Millington
Community School District/PSA
Extended COVID-19 Learning Plan
as Described in Public Act 149, Section 98a

August 27, 2020
September 3, 2020 Clarifications
September 30, 2020 Revisions Based on SB 927
UPDATED December 7, 2021

Introduction:
On August 20, 2020 Governor Whitmer signed House Bill 5913 into law as Public Act 149. Section 98a states that in order to receive state aid for 2020-2021, districts must provide for instruction under an extended COVID-19 Learning Plan ("Plan") that has been approved by an intermediate district or authorizing body. The Plan does not replace the District's/PSA's COVID-19 Preparedness and Response Plan, it is an additional plan that includes new assurances and sections on educational goals, instructional delivery, grading, and equitable access. PA 149 does not apply to districts that operate as a cyber-school.

District/PSA educational goals written for all students and all subgroups must be established no later than September 15, 2020 and submitted in their Plan to the ISD or Authorizing Body, as applicable, no later than October 1, 2020 for approval. **A district that is a public school academy that, by agreement, provides educational services for the residents of a district that is not a public school academy and that does not directly provide public educational services to its residents that intends to provide instruction under an extended COVID-19 learning plan shall submit its extended COVID-19 learning plan described in subsection (1) to the intermediate district in which it is located not later than October 1, 2020 for approval.**

The ISD or Authorizing Body will **approve Extended COVID-19 Learning Plans no later than October 9, 2020** and transmit the approved plans to the state superintendent of public instruction and the state treasurer. Approved plans must be made accessible through the transparency reporting link located on the district's website by not later than October ~~1~~ **12,** 2020.

District/PSA Extended COVID-19 Learning Plans should be submitted to the ISD or Authorizing Body as a PDF file.

This is a Review Only document. Please download it as a Microsoft Word document to add your own District/PSA logo and Extended Covid-19 Learning Plan.

Millington Community School District Extended COVID-19 Learning Plan

Address of School District/PSA: 8664 Dean Dr.

District/PSA Code Number: 79100

District/PSA Website Address: www.mcsdistrict.com

District/PSA Contact and Title: Lawrence R. Kroswek, Superintendent

District/PSA Contact Email Address: lawrence.kroswek@mcsdistrict.net

Name of Intermediate School District/PSA: Tuscola Intermediate School District

Name of PSA Authorizing Body (if applicable):

Date of Approval by ISD/Authorizing Body:

Assurances

1. The District/PSA will make their ISD/Authorizing Body approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's/PSA's website no later than October **12**, 2020.

2. **By not later than January 15, 2021, the district shall create a report that includes information regarding both of the following and shall ensure that the report under this subdivision can be accessed through the transparency reporting link located on the district's website:**
    - **a. The amount and type of training provided during the current school year as of the date of the report to teachers of the district through professional development that focuses on how to deliver virtual content.**
    - **b. The amount and type of training provided during the current school year as of the date of the report to the parents and legal guardians of pupils and to pupils on how to access and use virtual content provided by the district.**

3. The District/PSA will create and make available on its transparency reporting link located on the District/PSA's website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan not later than February 1, 2021, for goals its expected would be achieved by the middle of the school year and not later than the last day of school of the 2020-2021 school year for goals the District/PSA expected would be achieved by the end of the school year.

4. Benchmark Assessments: The District/PSA will
    - a. select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
    - b. administer the approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year and again not later than the last day of the of the 2020-2021 school year.

5. If delivering pupil instruction virtually, the District/PSA will
    - a. provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
    - b. expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.

