types of media storage such as USB drives/CDs/DVDS, through internet video applications such as YouTube/Zoom, and via software applications such as MobyMax, Compass, Discovery Education and Accelerated Reader. The delivery goal is centered solely on students and providing them all with multiple ways in which to access learning content.

EHS: All students in grades nine through twelve will have access to academic content via google classroom, video-recorded lessons, or a similar platform. Based on the weekly two-way communication between teachers and the students on their “caseloads”, if a student has identified to the staff member that he/she does not have a technology device, or does not have reliable wifi/internet accessibility, that student will receive all content in a hard copy instructional learning packet. Learning packets will be exchanged according to the district’s plan of distributing during food distribution and/or delivering directly to a student’s home.

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

District Response: Teachers will monitor the learning of their students by reviewing the contents of the packet that is returned each week. In addition, teachers will monitor the usage and progress made using the software programs students are familiar with. Learning will also be monitored by talking directly to students. For each level specific details are provided.

EES: Learning will be monitored in a variety of ways. First, thorough checklists will be used to determine whether each student receives a complete packet. Because several players are involved in each student’s learning, the lead teacher will ascertain whether all contents are present before disbursement. Assigned staff members will assure delivery of content through another checklist, and the return of the materials will be determined the same way. Additionally, each teacher is keeping a contact log demonstrating that they’ve checked in with each child up to three different ways during the course of the week. This contact will include a minimum of one phone call to each child and/or his/her family. Each new week of content will include a letter of encouragement from the teacher. Teachers will also post their best hours to be reached in case a parent needs to reach out to the teacher. Teachers have been encouraged to include at least one evening time to be reached. In all of the online learning options mentioned in the response to number three, above, teachers will respond to student data and learning through the programs each grade level will use.

EMS: All student responses to content will be noted and recorded by staff members on a weekly basis. Students will be returning their instructional learning packets for review each week. Staff members will note completion and progress in achieving the desired outcomes for the instructional content. Using this data, staff members will continue to craft the learning instruction based upon student feedback and results. Monitoring and

managing will occur not only for hard copy packets, but will also take place via reporting from other modes content delivery (specifically the real-time data that occurs with software applications & platforms). Weekly instructional content delivery will be based upon the collective results of student learning. Individual records will be kept for each student throughout the EPS CoL programming period.

EHS: During the weekly two-way communication between staff and students on their “caseloads”, teachers will monitor progress of learning for each student. Students will turn in finished work electronically, or when the new packets are delivered to their homes (for students without internet accessibility). A shared document will be created each week, that will allow staff members to communicate the needs of students as they progress through their coursework. This document will be updated weekly to reflect the student’s current grade for every class, noting IEP eligibility and possible accommodations needed. Teachers will use this shared document to guide the following weeks’ lesson plans.

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

District Response: Additional expenses for implementing our plan are listed below. We will use Title, 31A, General Fund and any additional funds provided through the state or federal governments. We are expecting that we will be able to amend our Title budgets to reflect our current situation. All budget figures are estimates.

• Envelopes	\$1200.00
• Additional Paper	\$1200.00
• Ink	\$500.00
• Toner	\$1000.00
• Additional Copying Costs	\$2500.00
• Replacement Chrome Books	\$6960.00
• Mobile Hotspots Control Center	\$500.00
• Monthly Charges Hot Spots	\$6500.00
• Zoom Applications (4)	\$600.00
• Mailing	\$2500.00
• Refrigerated Truck Rental	\$2100.00

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

District Response: Governor Whitmer signed the Executive Order closing school for the remainder of the school year on April 2nd. On April 3rd principals met with superintendent to begin thinking about what Evart Public Schools could do to support their students. On April 5th draft guidance (grade level considerations documents) was sent to superintendents. Evart teachers with representatives from each building as well as the teacher association president met with superintendent and all building principals to

establish some basic expectations. Principals then held meetings with their entire teaching staff. On April 8th a Continuity of Education planning committee was established and members invited to participate in a meeting on April 9th to establish what specifics should be detailed in the plan. This official committee included two board members, presidents of the teacher, transportation and support associations, two teachers from each building, principals, food service director, transportation/maintenance director, technology director and the superintendent. Consensus was reached on key elements to be included in the plan. Following this meeting principals met with their teachers again and reviewed the questions in the plan that needed more specific answers based on the needs of the students in each building that could not be answered adequately with just a district response. Building principals summarized the expectations and forwarded answers to be included in the District Plan. The plan was then completed by the Superintendent and reviewed by the administrative team. Once final revisions were made the plan was submitted for approval on April 14, 2020.

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

District Response: The EPS Continuity of Learning Plan will be communicated in multiple ways to parents and guardians. The modes of communication will be as follows: posting on school website, electronic mail, posting on multiple social media platforms (Facebook, Twitter) and posting via student management system (Skyward). To ensure that more parents are aware that the entire plan will be available once it is approved, a letter from the Superintendent will be included in the food bags that are delivered or picked up on Tuesday, April 14th. The letter also explains that learning packets would be arriving the following Tuesday.

Because the plan is quite long, a summary of key points will be provided to all families by the building principal through the method that was established in each building when students were in attendance. A copy of the letter will also be included in the learning packets.

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 Response: This plan will be implemented beginning April 20, 2020.

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 Response: All dual enrollment students have been given electronic devices to complete courses if necessary. Both postsecondary institutions that we partner with had switched to online formats. Weekly check-ins have been done by high school staff with

these students encouraging them to email their instructors if they have questions on their courses.

