



Clintondale Community Schools

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

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 10, 2020

Name of District: Clintondale Community Schools

Address of District: 35100 Little Mack Ave, Clinton Twp, MI 48035

District Code Number: 50070

Email Address of the District: greeng@clintondaleschools.net

Name of Intermediate School District: Macomb Intermediate School District

Name of Authorizing Body (if applicable): Greg Green

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.

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.

The district recognizes that a variety of alternative modes of instruction, other than in person delivery, needs to be provided to meet the diverse needs of all students. These learning options include both technological, non-technological or a mix of multiple methods depending on the tools and resources accessible to each student. Pupil instruction includes, but is not limited to, the continued partnership with the Macomb Intermediate School District, community colleges or institutions of higher learning, use of vendors, use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of printed instructional “grab and go” packets, or a combination to meet diverse student needs.

The alternative modes of instruction will be clearly communicated by the district and available to students and parents so they can select the option(s) that best meets the students' needs and their individual situation at home.

The district plans to use a hybrid model of instruction using hard copy instructional packets and online learning platforms. For students that have

internet access, but don't have a device, devices will be provided per request. If students have a device, but do not have internet, hot spots will be provided if available. Students without internet access will have access to instructional materials through bi-weekly instructional packets. Basic learning supplies include paper, pencils, and crayons. If a family does not have access to these basic supplies the district will provide them

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.

Social-Emotional Learning and Relationships It is imperative during this time that districts create remote learning that attends to student social and emotional needs. Some of the ways districts will ensure that all school community members feel connected and informed include

- **Providing ongoing communication among all stakeholders**
- **Provide opportunities for positive feedback/connection between students and teachers**
- **Acknowledge students' current situation and context**
- **Provide students with appropriate supports to process events**
- **Utilize trauma-informed practices, when possible**
- **Utilize school and community resources to provide mental health supports**
- **Leverage the use of Guidance Counselors/Social Workers for ongoing support and check-ins**

Districts will use a variety of strategies to maintain regular communication with students that may include phone calls, written letters, email, virtual meetings using technology platforms such as Google Classroom, Schoology, or Zoom. For students that do not have access to technology, the district will use instructions and notes on their bi-weekly instructional packets to communicate to students. Teachers will include their office hours to allow for two-way communication. This will allow staff to stay connected and maintain supportive relationships with all students. All staff will work together to provide this support, including teachers, principals, counselors, social workers, etc.

Example of a tiered student communication system that utilizes all staff members:

Tier 1 – Each teacher records participation of each student.

Tier 2 – When a student has not responded or participated in 3 days, teachers pass those names on to the Tier 2 team. Tier 2 team attempts to contact those students in a different way.

Tier 3 – When a student has not responded to a Tier 2 communication, the team passes that name on to a Tier 3 team. Tier 3 communication team contacts students in a different way.

Suggested ways to Engage Families

Suggestions for Additional Activities				
Mind	Body	Sprit	Environment	Family
<ul style="list-style-type: none"> ● Reading, e.g., independent reading, listening to someone else read, audiobooks ● Puzzles, Word Searches ● Write a story or in a journal ● Count money ● Draw a map of your neighborhood ● Building with blocks or Legos ● Listen to a podcast ● Watch a documentary 	<ul style="list-style-type: none"> ● Take a walk ● Dance ● Exercise ● Fine/gross motor activities ● Stretch or do yoga ● Play a sport 	<ul style="list-style-type: none"> ● Listen to music or sing ● Playing (inside or outside) ● Creative arts ● Coloring or drawing ● Imaginative play ● Meditate ● Do something you've been avoiding 	<ul style="list-style-type: none"> ● Clean up your room ● Do age-appropriate chores ● Gardening ● Fix something broken ● Take care of pets or plants ● Cook or bake 	<ul style="list-style-type: none"> ● Write a letter to someone ● Play board games with a family member ● Tell jokes or riddles ● Build a fort and tell stories in it ● Offer to help someone

Source: Illinois State Board, (2020) *Remote Learning Recommendations during COVID-19 Emergency*

(See Appendix C for Whole Child consideration for remote learning.)

