

[https://www.michigan.gov/documents/mde/MICLPlan.FINAL\\_685762\\_7.pdf](https://www.michigan.gov/documents/mde/MICLPlan.FINAL_685762_7.pdf)

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

Date Submitted: 4/9/2020

Name of District: Reeths-Puffer Public Schools

Address of District: 991 W. Giles Rd. Muskegon, MI 49445

District Code Number: 61220

Email Address of the District: edwardst@reeths-puffer.org

Name of Intermediate School District: Muskegon Area Intermediate School District

Name of Authorizing Body (if applicable): Muskegon Area Intermediate School District

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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-CD.

### **District/ PSA Response:**

**Below, you will find a link and picture of the district website which has been set up to support Reeths-Puffer families, students and staff with resources to our plan. This will be updated weekly with relevant information to continue our learning at R-P.**

In each section there will be information to support our diverse populations, the variety of strategies that teachers are using to learn with our students, and memorialized communication for our community to reference for information.

<https://www.reeths-puffer.org/o/rps/page/distance-learning-toolkit>

The screenshot shows the top navigation bar of the Reeths-Puffer Schools website. The header includes the school logo, the name 'REETHS-PUFFER SCHOOLS', the tagline 'A great place to learn, contribute and compete', and navigation links for 'MENU', 'SITES', and 'ENGLISH'. Below the header is a breadcrumb trail: 'RPS // PARENT RESOURCES // DISTANCE LEARNING TOOLKIT'. The main content area features a large green box on the left with the word 'PARENTS' and a list of links: 'Taking care of yourself and your family', 'Talking about Covid-19', 'General Resources', and 'Distance Learning Enrichment Resources'. Below this is another green box labeled 'CONTENT RESOURCES' with links for 'Math', 'Literacy', 'Science', 'Social Studies', 'Technology', and 'Social and Emotional Learning'. The central part of the page has a large heading 'THIS PAGE IS CONSTANTLY UNDER CONSTRUCTION' with a link to 'Please watch this video first!'. Below this is the heading 'DISTRICT DISTANCE LEARNING STRUCTURE' followed by a list of categories: 'Leadership Team' (Notes), 'Work Teams' (Equity of Instruction, Assessment and Monitoring, Student Safety, Family Safety, Nutrition and Health, Elementary Instruction and Learning, Middle School Instruction and Learning, High School Instruction and Learning), and 'GETTING STARTED' (Leaders, Planning Tools, Readiness).

## Whole Child Approach

1. Weekly learning plans with an emphasis on well being, embedded into daily learning.
2. Recommendations to have two touch points weekly by teachers with students for feedback opportunities.
3. Work teams designed around community needs for communication and for maximized support.

In all of our weekly learning plans, we are emphasizing the health and well being of the child. This is a DK-12 consideration and teachers are planning for this with embedded supports, extensions and communication of skills to support the well-being of every child at R-P. This will also be reinforced by our established work teams that are emphasizing student/staff safety and equitability in our instruction. These work teams

**will inform and problem solve with teachers, staff and community members as community needs come to the attention of anyone in the district.**

**We are expecting teachers to have 2 touch points a week minimum that are personalized and allow for interactions with their students. This touch point is to get a read on the families situation and needs. These touch points allow for a 1 : 1 communication of needs with the teacher and increase the opportunities for teachers and students to obtain feedback from one another. We also are working with our community partners to set up clear communication for support as needs arise with our families around safety and emotional support. This work is supported through our work team and again allows for weekly communication of needs and having an administrative liaison available to connect the appropriate community partner with the family or child.**

2. Please describe the methods the district will use to keep pupils at the center of educational activities, including outreach to continue building relationships and maintain connections, and to help pupils feel safe and valued.

**District/ PSA Response:**

**We will have 3 major focuses:**

- 1. Flexibility of learning methods that will change as we obtain feedback from stakeholders.**
- 2. Recommended touch points by teachers through email, video, phone calls, zoom, or google classroom.**
- 3. Feedback from the teachers, students and community will be shared and acted upon by the appropriate work committee.**

**Teachers and other redeployed staff will utilize all available resources to reach out to students and parents/guardians. This will include, but not be limited to: email, phone calls, conference calls, conferencing software, educational platforms such as Google Classroom and Class Dojo among others, snail mail, and personal check-ins where and when appropriate. One of the district “committees” will be “student voice” to give student representatives across the district the opportunity to provide feedback.**