Students enrolled in state-approved Career and Technical Education (CTE) programs will participate in distance learning options aligned with their program's curriculum, utilizing a combination of virtual and printed materials. This hybrid approach is to ensure that access to continuous learning is not hindered for those with no or limited access to a device or high-speed internet. CTE teachers will identify appropriate coursework, as well as utilize the repository of CTE resources housed on the Office of Career and Technical Education's (OCTE) website (https://www.michigan.gov/mde/0,4615,7-140-28753_65803-522648--,00.html) to facilitate learning options for CTE students. The OCTE repository also contains a section for special populations to ensure equity for a diverse population of learners. Students working towards industry-recognized credentials will have the opportunity to earn those at a later date as restrictions are lifted.

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

District Response: EPS will continue to provide breakfast and lunch for seven days each week. Food distribution will continue to individual homes using the morning bus runs each Tuesday using a five hour delay start time schedule. Pick up is available on Tuesday from 4:00 to 7:00 PM at the Evart fire station. If any changes are made to these schedule times all participants will be notified. This schedule will continue for the remainder of the school year. Support staff employees including bus drivers, food service personnel, and some redeployed educational assistants will be required to work to enable EPS to continue this food distribution.

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 Response: Our district will continue to pay all employees. Staff will be redeployed in some instances to ensure the full implementation of this plan. Although no one will be working their regular work hours and social distancing will always be maintained, there will most likely be a time when each employee will be required to come into a school building to complete the task required. Employees will be required to work from home on tasks that can be completed without being in the school building. This may change if and when restrictions are changed or lifted.

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

District Response: Records will be kept by teachers to document the participation of each of their students. Student participation will be determined through a variety of means detailed below.

EES and EMS: The evaluation of pupil participation will be based upon the data collected by staff on a weekly basis. From two-way contact records to the documentation of learning

activity completion, staff members will be able to determine to what extent student participation has occurred during CoL programming provided by the district. Especially critical will be the data that may show a lack of student participation. Staff members will especially take interest in those students that may not be engaged in the CoL programming initiative and will strive to develop engagement from them. Participation will be evaluated on a weekly basis as demonstrated by the multiple forms of feedback data being collected from students.

EHS: Students will either submit their work via Google Classroom, email, or other formats to be evaluated when work is completed. Staff members will manage their “caseloads” by continuing to check on each of “their” students, via call, text, email, or Remind.

If a student is not progressing, the staff member will do the following steps, in order, until results are reached:

1. Discuss with the student why he/she is not progressing.
2. Reach out to the student’s adult and discuss possible solutions as to why he/she is not progressing.
3. Contact school counselor, social worker or principal if the student doesn’t continue to progress.
4. Counselor, social worker or principal will call the student’s adult to set up an intervention discussion and/or meeting.
5. During the intervention meeting, the team will develop a success plan to assist the student in making progress.
6. The student will be monitored for progress the following week by the principal and the initial staff member.
7. If progress still is not being made, a new plan will be created by repeating steps 4-6.

13. 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-19.

District/Response: Please review below how mental health supports for our students will be provided.

EES: Our social worker is already actively checking in with students and providing mental health supports to families through Facebook private classrooms. She has provided greetings, information on Social Emotional Learning during this time of COVID-19, and has offered connecting with families in need at this time. With the addition of the hard copy learning activities, the social worker will include hard copy activities and information to all parents, will systematically reach out to students already on her caseload, and will watch for referrals from teachers who may recommend necessary social work support to families they learn about when communicating with families in the future.

EMS: Staff members will be reviewing their student weekly communication data and will be noting anything that their students pass along that may need to be addressed by a mental health support specialist (social worker, counselor, etc.). Staff members will communicate with these specialists and will discuss what supports can be offered to students in need. In many cases, the support specialists will become a direct support

contributor to the student and their specific needs. This support can be provided via phone calls, video chat (if available) and platform messaging (Google Classroom, WhatsApp, etc.). One possibility is that mental health support software applications may be able to be utilized in order to “frontload” mental support for all students.

EHS: The school counselor and school social worker will still be available to students via call, text, and email. Individual and group counseling will still happen via phone and district-approved online platforms, keeping FERPA as the paramount consideration in all communication and following the American School Counselor Association ethical considerations. They will also check in with at-risk students weekly. As a tier 1 support, the counselor will continue to provide weekly communication with ALL students via email and social media to provide ways to manage stress, anxiety, and depressive symptoms. Additionally, the Be Nice liaisons will continue to work with our leadership teams to provide additional student to student mental health check ins and support.

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 follow it.

District Response: We will support any efforts that the MOISD makes to provide quality day care opportunities.

15. Does the District to adopt a balanced calendar instructional program for the remainder of the 2019-20 school year? Does the District plan to adopt a balanced calendar instructional program for the 2019-20 school year?

District Response: We are not considering any changes in our current calendar. We do not plan to look at balanced calendar for the 2020-21 school year. However, we do anticipate starting school for the 2020-21 school year the week of August 17th.

Name of District Leader Submitting Application: Shirley Howard

Date Approved: April 15, 2020

Name of ISD Superintendent/Authorizer Designee: Steve Locke

Date Submitted to Superintendent and State Treasurer: April 16, 2020

Confirmation approved Plan is posted on District/PSA website: X

Evart Public Schools (Applicant) does hereby assure it will follow the requirements of this 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 Evart Public School Schools 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 Evart Public Schools website.**