

Macomb County's Continuity of Learning and COVID-19 Response Plan Template

Armada Area Schools

WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD
A collaborative approach to learning and health



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 Revision Submitted: April 17, 2019

Name of District: Armada Area Schools

Address of District: 74500 Burk St., Armada MI 48005

District Code Number: 50050

Email Address of the District Superintendent: mmusary@armadaschools.org

Name of Intermediate School District: Macomb Intermediate School District

Name of Authorizing Body (if applicable): Michael G. Musary, Superintendent

COMMITMENT TO LOCAL CONTROL

These recommendations are grounded in a commitment to local control. The information presented is meant to support districts and schools in making decisions that honor their local needs. Districts should weigh these in relationship to considerations of opportunities for professional development, access to technology, and the needs of their student populations.

Guiding Principles	
1	Underpinning these recommendations is the need for resilience, critical and creative thinking, thoughtful responsiveness, and empathy to help ensure that students continue to grow personally, academically, and linguistically.
2	All means All. Districts must seek to implement learning activities and lessons that address the needs of all students and families by taking into consideration language, diverse learning needs, home living situation, legal status, access to technology, access to parental support, and access to transportation. Our most vulnerable student populations still need us most.
3	All students have opportunities for continued learning that focuses on critical standards.
4	Districts work to minimize instructional loss.
5	Students and families are given routines and structures to ensure they stay connected to schools and learning.
6	Given the reality of the digital divide, most schools may need to provide digital and non-digital access to content.
7	It is still possible and imperative that students access meaningful/high-quality educational materials that align to state standards.
8	It is imperative that students and schools/teachers maintain a personal connection that supports necessary, rigorous academic work in a manner that is respectful of students' contexts (their mindset, feelings, responsibilities, etc.)
9	Simplicity is best during this time, i.e., simplicity of the framework, of communication structures, of expectations.
10	Support the whole child -- their mental health, nutritional needs, and safety needs.
11	Parents/guardians will need access to clear information and ample resources.
12	Teachers may need support, encouragement, and compassion to ensure their success and resilience.
13	Support the whole child -- their mental health, nutritional needs, and safety needs

Purpose

This document was developed by Macomb County Superintendents in collaboration with the Macomb Intermediate School District. This document serves as a common frame of reference and resource, as local districts develop and customize their individual Continuity of Learning Plans. A sub-committee worked to identify common language, components, and expectations based on resources and capacity throughout Macomb County.

Due to diverse learning needs and resources throughout the county, remote learning plans will include one or more of the following strategies:

Hard Copy Media (hard copy instructional packets/materials)

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

Digital Media (technology based platform for remote learning)

(See the Appendix B for additional ideas for hard copy, mixed, and digital media.)

Click on this link for additional information: [Hard Copy Media MAISA](#)

Click on this link for additional information: [Mixed Media MAISA](#)

Click on this link for additional information: [Digital Media MAISA](#)

Instruction for April – June 2020

As we all begin to manage our “new normal,” THE DISTRICT is as committed as ever to focusing on students and their futures. Although our buildings are closed, district administrators and teachers have been tirelessly working on a Continuity of Learning – COVID-19 Response Plan that will allow students and teachers to stay connected while providing students with weekly activities and engaging lessons. We recognize this challenge for students, families and staff. However, in Macomb County we also believe that by working together, a school community can remain connected and continue to thrive even if the school building is closed.

Knowing that students, staff and all of our families are facing a situation that is constantly evolving, we acknowledge that providing education in the same way we normally do during the fourth quarter is not realistic. Likewise, parents working from home cannot be expected to be the sole providers of their children’s learning. Our number one goal right now is for your students to feel safe and supported during this time, while offering them the opportunity to advance their learning and create an environment that is predictable and meaningful. Next fall, as we have always done, the DISTRICT teachers and staff will meet students where they are and provide instruction as needed.

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 on its website, through social media, and by email. Additionally, families that do not respond to those will be contacted directly by phone or mail.