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

**District/ PSA Response:**

**We are working towards an equitable plan for all students to have many different modes of instruction. We started our research with a district wide survey that went out to parents through Powerschool email and their listed cell phone numbers to establish what their current readiness is for continuous learning from home. We followed up with families that we know have limited access with personalized communication from teachers, case workers and principals. This survey revealed that 720 families are without devices to access learning materials, over 100 that do not have reliable internet and 15% that do not have reliable transportation to pick up hard copies of lessons from school. This will be followed up by a survey to staff on Friday, April 10 to assess their needs with delivery. This will help our tech department develop or find supports based on their needs.**

**This baseline data has been shared with all staff and is the start to our equity meeting conversations. To best serve our students we will begin distributing our chromebooks of which we have 2,200 in inventory, to families that are in need of devices starting on Thursday, April 9. This will be followed up with delivery methods by teachers to distribute hard copies of the lessons and housing weekly learning plans on our website. We have established 2 teachers along with our tech department who will support teachers with technology based instruction and lean on repurposed staff to help with distribution of the hard copy materials.**

**In our committee work around the multiple equity expectations we will design our instruction around reasonability and flexibility. Teachers will submit a weekly learning plan that includes offerings that are embedded with, but not limited to, the listed 11 resources below. As teachers obtain real time feedback from our students and families they will be expected to share with their representative, within the equity committee, a response and support for the family.**

**The weekly learning plans will be shared on Friday the week before learning is to take place. They will include 2 interactive experiences a week so that feedback can be gathered and responded too. The teachers will provide videos for process support and anytime learning for families. These videos will sometimes be self created and other times be found so that teachers are able to spend more time on connections with students around content and emotional needs. As a district we continue to emphasize, in all our actions, that this is an unprecedented time and we will do our best. Our best will always be flexible for families and considerate of the impact that this shutdown will have on their family beyond the academic scope.**

**Most importantly, the communication chain that we have established allows for a comprehensive plan of communication. This starts with students and families, filtering through their interactions with teachers. This feedback is shared with building principals and work group representatives, who meet two times a week, to filter actions for our community. A member of these committees are represented on the district leadership team who will process information for decisions and action by appropriate buildings, groups or leadership.**

**We know that this will be the engine that drives our choices for instruction and will steer the platforms and expectations that we implement as a district to support continuous learning at RP.**

- 1. The district will utilize email, the R-P website, online platforms such as Google Classroom, Zoom and Class Dojo among others, paper packets when necessary, snail mail, video platforms, etc.**
- 2. The focus of our grade level work and the committee work will start with a whole child approach.**
- 3. If the child is not connecting with their teacher, the district will plan other outreach strategies.**
- 4. We will target students that are at risk for academic disconnect and purposefully reach out.**
- 5. We will explore strategies based on feedback that may involve office hours, consulting hours, open Google Hangouts and Zoom meetings that continue to provide support to our students.**
- 6. We will acknowledge each students' current situation and context in communication and support.**
- 7. We will work with our community agencies including Mercy Health, Health West and Department of Human service to provide students with appropriate supports to process events**
- 8. We will access the MDE [social emotional learning practices](#)**
- 9. We will access MDHHS [trauma informed practices](#)**
- 10. We will maximize and strengthen our community partnerships to maximize support.**
- 11. We will identify any teachers that have limited access to technology at home, grant access to their classroom and establish a safety protocol based on our Health Department recommendations.**

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

**District/ PSA Response:**

**We will be implementing a few expectations that allow our students to receive feedback from their teachers and our assessment and monitoring committee to establish the level of learning for all students. We will initially plan for students to engage in learning opportunities for 60 minutes a day at the elementary level, 100 minutes a day at middle school levels and 120 minutes a day at high school levels. These will be paired with virtual group work or with family meetings for people with hard copies to collaborate around the questions or to demonstrate learning. Students that do not have stable access to virtual environments could engage in collaboration through phone conversations or family processing will also be acceptable when necessary. This feedback will be marked in Powerschool as complete or not complete but without being linked to a grade for the student. We believe that this complete or not complete mark allows us to assess a students participation in the process and will give the committees an evidence of what is impacting engagement and participation.**

**We also will be taking a “visual” attendance in our touch points with students. This time is to connect with students, to see how they are doing with the limited access and ask a few content questions. This will allow for teachers and the committee members to figure out which platforms are the most effective for students and to establish a participation indicator with virtual sites. Students that are unable to participate in this fashion will have access through phone, text, chat and email to work with their teacher in an office hour format. This will be monitored and the teacher will track conversations and concerns that come up.**