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

Sample Minimum and Maximum Times of Engagement for Remote Learning Activities

Grade Level	Minimum	Maximum	Recommended Length of Sustained Attention
PreK	20 minutes/day	60 minutes/day	3-5 minutes
K	30 minutes/day	90 minutes/day	3-5 minutes
1-2	45 minutes/day	90 minutes/day	5-10 minutes
3-5	60 minutes/day	120 minutes/day	10-15 minutes
6-8	Class: 15 minutes/day Total: 90 minutes/day	Class: 30 minutes/day Total: 180 minutes/day	1 subject area or class
9-12	Class: 20 minutes/day Total: 120 minutes/day	Class: 45 minutes/day Total: 270 minutes/day	1 subject area or class

Source: Illinois State Board, (2020) *Remote Learning Recommendations during COVID-19 Emergency*

A description of plans to deliver content in multiple ways so that all pupils can access learning.

Though we are very accustomed to a certain amount of conformity in how learning takes place in our classrooms, there can be very little expectations for conformity in how learning happens while students are learning at home. We have the opportunity to provide multiple modalities of learning opportunities and student choice and variety of access and a range of materials that students can engage with to demonstrate understanding. educators will:

- We will take the opportunity to make time and space to get to know students even better. Connection with our students right now is essential, and the opportunity to build rapport and obtain deeper knowledge of various dimensions of their identities will help teachers be culturally and linguistically responsive and design more meaningful learning experiences.

- **Create learning opportunities that are structured by goals and essential questions but are also flexible and offer multiple options to accomplish and address such goals. These modules can thus maximize opportunities for students to engage in ways that are most appropriate, interesting, and authentic for them. These modules can be paper/pencil or digital (or a combination of both). It will be based upon the local district's resources.**
- **Allow for google documents to be used so that languages can be translated for individual students that need the language support.**

MISD Tool kit to support these principles:

<https://sites.google.com/udl-irn.org/misd-designing-for-access/home?authuser=0>

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. Filing cabinets with packets organized by grade level will also be available outside of one building for pickup. Returning materials will be placed in a lockbox structure outside of each school building. Packets will be mailed to the student per request. For students with technology content will be delivered through an online platform, email, and other social media sites (Facebook, Remind, etc.). Teachers will be accessible synchronous instruction multiple times per week and asynchronous instruction through digital platforms with a variety of tools such as videos, documents, digital games, etc multiple times per week.

This is the curriculum plan currently and we will make instructional, curricular, and operational decisions based on feedback and local issues that may occur and will be consistently reviewing and adjusting in the best interest of students.

Sample Schedules from MAISA:

[Click here for a Pre K - Elementary Schedule Example](#)

[Click here for a Middle School Schedule Example](#)

[Click here for a High School Schedule Example](#)

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

Communication/Feedback

During these unprecedented times, the connectedness and care for our students and one another is our first priority as we maintain a continuity of learning. The recommendations on assessment, feedback and grading below are based upon the principle of no educational harm to any child through a humane approach that is in the best interest of each student. This pandemic, and the statewide suspension of in-person instruction, has impacted our entire society. The emphasis for schoolwork is on continuous learning, supported by monitoring and feedback, not grades.

- Feedback and monitoring should focus on the continuation of learning and prioritize the connectedness and care for students and staff.
 - [Guiding Principles To Help Meet The Assessment Need of English Learners](#)
 - [Recommended Actions To Support The Assessment of English Learners](#)
- All students should 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.
- A focus on keeping children emotionally and physically safe, fed, and engaged in learning should be our first priority during this unprecedented time.
- Timely communication by teachers makes a difference in the number of students who complete assignments and in their achievement of the learning tasks.
- Districts will set up systems of communication with students and staff without internet access, such as by phone or by mail.
- Students with internet access will communicate with teachers by email, communication platforms such as Remind/Class Dojo, or through learning websites.
- Teachers will establish office hours for availability and check-in with students and families on a regular basis.

For students without technology access, learning packets will be collected biweekly during meal delivery and dropped off in outdoor filing cabinets. Teachers will review the learning packet and provide feedback to the student during their weekly phone call, virtual meeting, or email. Feedback will be provided through teacher-specific assignments that can be uploaded via picture, email, communication platform. Feedback from the teacher will include differentiated forms of communication on assignments or prompts. Office hours can also be used to provide additional support and feedback for a student that is struggling with learning concepts. A phone call would also be used as a follow-up if needed.

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 weekly basis). Teachers will differentiate instruction within the platform to meet each student's needs.