Hard Copy Media

Given the lack of technology for our students, our district is focused on hard copy instructional materials. Students will have the opportunity to receive grade-level instructional packets. Basic learning supplies include pencils, paper, and crayons. If a family does not have access to these basic supplies the district will provide them. All students will have access to grade-level/course textbooks, if available, as needed to complete their instructional packets.

Mixed Media

The district may 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 provided, if available. Students without internet access will have access to instructional materials through a weekly instructional packet. If a family does not have access to basic learning supplies include paper, pencils, and crayons the district will provide them. All students will have access to grade-level/course textbooks as needed to complete their instructional packets.

Digital Media

The district may use a technology-based platform for remote learning. For those students who have internet access, but don't have a device, devices will be provided if available. If students have a device, but do not have internet, hot spots will be provided if available. Schools and county libraries may provide Wi-Fi access from their parking lots while people remain in their vehicles. Basic learning supplies include paper, pencils, and crayons. If a family does not have access to these basic supplies the district will provide them. All students will have access to grade-level/course textbooks, if available, as needed to complete their instructional packets.

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 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, written letters, email, phone calls, virtual meetings using technology platforms such as Google Classroom, Schoology, or Zoom allowing 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 reaches out to every student twice weekly through email and weekly office hours held online or by phone for his or her students.

Tier 2 – When a student has not responded in 14 days, teachers, with assistance from counselors and administration, will attempt to contact students directly by email or phone. Special Education teachers will call their IEP caseload students weekly and paraprofessionals will call 504 students weekly.

Tier 3 – When a student has not responded to Tier 2 intervention, the student intervention team will work with paraprofessionals, counselors, and special education staff to adapt instruction for students more intensively.

Hard Copy Media

Teachers will be expected to make regular contact with every student through the use of technology, for those that have access, such as Google Hangout. For those without access to technology students can call in during office hours. Teachers will include weekly notes to students in their instructional packet that focus on building relationships and maintaining connections.

Mixed Media

Teachers will be expected to make regular contact with every student. This may be done through the use of technology (for those that have access) such as Google Hangout or other form 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, SeeSaw, Schoology, Moodle, etc.), with an emphasis on continuing to build relationships and maintain 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.

Digital Media

Teachers will be expected to make regular contact with every student.

This will be done through the contacts in the instructional platform or other forms of media such as Remind, Class Dojo, Google Hangout, Zoom, etc. In some cases, phone calls may be a better option to connect with students personally. Zoom or Google Hangout will be utilized for student interaction as appropriate. The focus will be on two-way communication.

Suggested ways to Engage Families

Suggestions for Additional Activities				
Mind	Body	Spirit	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.

Recommended Times of Engagement for Remote Learning Activities

Elementary Learning Plan

Grade Level	Minimum	Maximum	Recommended Length of Sustained Attention
Readiness/Pre-Kdg	20 Minutes Per Day	45 Minutes Per Day	3-5 Minutes
Kindergarten	30 Minutes Per Day	60 Minutes Per Day	3-5 Minutes
1st & 2nd	45 Minutes Per Day	90 Minutes Per Day	5-10 Minutes
3rd-5th	60 Minutes Per Day	120 Minutes Per Day	10-15 Minutes

Middle School Learning Plan

Grade Level	Minimum Per Day	Maximum Per Day	Recommended Length of Sustained Attention
6-8	45 minutes per class 90 minutes per day	90 minutes per class 180 minutes per day	1 core area/class

High School Learning Plan

Grade Level	Minimum	Maximum	Recommended Length of Sustained Attention
9-12	600 minutes total/week	900 minutes total/week	6 classes/week

Adapted from: 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. It is critical that we take on a Universal Design for Learning (UDL) Approach. The Macomb ISD has provided UDL training throughout our county on this approach.