**We are hopeful that after we launch on April 14 we will obtain feedback that will allow the assessment and monitoring committee to make recommendations to help guide change and foster strategies that work best for most of our students and specialized strategies that work for students that are instructionally at risk.**

- 1. Feedback from students through all methods of two way communication.**
- 2. Teachers will provide students multiple ways to represent their learning through video submission with apps such as MarcPolo and Dojo.**
- 3. Teachers will allow students to share pictures of their work through the google environment as well as challenging students with opportunities to represent their learning around standards in different ways through classroom forums, Zoom meetings and other group work.**
- 4. Packets that are provided can be shared through pictures or we will develop a delivery system integrated into our food distribution.**
- 5. There will be reinforcement of effort and participation with positive feedback and completion will be acknowledged.**

- 6. Our Assessment and Monitoring Committee will meet weekly to address and monitor needs in this area, create action planning for the leadership group with communication recommendations.**
- 7. We will continue to focus through a whole child and well being lens in our interactions and decision making.**

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

**District/ PSA Response:**

**We are anticipating the following costs and implementation expenses over the 8 weeks during implementation of the Continuation of Learning Plan.**

- 1. We anticipate a cost for printing, distribution and mailing of printed resources.  
This includes: \$8,500.00 for materials and printing  
\$2,000.00 for mailing**
- 2. We anticipate the following cost for supporting home based technology.  
This includes: Requests for 700 Chromebooks at \$270.00 = \$189,000.00  
Creative Internet and Hotspot options = \$2000.00  
Online Instructional Supports = \$1000.00**

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

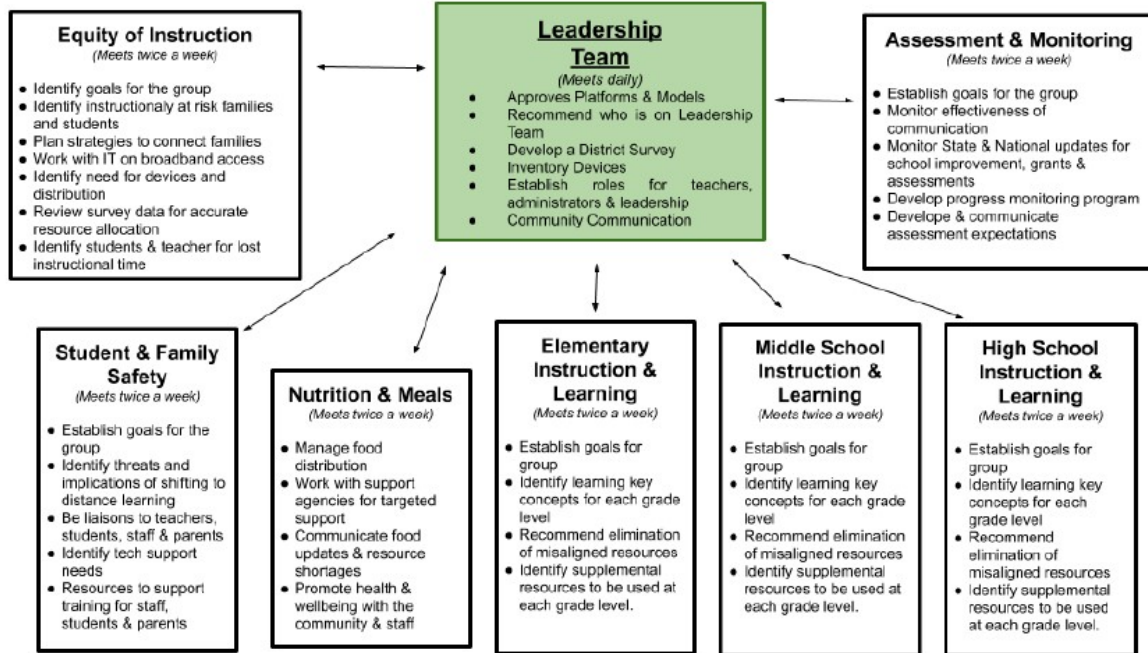
**District/ PSA Response:**

**The image below represents our structures for management and communication of the plan.**

**The Leadership team meets daily and is updated by the administrator liaison of each work group. The work groups are represented by parents, staff, students and administration. The notes and items that come from the work of these groups will be shared on our website, as they are produced, for use and communication.**

**Teacher grade level teams are expected to produce a weekly learning guide to families that will be shared on Friday for the upcoming week. The teachers will collaborate**

around the essential standards that are identified in the work groups and build their weekly learning plan around them. These will then be shared with the members of the instructional work team.