6. The District/PSA, in consultation with a local health department will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that are based on local data that are based on key metrics. *Note: A determination concerning the method for delivering pupil instruction shall remain at the District/PSA Board's discretion.* Key metrics that the District/PSA will consider shall include at least all of the following:

    - a. COVID-19 Cases or Positive COVID-19 tests
    - b. Hospitalizations due to COVID-19
    - c. Number of deaths resulting from COVID-19 over a 14-day period
    - d. COVID-19 cases for each day for each 1 million individuals
    - e. The percentage of positive COVID-19 tests over a 4-week period
    - f. Health capacity strength
    - g. Testing, tracing, and containment infrastructure with regard to COVID-19

7. If the District/PSA determines that it is safe to provide in-person instruction to pupils, the District/PSA will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District/PSA.

8. The District/PSA assures that
    a. instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
    b. the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
    c. the District/PSA will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after ISD approval of the plan, and **each month** thereafter at a meeting of the Board, and
    d. **For each reconfirmation described in this subdivision, the district shall report to the center, in a form and manner prescribed by the center,**
        i. **the instructional delivery method that was reconfirmed;**
        ii. **how that instruction will be delivered for each grade level offered by the district, including pre-kindergarten, as applicable; and**
        iii. **whether or not, as determined by the department in consultation with the center, the district is offering higher levels of in-person instruction for English language learners, special education students, or other special populations.**
    e. public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District/PSA during a public meeting described in PA-149.

9. The District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.

10. The District/PSA will ensure that two (2), 2-way interactions occur between a pupil enrolled in the District/PSA and the pupil's teacher or at least one (1) of the pupil's teachers, **or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress** during each week of the school year for at least 75% of the pupils enrolled in the District/PSA. The District/PSA will publicly announce its weekly interaction rates at each District/PSA Board meeting where it re-confirms how instruction is being delivered. The District/PSA will make those rates available through the transparency reporting link located on the District/PSA website each month for the 2020-2021 school year.

Clarification of Assurance 10: "2-way interaction" means a communication that occurs between a pupil and the pupil's teacher or at least 1 of the pupil's teachers **or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress,** where 1 party initiates communication and a response from the other party follows that communication, and that is relevant to course progress or course content for at least 1 of the courses in which the pupil is enrolled **or relevant to the pupil's overall academic progress or grade progression.** Responses, as described in this subdivision, must be to ~~the~~ communication initiated by the teacher, **by another district employee who has responsibility for the pupil's learning, grade progression, or academic progress, or by the pupil,** and not some other action taken.

Lawrence R. Kroswek, Superintendent

District Superintendent or President of the Board of Education/Directors

Date: December 7, 2021

Learning Plan Narrative

Opening Statement

- Please provide a statement indicating why an Extended COVID-19 Learning Plan is necessary to increase pupil engagement and achievement for the 2020-2021 school year.

Reopening of Millington Community Schools is essential to all students during the COVID-19 pandemic, when many children and families are experiencing additional economic hardships, social isolation, and other stressors. Millington Community Schools is crucial to the community and has a tremendous impact on the health, well-being, growth, and development of students and families. Education is a fundamental determinant of health because it cultivates life skills, knowledge and reasoning, social-emotional awareness and control, and community engagement, which serve people over the course of a lifetime. Millington Community Schools may also function as tools and resources for public health intervention by addressing core needs such as nutrition, access to health and social support services, and engagement and support of families and the community as a whole. Academically, all students suffer from "summer learning loss". Now, with an extended period of time without face-to-face instruction, that learning loss and the lack of social/emotional supports in place the student achievement loss academically will be greater than ever and must be addressed with parents, students and staff working together to solve and resolve these issues.

Educational Goals

- **Please outline and describe** the educational goals expected to be achieved for the 2020-2021 school year. The District/PSA must establish all of its goals no later than September 15, 2020. Authorizing bodies expect PSA educational goals will be aligned to the educational goal within your charter contract.
- **Specify** which goals are expected to be achieved by the middle of the school year and which goals are expected to be achieved by the end of the school year.
- **Ensure** that all of the following apply to the educational goals described in this section: (a) The goals include increased pupil achievement or, if growth can be validly and reliably measured using a benchmark assessment or benchmark assessments, growth on a benchmark assessment in the aggregate and for all subgroups of pupils; (b) The District/PSA benchmark assessment(s) are aligned to state standards and will be administered to all pupils K-8 at least once within the first 9 weeks of the 2020-2021 school year and not later than the last day of the 2020-2021 school year to determine whether pupils are making meaningful progress toward mastery of these standards; and (c) the District's/PSA's educational goals are measurable through a benchmark assessment or benchmark assessments.
- To the extent practicable, the District/PSA will administer the same benchmark assessment or benchmark assessments that it administered to pupils in previous years.