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

General

- **Increased use of disinfecting supplies (See Covid 19 Wages/Supply Worksheet)**

Food Distribution

- **Increased use of Personal Protection Equipment (PPE) (See Covid 19 Wages/Supply Worksheet)**
- **Transportation costs to deliver food to various pick-up or drop-off points (See Covid 19 Wages/Supply Worksheet)**
- **Potential increased pay for those participating in Food Distribution (See Covid 19 Wages/Supply Worksheet)**

Instruction

- **Providing Home Internet access for Students and Staff
Chromebooks for checkout to students estimated \$0- \$20,000
Hot spots \$500 for monthly usage
Chromebook damages and replacements \$0-\$10,000**
- **Additional copier costs related to provision of hard copy instructional materials**
- **Transportation or mailing costs of delivering materials**

Outreach

- **Increased cost of postage for increased number of mailings (To Be Determined estimation \$3000-\$8,000)**
- **Additional copier costs associated with increased mailings**
- **Increased Mental Health supports for both Students and Staff (TBD)**

Sources of Revenue

- CARES Act Funding
- Redeploy existing Grant resources (ie. MDE - Title 1-March 27, 2020 Flexibility letter and USDOE April 3, 2020 Waiver Letter to State School Officers)

Covid 19 Wages/Supply Worksheet

<https://docs.google.com/spreadsheets/d/1DB5jOjbUVX6VqcmShlyjQqX9rQBwsKswm5JLtpGIXRA/edit?usp=sharing>

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

Given the “stay in place” orders issued by the Governor, districts will use available electronic tools to collaborate, including video conferencing platforms (WebEx, Zoom, etc.), telephone, and electronic mail. An important tool will be the use of shared word processing documents (through platforms like Google Drive, Office 365, and other collaborative type document systems). This affords collaborators the opportunity to discuss aspects of the plan in real time, promoting constructive analysis on issues that affect pupils.

The Board of Education has been communicated with on the plan and the Board of Education will be an ongoing partner to ensure the plan is keeping with the mission and vision of the district.

A public Curriculum meeting via video conferencing occurred with several board members, members of the CEA, administration, teachers, and other stakeholders were in attendance to address the plan.

Collaboration and input from the CEA also occurred and suggestions were reviewed and agreed upon. Collaboration between administration and the CEA will be ongoing in the event that revisions and local issues occur.

The implementation of the plan will be ongoing and collaborative by all stakeholders. Weekly administrative and staff meetings will be held to communicate and ensure the implementation of the plan as well as resolving of local issues.

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

At every level of the district hierarchy, including Board of Education, Superintendent, Administration, Principal, and Teacher, various electronic means, including email, district web pages, social media sites (eg. Facebook, Twitter, Instagram), automated text message services, phone blast messages. District notifications will also reflect the needs of Non-native English speakers by providing appropriate and applicable translation where possible.

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, 2008.

The week of April 13, 2020, is the estimated date of implementation, coinciding with the conclusion of the county wide spring break in accordance with the required state common calendar for Macomb County.

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.

Dual enrollment classes are being facilitated by the colleges via on-line in most instances. Counselors and administrators should have a plan of communication to determine how these students are progressing with their classes and assist in problem solving any issues that have arisen with teachers at the college level. Early College students continue to participate in college classes online and are receiving ongoing virtual support from the Early College Counselors. CTE classes can be supported in many ways as noted below with on-line resources through MDE and the MISD. CTE teachers will have to directly communicate with students (via email, zoom, or phone) as to completion of class assignments. Given that many CTE classes are project-based, there will need to be flexibility provided to students in completion of some assignments. Shannon Williams, the CTE Director for the MISD has already been in communication with CTE Directors and is awaiting clarification and hopefully approval from MDE related to classes that lead to certification.

1. In Governor Whitmer's most recent EO 2020 – 35, the OCTE staff has developed a [CTE online resources webpage](#). The resources begin with general resources which include some online professional development for teachers, followed by instructional resources organized by Career Cluster and CIP Codes.