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

**District/ PSA Response:**

Email, website, and robo-calls. Those who can't be reached will receive a personal phone call. This process will be followed as changes or as new information around our plan becomes available. Our website will become the housing site for all information shared, and memorialize the information, for our community to reference. We will also allow for food pick-up, technology distribution and hard copy distribution as opportunities to share our plan with stakeholders. Primary communication will come from principals on Friday at noon before we start. The plan is set to start on Tuesday, April 14. The plan will also be shared at our April 20th board meeting with current information after the first week of implementation.



8. Please provide an estimate of the date on which the district will begin implementation of the Plan, which must be no later than April 28, 2020.

**District/ PSA Response:**

**Tuesday, April 14, 2020**

9. Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act 160 of 1996, as amended, MCL 388.511 to 388.524, and Career and Technical Preparation Act, 258 PA 2000, as amended, MCL 388.1901 to 388.1913, in completing the courses during the 2019-2020 school year.

**District/ PSA Response:**

**We will work closely with our higher education partners to determine new expectations of completing dual enrollment courses for our students, including those in the Early College program. We will work to ensure all students can complete the required coursework and receive their college credits. We will also collaborate with the Career Tech Center to ensure our students can complete their CTC course and earn credit for the program they enrolled in.**

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

**District/ PSA Response:**

**The following plan was established and will continue to be provided to our community.**

**Who: Anyone under the age of 18 or special needs under the age of 26.**

**Parents/guardians may pick up the meals on their child's behalf.**

**What: 7 days worth of FREE breakfast and lunch. Cold options only, such as yogurt cups, cereal, muffins, etc and deli sandwiches/wraps with a fresh fruit/vegetable and milk.**

**When: We will have a drive thru pickup every Wednesday from 9:00AM to 11:00AM.**

**How: We will have volunteers in both the Roberts Road and Giles Road parking lots to allow a "drive up" pick up of meals. There will be staff that are directing traffic flow,**

taking orders for counts and delivering the meals to the car with social distancing standards in place. Food preparation will take place by staff on both Monday and Tuesday mornings to assure that time at the school for pick up is minimal for our families.

**The Plan for Families:** Our plan will be to distribute a mix of cereal, cereal bars, muffins, and milk for breakfast. We will have sunbutter, jelly, bread, fruits and vegetables for lunch. We intend to look for other sources of proteins but these may be in short supply from our vendors.

**Last name A-L:** Will enter the **Roberts Rd parking lot** between 9 and 11 AM from the north. Drive past the tennis courts and toward the front/main entrance. A volunteer will ask you how many students you are picking up for and write down the name(s). 7 breakfasts and 7 lunches will be provided for each child.

**Last name M-Z-** enter the **Giles Rd parking lot** between 9 and 11 AM from the only entrance available. Turn right and follow the circle drive along the HS and toward the front/main entrance. A volunteer will ask you how many students you are picking up for and write down the name(s). 7 breakfasts and 7 lunches will be provided for each child.

**Communication:** Families will have communication through social media, email, website, teacher sites, community agencies, robocalls and updates will come from the superintendent. Families that are identified as being a higher health risk or inability to pick up may be contacted by the principal, parent liaison, systems of care worker or case manager.

11. Please confirm that the district will continue to pay school employees while redeploying staff to provide meaningful work in the context of the Plan, subject to any applicable requirements of a collective bargaining agreement.

**District/ PSA Response:**

Yes

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

**District/ PSA Response:**

**Feedback from students through all methods of two way communication. Staff will recognize completion of tasks and recognizes that feedback is a critical part of the learning process. We also will use task completion data and participation in learning collaboratives to further understand participation in our strategies and inform needed changes.**

13. Please describe how the district will provide mental health supports to pupils affected by a state of emergency or state of disaster prompted by COVID-19.

**District/ PSA Response:**

**The district works in collaboration with HealthWest, our regional community mental health agency, including on-site clinician support and parent outreach. We are leveraging this ongoing partnership. Our focus is on organizing and clarifying lines of communication between our agencies and then between each agency and families.**

**School staff have had awareness training to identify those at risk for mental health concerns. We have a procedure in place to refer students internally and to HealthWest for mental health screenings and for shared case management. We will use existing procedures to fulfill mandated reporting requirements.**

**A directory of community-based and online resources is being compiled and will be shared with staff identified for mental health and wellbeing support. These resources are available publicly, and families will be directed to select resources as appropriate to support their needs.**

**The district’s first priority during this challenging period is the wellbeing of our students and their families. All of our outreach efforts are framed within this context.**

**The following information will be provided in all mentioned communication strategies.**

<b>Agency</b>	<b>Students’ social-emotional well-being is a priority in assessment.</b>	<b>Cost</b>
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- Make sure all feedback affirms growth and acknowledges difficult circumstances.
- Ask students what format and type of feedback is helpful to them.
- There should be NO failing or unsatisfactory grades as a result of performance during the remote learning period as that would be inappropriately high stakes, undermining to social-emotional well-being, and punitive in effect.
- Everything should be viewed as a formative assessment.