Quality Evidence-Based Assessment Practices

Millington Community Schools believes that benchmark assessment evidence can be used to monitor and evaluate patterns and trends in school/district academic performance and to identify effective instructional programs. We believe it can provide guidance for standardizing or adjusting curriculum and instruction across grade levels, schools, and districts.

However, we will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Rather, Millington Community Schools will continue the use of (and professional learning around the use of) the formative assessment process as a powerful practice embedded in the teaching and learning process to continuously observe where our students are in order to modify instruction.

We believe the use of the formative assessment process, which is supported by an extensive body of research, provides in-time data for both our teachers and students to accelerate their learning and progress and gives us a more complete picture of what our students know and are able to do.

Educational Goals
The iReady and/or NWEA assessments in reading and mathematics will be administered to all students at least twice: once in the first nine weeks of the school year, and again prior to the last day of school. Formative assessments will provide information to inform our progress toward our goals over the course of the year. Progress reports will be available on our website in February and June.
As a means of continuous improvement in teaching & learning, all teachers will receive professional development in, and commit to the use of, the formative assessment process.
Additionally, we will continue to engage stakeholders in the district's balanced assessment system, including publicly sharing aggregate and student subgroup performance reports on Acadience and NWEA results.

Goal 1 - All students (K-8) will improve performance in Reading/ELA from Fall to Spring as measured by Acadience, iReady and/or NWEA.
● All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Reading/ELA academic standards.
● Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

Goal 2 - All students (K-8) will improve performance in Mathematics from Fall to Spring as measured by iReady and/or NWEA.
● All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Math academic standards.
● Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff

Instructional Delivery & Exposure to Core Content

- **Please describe** how and where instruction will be delivered during the 2020-2021 school year. (e.g. instruction may be delivered at school or a different location, in-person, online, digitally, by other remote means, in a synchronous or asynchronous format, or any combination thereof).

Meachum Elementary 2021-2022 Return to Learn Plan

Virtual/distance Instruction

- Google Classroom will be used by all teachers excluding Specials (gym, computers, art) teachers Specials teachers (gym, computers, art) will develop a webpage with optional activities
- Lessons will be recorded and posted on the google classroom (recorded lessons should only be approximately 15-20 minutes long) using Google meets or loom:
    - Lessons in Math, Reading, Writing, Spelling, Science, Social Studies
    - Beginning of session check-in and end of session check-out must be done every day for attendance purposes - if the student does not respond, they will be marked absent for the day. We will assist you with this the first week so you will know how to use this.

- Grades will be given during the virtual learning and students will be promoted to the next grade according to the grades they earn
    - Assignments will be collected and graded along with tests. Teachers will contact you with their expectations.
- Daily reading log/google form for every student to complete at least 20 minutes of reading. Teachers may use the following: Epic for grades 1-5 or Raz for kindergarten
- Green light must be earned in Reflex math daily (grades 1-5)
- iReady lessons in Math and Reading will be assigned using iReady.
- Teachers will assist students on these requirements so they know exactly what is expected.