2. Go to the MISD web site under Career and Technical Education. Shannon Williams and the County CTE Directors are listing out online resources you can use. If there are any resources you are using that are not listed please email Shannon Williams or myself so we can get them on the MISD web site to benefit everyone in the County.
3. The MISD has purchased online content on the ACTE web site. Shannon Williams will be sending you information in the coming weeks on how you will be able to take advantage of this.
4. Those programs/Instructors being audited and attending the CTE 101 workshop on April 23rd have automatically been signed up for a virtual version of the training. Since it is going Virtual Shannon is opening the training up to others up to 100 people. On Monday Shannon will open the training up if you want to attend. It will also be recorded and made available at a later date if you are interested or unable to sign up. It will eventually be posted on the MISD web site.
5. If you attended the March 10th Advisory meeting at the MISD the information you need for Navigator will be available soon from the MISD. Once I receive the information it will be placed on our Navigator Google Drive. Again, it should be next week.
6. In the coming weeks the MISD will be setting up Zoom Meetings with like CTE programs where possible. The purpose of these "optional" meetings are to see what other Instructors in the County are doing to deliver their CTE online instruction and share best practice.
7. If your program involves Certification (Cosmetology, CNA, ASE, EMT, Certiport etc...) we will have to be patient. There are many questions. Remember the students are still scheduled and will be scheduled in school until May/June in the online format. Certain things can and can't happen in an online format. Decisions will be made when it is possible to so. In the meantime everyone should be focused on delivering CTE content, the best way you can, online.

CTE Update/Plan

Online/Offline Resources

- MISD posted resources – www.misd.net/careerteched/cteupdates.html - The MISD has listed several online resources specific to CTE. If teachers are using any other notable resources that they feel other CTE instructors would benefit from please email Shannon Williams at swilliams@misd.net.
- OCTE posted resources - https://www.michigan.gov/mde/0,4615,7-140-28753_65803-522648--,00.html - The resources begin with general resources which include some online professional development for teachers, followed by instructional resources organized by Career Cluster and CIP Codes.
- Teacher Meetings – Shannon Williams, CTE Consultant, will begin scheduling *CTE Teacher Connect Meetings* in order for CIP Code specific lesson ideas to be shared across districts. The purpose of these "optional" meetings are to see what other instructors in the county are

doing to deliver their CTE online instruction and share best practice. Meetings will begin after spring break.

- Paraprofessionals – Districts are encourage to utilize their CTE paraprofessionals to help connect with CTE students who appear to be offline. They can help with mailing, calling, emailing, and/or other methods of communication the district has chosen.

Certification Testing/Assessments

- Dr. Brian Pyles, State CTE Director, has submitted a request for industry certification requirements to be waived for this year. However, we do not have clarity on this, districts should plan for student assessments to be administered when buildings open, even if during the summer, or look for ways that students might test online (if vendor allows). For instance, Certiport is working on making certification tests available to students at home. The MISD will communicate all updates regarding certification testing as it becomes available.

Professional Development

- The MISD has purchased online content on the ACTE web site. Shannon Williams will send information in the coming weeks on how CTE teachers and CTE paraprofessionals can access this professional learning.
- The June 3rd Pacing Guide PD will be canceled.
- CTE 101 will run virtually

CTEIS (Career & Technical Education Information System)

- There is no extension planned (or expected) for entering student enrollment and completion data into CTEIS. Connect with your CTEIS support staff and make sure everything is entered to date that can be (1st semester enrollments/grades, second semester enrollments).
- Students can be granted “credit” (marked as P-pass) instead of a grade for second semester and still progress through the segments as if they received a grade.

Funding

- Perkins – funds that are unspent will be redistributed by OCTE next year, it is unclear whether this will rank our region higher on the Risk Analysis (Shannon Williams has asked OCTE to clarify this in the next FAQ).
 - Districts will have an opportunity to modify their Perkins Grant April 6th – April 24th.

For our students in dual enrollment courses we will be working with the provider to determine next steps. We will ensure that the students have the appropriate

materials and support to complete those courses. The students will be given the option to convert their grade to credit or no-credit. For students in CTE programs we will work with the ISD CTE Director as well as state level CTE 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.

- **See existing plan for all 21 Local School Districts and Macomb ISD**
- **Food distribution is currently three times a week, but may be reduced due to exposure risks or adjustments based on distribution numbers.**
- **Supplemented with Gleaners and other County resources**

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.