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 embrace the principles of UDL and provide multiple ways for students to access, engage with, and demonstrate their learning. With this in mind, educators 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 modules 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.
- Create hyper-docs or learning kits that contain resources in multiple formats and languages and/or prompt students to choose a format and language for their work product. Even when teachers cannot understand student work in languages other than English, there is intrinsic value for the student while articulating their thoughts, ideas, stories, and learning. We will focus on designing instruction for equity and inclusion:

MISD Tool kit to support these principles:

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

Hard Copy Media

The main mode of delivery may be through hard copy instructional packets. This will be supplemented with phone conferencing and through virtual meeting spaces for students that have access. These packets will be developed with each grade level in mind, allowing for differentiation of work as necessary for students needing it. Instructional packets will be delivered to students during the meal distribution times. If students aren't able to access the materials during meal distribution times packets will be mailed to students. Teachers will be accessible multiple times during the week for questions and needed supports for students.

Mixed Media

For those students without technology, the main mode of delivery may 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, email, and other social media sites (Facebook, Remind, etc.). Teachers will be accessible synchronous instruction multiple times per week and asynchronous instruction through pre-made videos multiple times per week.

Digital Media

Using technology, content will be delivered through the online platform, email, and other social media sites (Facebook, Remind, etc.). Teachers may be accessible for synchronous interaction to facilitate classroom discussion and interactions multiple times per week. Asynchronous instruction through pre-made videos will be provided multiple times per week. Teachers will have defined office hours on a daily basis where they will be available online for questions or needed supports for 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 channels 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 or through learning websites.
- Teachers will establish office hours for availability and check-in with students and families on a regular basis.

Hard Copy Media

Learning packets may be collected each week during meal delivery. Packets will be mailed to students who are not participating in meal delivery. Teachers will review the learning packet and provide feedback to the student during their weekly phone call, virtual meeting, or email if access is available. 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 differentiation 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 if a follow-up is needed.

Mixed Media

For students without technology access, learning packets may be collected each week during meal delivery. Teachers will review the learning packet and provide feedback to the student during their weekly office hours/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 if a follow-up is 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 daily basis). Teachers will differentiate instruction within the platform to meet each student's needs.

Digital Media

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. Feedback may also be provided in the form of phone conversations as needed.

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

The District will amend this section as costs become more identified using this outline and will submit an amendment as necessary.

General

- Increased use of disinfecting supplies
- Increased medical costs associated with COVID-19
- Increased Unemployment costs
- Loss of Armada Community Enrichment (ACEP) Tuition
- Loss of Childcare tuition
- Loss of preschool tuition
- Loss of School Lunch revenue
- Loss of facility rental revenue

Food Distribution

- Increased use and volume of prepackaged shelf stable foods
- Bags and container supplies to distribute food
- Increased use of Personal Protection Equipment (PPE)
- Rental of refrigeration units/trailers to store increased volume of milk and other perishables
- Transportation costs to deliver food to various pick-up or drop-off points
- Potential increased pay for those participating in Food Distribution

Instruction

- Potential increased technology for Students and Staff
- Proving Home Internet access for Students and Staff
- Increase costs related to Staff phone use
- Increased on-line fees due to increased volume
- Additional copier costs related to provision of hard copy instructional materials
- Transportation or mailing costs of delivering materials
- Increased use of PPE for staff and students

Outreach

- Increased cost of postage for increased number of mailings
- Additional copier costs associated with increased mailings
- Increased Mental Health supports for both Students and Staff

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)
- General Fund Subsidy
- Food Service Fund Subsidy
- Sinking Fund Subsidy

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. On a related note, an important aspect to this process of collaboration is the need for all members to have the opportunity to reflect and revisit aspects of the plan. Districts may utilize existing processes, such as building or district school improvement teams to collaborate and finalize the district plan.

A culminating aspect of this collaboration will be to share it with the district Board of Education to ensure it is in keeping with the mission and vision of the district.

Saberr (2020) states that “Reflection provides an opportunity for members of a team to express their thoughts, feelings and opinions about a shared experience. Team members generally reflect first as individuals, share those reflections with the group, then collective thought is encouraged to discuss the insights and potential actions to take out of the session.”