Face-to-Face Instruction for grades K-5: located at the Meachum Building

- Computers and work stations will be disinfected between classes.
    - Gym will be outside weather permitting
    - We encourage students to bring own headphones/earbuds
- Students enter building at 7:40 with masks on. **Students will NOT be allowed in the building before 7:30 a.m.**
- Students will be able to use lockers.
- Students may wear their own mask unless there are inappropriate pictures or writing on it
    - If inappropriate mask, student will be sent to the office. We will provide a different mask and call home
- Water Fountains will be closed; however, water bottle refill stations will be open and available

We will use our Remind App system for the 2021-2022 school year. Please visit www.Mcsdistrict.com and email your child's teacher to get her Remind code. The Remind system allows two-way texting with the teacher.

Millington Jr./Sr. High School 2020-2021 Return to Learn Plan

Attendance

We are back to taking face-to-face attendance each hour. Teachers are required to take attendance within the first five minutes of class and submit it into Skyward. We have also adjusted our student handbook to omit the attendance portion of our exam exemption policy and omit attendance deductions from student grades. We do not want to create a situation where students have an incentive to show up to school when they are sick. The attendance system also has an excused absence feature for COVID related absences so these types of absences do not count towards a student's total absences. We are doing our best to work with truancy and families to ensure that parents do not send their children to school when they are sick.

Cardinal College and Dual Enrollment Students (High School)

Students who are enrolled in Cardinal College and Dual Enrollment programs will start their classes in accordance with the Mott Community College schedule. Cardinal College Classes will be offered face-to-face the first semester but may end up being virtual during the second semester depending on what Mott Community College decides to do with its masking and social distancing protocol.

Google Classroom

Google Classroom is the platform for instructional delivery in all regular classrooms. Google Classroom will solve many of the problems we had when the district offered remote learning last spring. For example, all content will be in one place on the same platform. Google Classroom

also allows for two-way communication between families and teachers. Parents are encouraged to login to Google Classroom and Skyward on a regular basis to monitor student progress.

Marking Periods

Millington Jr/Sr High School will continue to have two semesters in the academic year. During the 2021-2022 school year, we will revert back to having two marking periods each semester.

Office Hours

Staff members will maintain office hours where they will have the opportunity to address individual student questions and concerns. Staff members will post the office hours in their syllabus at the start of the term.

Technology Access

Students who do not have access to technology may checkout a device from district office. All they need to do is notify the building principal, who will relay the message to our technology director.

Tuscola Technology Center (High School)

The Tech Center is open for face-to-face instruction during the 2021-2022 school year. Due to the limited number of parking spaces available, students are not allowed to drive to the Tech Center unless there is a special circumstance. Below are is the schedule for busses running between Millington Jr/Sr High School and Caro.

AM Tech Center	Bus Departs from MHS – 8:00 am Bus Returns to MHS – 11:30 am
PM Tech Center	Bus Departs from MHS – 11:30 am Bus Returns to MHS – 3:00 pm

Students who are transported by bus are required to wear a face covering. Exemptions from the face covering policy will only be made in the event that a student has a medical condition that does not allow for him or her to wear a face covering and the appropriate documentation is on file in the office.

Assemblies and School Dances

Mass gatherings are permitted again during the 2021-2022 school year. This includes dances and assemblies. Public audiences may attend events or performances at this point in time without restrictions. Audiences for sporting events will follow MHSAA protocol for social distancing.

Attendance Policy

We are back to taking face-to-face attendance each hour. Teachers are required to take attendance within the first five minutes of class and submit it into Skyward. We have also adjusted our student handbook to omit the attendance portion of our exam exemption policy and omit attendance deductions from student grades. We do not want to create a situation where students have an incentive to show up to school when they are sick. The attendance system also has an excused absence feature for COVID related absences so these types of absences do not

count towards a student's total absences. We are doing our best to work with truancy and families to ensure that parents do not send their children to school when they are sick.

Band

Band class will be held in the traditional manner to the greatest extent possible. At this point in time, there are no masking or social distancing requirements.

Bus Pick-Up / Drop-Off

The busses will drop students off in the morning and pick them up in the afternoon in the bus garage parking lot. Please remember that students riding the bus are required to wear a facial covering unless they have a medical condition that prevents them from doing so.