- **Every effort should be made to pay all employees and contractors particularly if they would not normally be part of the Continuity of Learning Plan by making every effort to redeploy them where possible.**
- **Employees paid through Grants would be limited by Grant Funds and associated rules/approvals.**
- **Employees/Contractors, whose funding source is temporarily discontinued, are not required to be paid.**
- **GSRP employees and contracted staff should be paid pending further guidance from MDE**

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

If a student does not have access to technology, teachers will keep track of which students are completing the bi-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, special education director 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.). Additional monitoring of the participation of Special Education and/or Section 504 students will be documented (IEP progress reports, parent input)

Grading

Will student work be graded during the mandatory school closure?

Student work completed during the mandated statewide school closure will not negatively impact a student's grades or otherwise impact a student's academic standing. As we do not yet know the full extent of the closure and want to minimize any negative effects on students, we will allow student work to count during the closure only to increase a student's academic standing.

The recommendation on grading during this period of school closure is to consider a student's grade at the time of closure as the lowest grade to be awarded and designated on a transcript for that course credit. In place of a failing grade, the recommendation is to designate credit as "incomplete" (I). All students should be provided additional opportunity and support to improve their grade through make-up, exemption of non-essential grades, or completion of additional learning activities. It is further recommended that schools provide students the option to elect Credit/Incomplete (CR/I) designation on transcripts. All students with an "I" should be provided an opportunity to complete learning and earn the credit upon return to school or completion of credit recovery. Upon recovery of credit, the "I" on transcript should be changed to "CR" or final grade earned.

All grades may be offered as Credit/Incomplete for 4th Quarter. Students may be experiencing varying mental and physical health challenges at this time and may have very different access to supports and technology at home. Our goal is that no student is negatively impacted by the closure and that no school district policy or procedure should widen the equity gap. Equity issues are a top concern.

4th Quarter Learning for all Students Grades K-11

We look forward to offering the first week of the Continuity of Learning – COVID-19 Recovery Plan ("The Plan"), beginning no later than April 13. Some key points to know:

- The Plan link will be shared on our website starting April 20th.**
- Lessons will be released each week on a schedule per subject and grade level band. The digital lessons will be available to students through the end of the school year to access.**
- Web-based and packet-based options are available to families with similar activities in each option. The packet-based option will be available online to print, as well as in a printed form that may be picked up at the district's food distribution sites during food distribution times.**

- **Students thrive on a schedule. Recommended home schedules are listed under each grade level on the website.**
- **THE DISTRICT teachers will continue working to create weekly lessons in all academic content areas, including a comprehensive section of additional resources available for students and families. Students will continue to have opportunities to engage in learning, extending their knowledge of all subject areas.**
- **In addition to academic content, lessons in physical fitness, social-emotional well-being, and other special elective content will be available each week through the online resources.**
- **If you have questions about the content available online or in the learning packets, please feel free to contact your child’s classroom teacher by email. All emails will be responded to within 48 hours (Monday through Monday). Teachers are not expected to reply on weekends unless they opt to.**
- **Individual student engagement or disengagement will be addressed locally. There are factors outside of the control of the school system with learning being moved off site; therefore, the aim is that student grades are not lowered as a result of remote learning. It is recommended that a student who is not able to be engaged, or who chooses to disengage, in remote learning should receive an incomplete or no grade. Documentation of every attempt made to engage the student will occur. It is very possible the student is experiencing circumstances out of their control.**
- **Remote student learning during this pandemic may be formatively assessed (where possible and practical). We acknowledge that it may need to be assessed during the transition back to in-person instruction. Remote learning is designed to support student learning and continuity of education. Grading is providing feedback to students regarding their learning and an important piece of communication to students and parents. The aim, emphasis, and focus for schoolwork assigned, reviewed, and completed during remote learning is on learning, not on compliance.**
- **Where possible, the content from remote learning should be made up after the transition back to regular in-person school attendance resumes. Summer school will be offered to students for the recovery of time lost and credit recovery, if and when the governor’s travel restrictions have been lifted.**
- **It is recommended that students who are completing online courses (i.e. Michigan Virtual, Edgenuity, Apex, etc.) be evaluated/graded in accordance with the grading explanation above, so as to not negatively influence grade point average.**
- **It is recommended that all courses on the student schedule are reflected on the high school transcript with an appropriate grade or mark during this pandemic. It is further recommended that the courses be noted with “(COVID-19)” behind them to indicate these marks were issued during this pandemic. Another option is to place a footnote on the transcript in lieu of course title changes that indicates the same.**

Grades and Teacher Contact – Seniors Class of 2020

You may be feeling a range of emotions with this abrupt change to your senior year and the disruption in your life. We understand that your emotions may have turned into uncertainty, stress or sadness. The most important message we want to send to you is this- all of us in THE DISTRICT want you to feel supported. The trusted adults who know you in your school are going to provide you the academic and socio-emotional support you may need. If you need someone to talk to, if you are worried about a classmate, or a friend, please reach out to your teachers, school counselors, and other adults in your school for help, contact us at reachout@mywwp.org. We are all in this together.