**Attention to growth and development of language and literacy in addition to content is essential.**

- Praise and acknowledge effective communication of ideas.
- Guide students to one or two new understandings about academic language without worrying about correcting all errors.

**Students' home and community language practices are a natural and essential part of how they make meaning and are thus an important vehicle to demonstrate learning and knowledge.**

- Validate and give credit for student work using a mix of English and the home language(s).
- Invite students to draft/complete work in languages other than English. This may be accompanied by a summary or reflection in English, so the teacher can access and give feedback.

**Distinguishing between assessment of academic language development and assessment of content knowledge (in all of the students' languages) will**

	<p><b>assure culturally and linguistically responsive grading.</b></p> <ul style="list-style-type: none"> <li>• Use two different assessment tools for a single student work product – one to examine demonstration of content and another to give feedback and support on language use.</li> <li>• Separate language from content objectives in rubrics.</li> </ul> <p><b>Collaborative assessment practices between educators with bilingual/ESL expertise and general educator practitioners allow for more equitable assessment of English Learners’ work.</b></p> <ul style="list-style-type: none"> <li>• Administrators establish digital professional learning communities that include bilingual/ESL/dual language educators across grades and content areas.</li> </ul> <p style="text-align: center;"><b>Resource/Service</b></p>	
<p>Hackley Community Care Center- Teen Health Centers</p>	<p>Telehealth counseling available to patients and parents of school-age children from any district. Appointments available Monday-Friday from 8:00-4:00. Please call: Muskegon Teen Health Center: (231) 733-6680 Oakridge Teen Health Center: (231) 733-6830 After Hours Number: (231) 737-3882</p>	<p><b>Billed to insurance</b> *No one turned away for inability to pay</p>
<p>HealthWest</p>	<p>Mobile Response and Stabilization Services- Call (231) 722-HELP</p>	<p><b>Billed to insurance</b> *No one turned away for inability to pay</p>
<p>HealthWest</p>	<p>Intake screenings/assessments for behavioral health services (conducted over the phone)- Call 720-3200 or these can be conducted by school based clinician as well.</p>	<p><b>Billed to insurance</b> No one turned away for inability to pay</p>

HealthWest	Telehealth School Based Clinical Services and Parent Outreach Services Oakridge: Jenna LaMadline (231) 736- 7141 Muskegon Public/Nelson: Briana Davis (231) 670-9199 Orchard View/Cardinal: Mark Kaufman (231) 750-5050, Marcia Herring (231) 683-9782 <b>Reeths Puffer: Tyler Companion (231) 740-7336 and Chace Willard (231) 638-9250</b> Muskegon Heights: Matt Schelter (231) 670-5187 and Pamela Whitfield (231) 215-3653 Holton: Sarah Soyers (231) 670-5783 and Katey Gunderson (231) 670-2768 Montague: Alecia Hughes (231) 683-8923 and Jillian Eppard (231) 670-9762	Billed to System of Care grant
HealthWest	Ongoing services/part of a treatment team: Services will continue but will be delivered differently, via telehealth (phone or video chat)	Billed to insurance

14. Please describe how the district will support the efforts of the intermediate district in which the district is located to mobilize disaster relief child care centers as described in Executive Order 2020-16 or any executive order that follow it.

**District/ PSA Response:**

**Our district will support the needs of any local essential worker emergency child care location(s) established by the MAISD in order to respond to a surge of COVID cases. If needed, we will work with MAISD to open up additional buildings and rooms needed for emergency child care needs in the county.**

**Optional question:**

15. Does the District plan 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?

**District/ PSA Response:**

**We are not planning on action with a balanced calendar at this time.**

Name of District Leader Submitting Application:	Steve Edwards
Date Approved:	4/10/20
Name of ISD Superintendent/Authorizer Designee:	Dr. John Severson
Date Submitted to Superintendent and State Treasurer:	4/10/20
Confirmation approved Plan is posted on District/PSA website:	4/10/20

**We have to complete these items before sending to the state.**