Please use the east lot near the gym for student drop-offs, pick-ups, or if you are visiting the building. If the line of cars extends past the stop sign at the end of the school day, please pull ahead to park in the first row in the pick-up/drop-off/visitor parking spaces. The staff parking lot will be available in the evening.

Class Grading

Semester grades will be determined on the following basis: Each marking period will count toward 40% of the semester grade, with the semester exam counting at 20% of the semester grade. If a semester exam is not given, each marking period will count as 1/2 of the semester grade.

Classroom Environment

Students will wipe down desks between each class with EPA approved cleaning wipes.

Hand sanitizing stations will be installed in every classroom and students will use them to sanitize hands upon entry into the classroom.

Custodial staff will be in the building wiping down high-touch points throughout the day.

Classrooms will be ventilated by our air circulators and windows will remain open, weather permitting.

Clubs and Student Organizations

Clubs and Student Organizations will follow the same protocols that are established for our sports teams. Fundraisers will be subject to the same protocol. At this point in time there are no masking or social distancing requirements.

COVID-19 Health Screenings

The Tuscola County Health Department is strongly recommending that parents screen students before sending them to school. If students complain of illness, the school may conduct a temperature check. Students who have any of the following symptoms should stay home or go home after arriving at school.

1. Temperature of 100.4 Fahrenheit or higher when taken by mouth.
2. Sore Throat

3. New, uncontrolled cough that causes difficulty breathing.
   (For students with chronic allergic/asthmatic cough, a change in their cough from baseline.)
4. Diarrhea, vomiting, or abdominal pain.
5. New onset of headache, especially with fever.

Students who display any of the above symptoms are required to remain home until one of the following conditions is met.

1. Student undergoes 24 hours without fever without fever-reducing medication **AND** 10 days since the symptoms first appeared.
2. Student receives a negative COVID-19 test **AND** meet the criteria for return to school in "Managing Communicable Diseases in Schools".

Face Coverings

For any staff, student or visitor to our campus, we would **recommend** that they wear a facial covering if they desire to do so. While recommended, they are not required. There is currently a CDC **Requirement** that facial coverings are to be worn on all public transportation. This would include school buses. The Tuscola County Health Department has confirmed with the MDHHS that this is a requirement and not just a recommendation. However, we do have a Student Face Covering Medical Exemption Request Form on our website.

Food Service

Breakfast and Lunch is available to all students at no cost through the duration of the 2021-2022 school year.

Juniors and Seniors will have A Lunch. Sixth, seventh, and eighth graders will have B Lunch. Freshmen and Sophomores will have C Lunch. We will be staggering the start times of lunches to limit the number of students who are in line at the same time.

Lockers

We are back to issuing students lockers during the 2021-2022 school year.

Mental Health

A mental health screening assessment will be administered to students to inform the district on how to meet the social emotional learning needs of students. Our social workers developed a website that families can access for wellness materials and resources. They will also send information to parents through Skyward Messages on a regular basis. The district has also hired an extra 31N Social Worker who will serve all students in the district.

Physical Education

Physical Education classes will be held inside in the traditional manner. Students are also allowed to access their gym lockers. There are no masking or social distancing requirements at this point in time.

Quarantine Room

Students who have COVID-19 symptoms or are feeling ill will remain in our Quarantine Room until parents can come to school to pick them up. They will not be allowed to ride the bus home. It is very important that parents pick up sick students as soon as possible. A designated staff member will handle all procedures regarding students who become ill at school and ensure that protocol is followed for having the students return to school.

Water Fountains

Water bottle filling stations will be accessible to students. Students are encouraged to bring a water bottle to school to use throughout the day.

Visitors

Visitors will not be permitted in the classrooms at this point in time. Parents can come to the office to for student pick up and drop off. Special Education meetings will be conducted through Google Classroom or face-to-face, depending on the preference of the parent. Essential volunteers only approved by the administration are permitted in the buildings. All staff and essential workers will follow our screening protocol.