We want to assure all seniors in the Class of 2020 that if you were in good standing and passing all your required courses for graduation before schools closed on March 13, 2020, you will graduate on time. Graduating seniors will be given the opportunity to engage in remote learning methods to earn a passing grade in a mandatory course which is required for awarding a diploma by June 13, 2020.

- **Students who are passing will essentially freeze their third quarter grade; making their third quarter grade the semester grade for that class.**
- **However, if a student with a D or above wishes to improve their grade, the student will request an opportunity to raise their grade to their instructor. The student will be given clear communication of instructions and expectations of the new assignment, project, assessment, etc to the student and parents. We ask that students copy a parent on the email. If the student has an IEP, the student will also copy their provider for the IEP. The teacher will determine through assessing the student's ability against essential standards what the student will do to improve the grade. A contract will be created for each individual student based on the individual situation with activities specific to the student's current situation to provide grade improvement possibilities. These activities may include some of the learning opportunities provided by the district in the fourth quarter, or personalized assignments for the individual student.**
- **If a student has an F and wishes to improve their grade, the student will request an opportunity to raise their grade to their instructor. The student will be given clear communication of instructions and expectations of the new assignment, project, assessment, etc to the student and parents. The teacher and counselor will create an alternate individual plan for that student. If the course is required to fulfill the Michigan Merit Curriculum, the teacher will copy the counselor and the assistant principal. Counselors will play an active role in communicating with teachers of seniors who need a class for graduation. If the student has an IEP, the teacher will also copy the provider on the email.**

- Teachers will respond to all emails from students or parents within one normal school day (Monday through Monday) to confirm receipt. All student work must be completed and submitted to teachers by May 15. Second semester grades will be submitted for each senior by on May 22. These dates are subject to change due to the nature of our COVID-19 epidemic. The district will notify parents and families immediately if a change is required due to a change of status.
- Staff will demonstrate how they will engage seniors over the next six weeks. According to Governor Whitmer's Executive Order: A district shall implement a process to issue grades to pupils in grades 12, award credits needed for graduation, provide for completion of the Michigan Merit Curriculum, issue diplomas to pupils in grade 12, and continued learning by pupils in grade 12 pursuant to this order.

Professional Development

Professional Development and support will be provided to develop staff capacity to meet the remote learning goals for each district. Districts have a variety of ways to support staff and will focus on the essential skills needed for daily success. Some of this training will include:

- Getting Started with Online Learning
- Other Considerations when Providing Enrichment; Meeting Your Classroom Online: Options for Virtual Connections; Coaching and Intervention Collaborative Meetings;
- Trauma Informed and Resilience Professional Learning;
- Wellness and Resiliency during the COVID 19 Outbreak.

The MISD website will be updated frequently to reflect online professional learning opportunities as district needs are identified. Access to Schoology will be provided to districts. This site will provide additional suggestions for consideration with recommendations and resources for remote learning by content area.

Establish Consistency for Remote Learning

The Macomb Intermediate School District along with its 21 local school districts recognize that a school community can remain connected and continue to thrive, even if the physical school building is closed. Macomb County educators support remote learning that emphasizes interaction and authentic and differentiated learning opportunities that help students stay connected to teachers and classmates while easing the transition from traditional to remote learning. Additionally, developing consistency for remote learning on which students can rely is key as they and their families adapt to these unprecedented changes in education and society, in general. Successful, consistent remote learning includes:

- **Clearly articulated goals**
- **Cross-curricular collaboration to focus instruction**
- **Options for students that tap into students' interests, readiness levels, and learning styles while providing families flexibility**
 - **A mix of real-time, flexibly timed, technological, and non-technological options, that avoids penalizing students for their choice**
- **A common platform where students can access work and find support and resources (for both online and non-online work).**
- **A clear plan of communication involving the school, teachers, students, and families.**
- **Genuine interest and effort in supporting students' social, emotional, and academic growth.**

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.