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 and Twitter), text message services (eg. Remind 101), electronic bulletins through student record management systems (eg. PowerSchool, School Messenger, Intouch). In addition, traditional methods may be utilized, including mail through the United States Post Office, local district cable television access channels, radio stations, and telephone (eg. robocalls or personal calls). District notifications should 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 Plan will be implemented the week of April 13, 2020, 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

- Added Cost (61a1) - No carry over for added cost (at this time) - if a district feels they will be unable to spend all of their added cost, they should set the unspent funds aside as it will be recaptured next year....unless new guidance is issued by OCTE.
- 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).
 - o Districts will have an opportunity to modify their Perkins Grant April 6th – April 24th.

Hard Copy Media

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.

Mixed Media

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.

Digital Media

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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

[Macomb County Meet Up and Eat Up Locations March-April 2020 UPDATED 04.07.2020.pdf](#)

- Number of weekly days of distribution likely to be modified to minimize exposure.
- 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 will 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. Provide describe how the district will evaluate the participation of pupils in the Plan.

Hard Copy Media

Teachers will keep track of which students are completing the weekly instructional packets. They will also keep a log of all communication with students and parents. 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 if needed (DHHS, Behavioral Health, etc.).

Mixed Media

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.).

Digital Media

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.

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. In order to receive credit, students need to achieve an average of 60% on at least 60% of all assignments in each course. 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.

Third Trimester Learning for all Students Grades K-11

We look forward to offering the first week of the Continuity of Learning:

- Lessons will be released in three week units, starting April 13 through June 10, 2020. Lessons may remain online in Schoology or Google Classroom through the end of the school year.
- 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 buildings.
- 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 Friday).
- 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. Document every attempt made to engage the student; 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 (or perhaps summer school, etc.).
- 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.

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 (School Contact and/or website). 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.

- Seniors. All seniors on track for graduation will be supported to earn the final credits they need. If a Senior is behind in credits and might not graduate in June, they will be given additional online courses to enable them to recover credit needed for graduation. The Personal Curriculum option for the Michigan Merit Curriculum should also be considered as Senior credits are reviewed. Counselors at the High School should be involved in assisting Seniors in final submission of their college applications. Grades for this group again would be Credit/No Credit. AP exams are being administered on-line, however AP teachers should be available via email, facetime, google classroom or phone to conference with students for guidance on these options.
- On May 22, third trimester grades will be shared with seniors. Students who completed sufficient work will be granted credit and those who did not will be given no credit.
- Teachers will respond to all emails from students or parents within one normal school day (Monday through Friday) to confirm receipt. All student work must be completed and submitted to teachers by May 15. Third trimester grades will be submitted for each senior on May 22.
- 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; Getting Started with Schoology; Special Education Design; Accessibility;
- Other Considerations when Providing Enrichment; Meeting Your Classroom Online: Options for Virtual Connections; Discovery Education Experience; Coaching and Intervention Collaborative Meetings;
- Trauma Informed and Resilience Professional Learning;
- New Teacher Academy: 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 support 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 follows it.

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

***Optional question:**

15. Does the District to adopt a balanced calendar instructional program for the remainder of the 2019-2020 school year? Does the District plan to adopt a balanced calendar instructional program for the 2020-2021 school year?

The Armada Area Schools has already adopted a calendar that begins prior to Labor Day in order to better serve our students.

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: Michael G. Musary, Superintendent

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

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 who have children birth-12 years old during the COVID-19 pandemic. 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 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 information dissemination.

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

Examples of Different Types of Media

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.

Mixed Media (hybrid model 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 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

Whole School/Whole Community Examples

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 experience in	Attend to tools and devices as well as the ability of the family or support system to interact effectively with	Multiple technologies can be utilized to accomplish the same learning goals (phone, paper/pencil, devices)	Staff work in teams to ensure all students receive the support needed to feel connected and supported, both emotionally	Utilize Zoom, Facetime etc., to offer teacher facilitated, student-to-student chat time

the digital connection	the tools being used		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