- **Please describe** how instruction for core academic areas will expose each pupil to the academic standards that apply for each pupil's grade level or course in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.

Curriculum and Instruction: Academic Standards

Millington Community Schools curriculum for core academic areas is aligned to state standards and housed in an online program with Planbook and Google Classroom. As teachers navigate the wider than usual range of competencies expected this fall, they will use these Curriculum, Instruction, and Assessment Toolkits to provide guidance to help them design new (or best utilize existing) pre-assessments to plan for differentiation of content, use results from pre-assessments to inform instruction and prioritize K-12 instructional standards for the 2021-2022 School Year. The CIA Toolkits will guide teachers to implement instructional approaches to meet the range of student needs as they return to school in the fall, identify assessment ideas that allow students to demonstrate understanding in a variety of ways, assess and provide instruction in the content areas in face-to-face, virtual, and blended classroom environments, and incorporate well-being and SEL/trauma-informed practices into instruction. As our high school elective teachers work to engage students remotely, they will use Best Practices for Remote Learning:

- Remember Maslow
- Nurture a positive home climate for learning and parental involvement
- Establish and maintain remote classroom norms and learning routines
- Implement culturally responsive teaching practices
- Encourage student collaboration and discourse
- Create opportunities for and attend carefully to feedback
- Engage students in meaningful learning opportunities

- **Please describe** how pupil progress toward mastery of the standards described within this section will be graded or otherwise reported to the pupil and the pupil's parent or legal guardian.

Assessment and Grading
Millington Community Schools bases its assessment system on the Michigan Standards. We regularly assess students at the district and classroom level to determine if they are making progress toward meeting those standards. We place a heavy emphasis on formative assessment. This is critical in the instructional process so that students receive timely feedback that helps them know what they need to do to improve. It also gives the teacher important information to know how to adjust the teaching and learning process to meet each student's needs.

We also have a system for delivering summative assessments at the district and classroom levels. These are given at the end of a period of learning as an evaluation of what has been learned and are part of our district grading process. For example, our teachers deliver summative assessments at the end of each unit of study in our curriculum. These assessments are based on a coherent set of standards in the subject area that focus on a related group of skills and disciplinary knowledge. We make available to our parents and legal guardians a web-based system that allows them to see their children's grades at any time. Our teachers keep up-to-date information on student grades in this system. We also send progress reports to our parents and guardians during each marking period. This is in addition to the expectation we have for all teachers that they keep parents and guardians abreast of any concerns regarding a student's grade through emails and phone calls. Finally, we send out parents' report cards at the end of each marking period.

Millington Accelerated Learning Center 2021-22 Return to Learn Plan

Attendance Policy
Students are in a mainly virtual format. They are required to have two way communications with the teacher a minimum of twice per week, via e-mail, phone call, google meet, or face to face instruction. These communications will be set up on a minimum basis on a schedule with the teacher.
Enrolled students who do not follow these minimums will be marked absent as follows: if a student only communicates once per week, that is two absences. If a student doesn't communicate either time during a week, that is equivalent to missing five days of instruction and will be issued five absences.

Delivery Method
Students will complete their coursework on E2020. E2020 is an online curriculum. Students take classes that allow them to meet Michigan Merit Curriculum standards. As this is a credit recovery oriented high school, they are enrolled in two classes at a time. When they complete one class, a new class is added. Goals for course completion are set up with the teacher.

Tuscola Technology Center
Enrolled students also have the opportunity to earn credits and certifications at the Tuscola Technology Center. They will be transported by bus, and depending on the field they are enrolled in will either attend a morning session or afternoon session daily.

Equitable Access

- If delivering pupil instruction virtually, please **describe** how the District/PSA will provide pupils with equitable access to technology and the internet necessary to participate in instruction.