To maintain connection to existing supports that were in place prior to the closure of school buildings, districts will create a path for families to connect with professional, certified staff who provide support services to families at the school level. This support will utilize, as appropriate, the numerous communication vehicles as reflected in II. B. 13, additionally providing pupils and parents or guardians direct access to school and community mental health support services.

Districts will also provide access to the information related to COVID-19 provided by the county, state, and federal resources, including the Center for Disease Control (CDC), the Michigan Department of Health and Human Services (MDHS), and the Macomb County Health Department (MCHD). An overarching concern that districts should be mindful of is the mental health and well-being of students and make deliberate attempts to support students and families.

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.

- **See Macomb ISD Guidance – See Appendix A**
- **Consider additional means of targeted communication with Hospitals, First Responders and Grocery Stores**

Resources

ASCD - Whole School, Whole Community, Whole Child

MAISA Remote Learning Guidance for Continuity of Learning and COVID-19 Response Plans, (April 6, 2020)

MAISA Hard Copy Media, (April, 2020)

MAISA Mixed Media, (April, 2020)

MAISA Digital Media, (April, 2020)

MAISA Pre-K through Elementary Considerations, (April, 2020)

MAISA Middle School Considerations, (April, 2020)

MAISA High School Considerations, (April, 2020)

Illinois State Board, (2020) Remote Learning Recommendations during COVID-19 Emergency

Name of District Leader Submitting Application: **Gregory B. Green / 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:

APPENDIX A

Macomb ISD Guidance Regarding: Governor Whitmer's Executive Order on Expanded Child Care Access during the COVID-19 Emergency

Below is the Macomb ISD Emergency Child Care Plan to provide child care services for Essential Workers during the COVID-19 pandemic. We are working to support families who have children birth-12 years old.

In times of uncertainty, skilled and trusted early childhood educators are needed more than ever to support children and families and to keep them safe. The Macomb ISD, in cooperation with state and local partners will ensure that all health and safety protocols are in place and followed.

Child care sites have been determined based on the 3 hospitals in Macomb County

- Ascension Macomb, Warren
- Henry Ford Macomb, Clinton Twp.
- McLaren Macomb, Mt. Clemens

Additional sites have been strategically identified in the Northern, Middle, and Southern parts of the county

The attached communication is being sent to District Superintendents, Macomb County Community Action, and key Hospital and Medical Centers to assist with the dissemination of this information.

There will be 3 ways for Essential Workers and families to contact the Macomb ISD, using one of the options listed below:

Phone

Call Kelly Adamek or Sherine Katba at the Macomb ISD 586.412.2676

Email

Email a Macomb ISD Emergency Child Care Coordinator

- Kelly Adamek kadamek@misd.net
- JoAnne Elkin jelkin@misd.net
- Sherine Katba skatba@misd.net

Online

Members of the Essential Workforce can go to <https://www.helpmegrow-mi.org/essential> and your information will be routed to a MISD Emergency Child Care Coordinator

Child care requests for Essential Workers will be prioritized in the following manner Step 1

We are currently and will continue to support existing local child care centers, including some local districts, who have the capacity and staff to provide care for the essential workforce.

Step 2

We will utilize additional local school districts that are strategically placed throughout the county as emergency child care sites as needed. This will include the possibility of using Head Start classrooms or space in your buildings.

When families contact the Macomb ISD, information will be gathered and a referral will be made to the appropriate site.

Appendix B

Hard Copy Media (hard copy instructional packets/materials)

Ideas could include but are not limited to:

- Written letters mailed to student homes, surveys sent to student homes, books and written assignments provided to students.
- Materials can be provided during the food distribution process, mailing, personal delivery, or established times for onsite pickup.
- Districts can assess students' access to tools and resources and provide additional school resources depending on individual student need.
- Alternative modes of instruction may include use of telephone communications, email, slideshows (which could be printed or emailed), providing opportunities for project-based learning, use of instructional packets with a recommended schedule to follow, or any combination to meet diverse student needs.
- Connect with families or caregivers regularly through multiple platforms such as phone calls, email, and US mail, providing translation as needed. Topics of communication could include engagement strategies to support students as they access the learning.

1.