Millington Community School Technology Lending Distribution Plan

To facilitate the distribution of Technology to students who need them, the Millington Community School District has provided the following information. If you need a device for your student, please carefully follow the process below to ensure a safe and controlled pickup process:

- Carefully **read the below information to know** before you arrive at the Kirk School (Gym) to ensure that the process of pickup runs smoothly.
- Upon arriving at the school a staff member will assist you through the process. Please be prepared for a wait as the checkout process will take some time. Your patience during this process will be appreciated.

Information to know before you come to the Kirk School:

1. **You must have indicated that you have no technology devices on the previous Educational Choice Survey that you completed.**
2. **You must wear a mask to enter the school building.**
3. **You must adhere to the social distancing rules governed by the State of Michigan**.
4. **Your child must be a student of Millington Community School District**.
5. **The checkout process will take some time, please be patient**.
6. **The following guidelines will be followed when distributing devices to households:**
    - **Number of students is based on total enrolled in Millington Community Schools not each individual building**
    - **1 to 2 students = 1 device**
    - **3 to 4 students = 2 devices**
    - **5 to 6 students = 3 devices**
    - **6+ will be a case by case basis**
7. **If your child(ren) has/have computer access at home, please do not check out a school device.** Our process for lending school devices is meant for student(s) who has/have no other access to technology.
8. **What to bring:**
    a. Student(s) does/do not have to be present to receive a device.
    b. **Please complete and bring the completed device agreement with you the day of distribution. That agreement can found on the district web site under district announcements as Acceptable Use and Device Checkout Form for Elementary or Secondary**
    c. The parent, guardian, or designated person on the student's information card must present a valid driver license/identification for identification purposes. This individual will sign a device checkout agreement form accepting the financial liability of up to $250 if the device is either damaged or not returned at the end of the distance learning educational period. Parents/guardians will be notified when the device(s) should be returned to the school.
9. **As previously stated, parents/guardians will be financially liable (up to $250) if the device is damaged or not returned.**
10. **Please complete and bring the completed device agreement with you the day of distribution. That agreement can be located on the district web site under district announcements as Acceptable Use and Device Checkout Form for Elementary or Secondary.**

Information about the checkout process when enacted:

Times to arrive:

11th and 12th Grade	12:00 – 1:00	Kirk Gym
9th and 10th Grade	1:00-2:00	Kirk Gym
7th and 8th Grade	2:00-3:00	Kirk Gym
5th and 6th Grade	4:00-5:00	Kirk Gym
3rd and 4th Grade	5:00- 5:30	Kirk Gym
1st and 2nd Grade	5:30-6:00	Kirk Gym

Kindergarten	6:00- 6:30	Kirk Gym
Any	6:30-7:00	Kirk Gym

If you have children in multiple Grade Levels, please bring them to the time when your oldest child is scheduled.

For safety, traffic control, social distancing and many other factors, we request you adhere to the following schedule.

- The Kirk Gym will be open for parents/guardians to check out devices at definitive dates and times.
- Upon arriving at the school, **please proceed to the Kirk Gym. Masks are required and please remember to social distance.** School employees will assist you through the process to check out the device.
- Parents/Guardians are requested to check out the devices at assigned times; however, parents/guardians that are unable to pick up devices at assigned times, may schedule a pick up for the device through the school office of your child.

Reminders:

- Upon arriving at the school, please be prepared to wait as the checkout process will take time. **Please proceed to the Kirk Gym** and a school employee will assist you through the process to check out a device.
- If the device is damaged or destroyed, a replacement device will not be provided.
- Internet Access: Millington Community School buildings will be used as WiFi "hotspots" enabling the students to come to school, enter the parking lot and download lessons. Meachum elementary, Millington Jr./Sr. High School will have Office Hours and open computer labs for students to use Monday through Thursday for use of Desktop Personal Computers and access to internet.

- **Please describe** how the District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.