Mixed Media (hybrid model of instruction using hard copy instructional packets and online learning platforms)

Ideas could include but are not limited to:

- A combination of hard copy media as well as digital media strategies for all students. This allows students not only access to online learning, but provides balance by asking students to also engage in hands-on activities, offline reading, and physical activity not connected to a digital device.
- A mixed media combination can provide printed media/materials to some students and internet-based media to others, as well as school website platforms for content distribution.
- This model could include synchronous and asynchronous options for students to engage in online learning, as well as hard copy media options to meet diverse student needs.
- Connect with families or caregivers regularly through multiple platforms such as phone calls, email, and US mail, providing translation as needed. Topics of communication could include engagement strategies to support students as they access the learning.

Digital Media (technology based platform for remote learning)

Ideas could include but are not limited to:

- Apps on student smart phones, online learning platforms such as Google Classroom, Schoology, Discovery Education, Zoom as well as other online tools,

content and various electronic media.

- This model could include synchronous and asynchronous options for students to engage in online learning, as well as hard copy media options to meet diverse student needs.
- This model could include synchronous and asynchronous options for students to engage in online learning, with the flexibility of providing hard copy media options if access capabilities change for students or families.
- Connect with families or caregivers regularly through multiple platforms such as phone calls, email, and US mail, providing translation as needed. Topics of communication could include engagement strategies to support students as they access the learning.

Appendix C

Equity aims to ensure basic fairness. With equity, the presumption is that not all people begin from the same place – so each person is given what they need to be successful, based on their unique abilities and needs. In a *remote learning environment*, this means that consideration for the tools and supports necessary to connect and engage in learning are critical for each and every child, but it may not look the same for each family, in each community, or in every part of the state. The important point is that each student can access learning opportunities in flexible and adaptive ways that meet the needs of each child. As required by the EO-35, the plan should describe how **“content will be delivered in multiple ways so that all pupils can access learning”**.



Below are a few examples using ASCD's Whole School Whole Community Whole Child of how this may look:

Example Suggestions for Additional Activities				
Whole School Whole Community Whole Child (WSCC)				
Healthy	Safe	Engaged	Supported	Challenged
Hold remote interviews with students and families to better understand their needs	Establish remote routines and procedures with students and families for distance learning engagement	Remote classrooms may include: hardcopy, mixed media and digital media delivery	Put students at the center of remote instructional design Use remote check-in moments with students and families	Ensure each child is accounted for when developing remote systems for reaching students
Encourage remote feedback to understand student/family needs	Engage students in a remote learning community	Engage in Digital Fieldtrips, and Online/Facetime Storytime	Set up daily/frequent check-ins Example: establish a staff schedule for contacting students	Customize student learning to meet their remote needs
Engage in remote listening strategies exhibiting empathy and understanding students/families	Attend to tools and devices as well as the ability of the family or support system to interact	Multiple technologies can be utilized to accomplish the same learning goals (phone, paper/pencil,	Staff work in teams to ensure all students receive the support needed to feel connected and supported,	Utilize Zoom, Facetime etc., to offer teacher facilitated, student- to-student chat time

experience in the digital connection	effectively with the tools being used	devices)	both emotionally and in the learning context	
Establish remote communication to foster openness about needs for medical, transportation, clothing, shelter, utilities to support students physical health	Offer students voice and choice by creating opportunities to co-construct learning	Use projects and student-created products to demonstrate learning (phone calls, videos, blogs, books)	Support cultural awareness in selection of activities and resources	Consider translations, accessibility or variable reading levels are during planning
Utilize remote Social-Emotional/Soft-Skills activities with students	Work with students to establish grading procedures and post grading structure for students and families to view	Adults function as facilitators, utilizing formative assessment strategies to check for understanding	Set up video and closed caption virtual meetings to provide context embedded supports for less proficient students as needed	Use Schoology or school web-based page to support students with access to materials
Post links to websites that consider health and wellbeing	Hold questions and Answers Chat hour for families	Initiate inquiry-based learning options	Utilize multiple forms of communication	Offer project-based learning opportunities
Use remote instructional strategies and classroom management techniques, including those that foster a supportive, caring classroom environment; assess students' social-emotional competencies	Post at least two daily online learning session each day	Consider grouping students across varying proficiency levels in both synchronous and asynchronous virtual settings		Use student products to determine next steps, considering scaffolding for English Learners, MTSS, and IEPs or 504s