Millington Community Schools will review all students' IEPs, IFSPs, and 504 plans in coordination with general and special education teachers and/or providers to address any data-driven accommodations and/or services that are needed due to known changes in students' needs. For students from birth to five, those with identified special needs, and those attending CTE programming, intervention and support services will be integrated into the student's program immediately upon the start of school.

The district has established structures for general and special education teachers and/or providers to collaborate and communicate regarding student performance and student needs on IEP goals and objectives with special consideration regarding assistive technology and accessibility.

And, Millington Community Schools will follow the Michigan Virtual Learning Institute's Recommendations in "**Supporting Students with Disabilities in K-12 Online and Blended Learning":** Most teachers have the ability to meet the cognitive and affective needs of their students in the general education environment. Students that have issues with affective, social, or emotional interactions with teachers and peers often require more nuanced attention to the way in which social interactions occur within the learning environment, since these have the distinct potential of having a dramatic impact on student academic achievement. To this end, teachers providing service in online and blended environments will consider the following:

- Recognize that all students eligible for services are different. Some students might exhibit extremely outgoing behaviors, while others might exhibit behaviors that are very withdrawn and isolated. This might be difficult to identify in your interactions with the students in online or blended learning settings. Working closely with the team – especially the mentor – to identify how the student presents themselves in face-to-face settings might provide ideas for ways to effectively support behaviors in the virtual environment.
- Make expectations clear and be very consistent in application of consequences in order to provide a structured environment. This can best be done by having rules, procedures, routines, policies, or expectations specifically addressed in educational and behavioral materials. Online and blended learning environments have a great deal of structure built into the program. For example, the length of instructional videos can be curtailed to meet the instructional needs of students. The IEP Team should use this structure as a support when making behavioral requirements known to the student.
- Provide the students with self-monitoring resources, such as check lists, rubrics, or planning guides. This helps them visually scaffold expectations and provides cognitive supports when affective challenges present themselves. Using multimedia examples that focus on the expected work and behaviors is a good way to assist students' understanding, and practice good online and blended learning academic and social behaviors.
- Be proactive in your schedule and pacing of content to ensure that unstructured time and activities have clear parameters and expectations for personal, as well as interpersonal behavior. Proactively providing clear examples of acceptable behavior is a good way to support expectations for social interactions. Digital citizenship and acceptable use policies provide supports when dealing with expected student behaviors in online and blended learning environments.
- Realize that students might need to be gradually introduced to some instructional formats or delivery systems due to specific aspects of their disability. For example, group work might need to wait until the student is able to demonstrate the ability to work productively with others on tasks. Using the full range of resources available in the Learning Management System might allow you to differentiate or personalize student responses or assignments when the assigned format might be a challenge to the student.
- Encourage students to engage in the identification and labeling of their own internal emotional states, and to share those in an appropriate way with the instructional staff. Allowing the students to address issues before they become problems is particularly important to establish and maintain accepting and supportive learning environments. Having student supports built into the online or blended learning structure can be useful when students need extra support or assistance during synchronous and asynchronous sessions.
- Offer one-on-one "office hours" or tutorials, at least initially, until all involved have a better feel for the areas of strength and need that might exist from the learner's perspective, the instructor's perspective, the mentor's perspective, or from a technology integration perspective. Online and blended learning opportunities can be a welcome option for students with emotional impairments. Many prefer and may require the low stress and impact of reduced face-to-face interactions while being able to focus more intentionally on the content; however, the loss of physical proximity could contribute to confusion about performance for all concerned.

- **Optional Considerations for District/PSA Extended COVID-19 Learning Plans:**

- 1. In addition to the students with disabilities noted above, please describe how the District/PSA will ensure that the needs of other vulnerable student populations, such as but not limited to, early English Learners and Fledgling/struggling students, are met.

  2. Please describe how the District/PSA will ensure that students will, during pandemic learning, have continued access to programs such as, but not limited to, Early Childhood, CTE, Early-Middle College, Dual Enrollment and Advanced Placement as applicable within the District/PSA.