

## **Continuity of Learning and COVID-19 Response Plan ("Plan") Application Template**

As a result of COVID-19 and the closing of school buildings for the 2019-2020 School Year, school districts must submit a Continuity of Learning and COVID-19 Response Plan ("Plan") in order to continue to receive state aid for operations. Although schools are closed and not providing in-person instruction, teaching and learning must continue. Michigan educators have been called to provide our students with continued learning.

There are varied states of readiness to provide continuity in learning among districts. Even within districts of multiple school sites, there are varied states of readiness. It is expected that schools will provide instruction at a distance using a variety of methods that meet local needs, including printed materials, phone contact, email, virtual learning, or a combination to meet student needs. We should avoid assuming that continuity in learning can only occur through online means.

While many educators have been providing distance learning opportunities, the Governor's Executive Order ([EO 2020-35](#)) requires all schools to begin providing learning opportunities for all students no later than April 28, 2020. Districts who are able to begin their plans earlier are encouraged to do so.

Each District shall submit a single completed Assurance Document, Budget Outline, and Continuity of Learning Plan to its Intermediate School District. Each Public School Academy shall submit a completed Assurance Document, Budget Outline, and Continuity of Learning Plan to its Authorizer. A single Application should be filed for the district rather than multiple applications for individual schools within a district. The following items are required for the application which may be submitted beginning April 8, 2020:

1. Assurances Document
2. Continuity of Learning Plan
3. Budget Outline

## **Continuity of Learning and COVID-19 Response Plan**

## **(“Plan”) Guiding Principles**

As Districts and Public School Academies complete the Assurances and Continuity of Learning Plans, they should consider utilizing the following principles to guide their work:

### **Keep Students at the Center**

Intentional outreach to continue building relationships and maintain connections. Help students feel safe and valued. At minimum, plan to do the following:

- **Plan for Student Learning:** Build on each student’s strengths, interests, and needs and use this knowledge to positively affect learning.
- **Develop a Weekly Plan and Schedule:** Offer routines and structures for consistency and for the balancing of think time, work time, and play time for health and well-being.
- **Contact Families:** Partner to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority. Provide translations as necessary.

### **Design Learning for Equity and Access**

Plan and deliver content in multiple ways so all students can access learning.

- **Teach Content:** Set goals using knowledge of each student, content area standards, and of Michigan Merit Curriculum.
- **Deliver Flexible Instruction:** Consider how to deliver content depending on tools and resources accessible to each student. Alternative modes of instruction may include use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a combination to meet diverse student needs.
- **Engage Families:** Communicate with families about engagement strategies to support students as they access the learning. Families are critical partners. Provide translations as necessary.

### **Assess Student Learning**

Manage and monitor student learning and plan what’s next for learning

including the potential need for summer and supplemental learning.

- Check Student Learning: Use a variety of strategies to monitor, assess, and provide feedback to students about their learning.
- Make Instructional Adjustments: Use formative assessment results to guide educators' reflection on effectiveness of instruction and to determine next steps for student learning.
- Engage Families: Communicate with families about assessment results in order to inform next steps and the potential for supplemental summer learning. Provide translations as necessary.

**Continuity of Learning and COVID-19 Response Plan  
("Plan") Assurances**

Date Submitted: Monday, April 13, 2020

Name of District: Schoolcraft Community Schools

Address of District: 551 E. Lyons, Schoolcraft, Michigan 49087

District Code Number: 39160

Email Address of the District: [stitttr@schoolcraftcs.org](mailto:stitttr@schoolcraftcs.org)

Website: [www.schoolcraftschools.org](http://www.schoolcraftschools.org)

Name of Intermediate School District: Kalamazoo Regional Educational Center Agency (KRESA)

Name of Authorizing Body (if applicable):

This Assurance document needs to be returned to your Intermediate School District or, for Public School Academies, your Authorizing Body with your Continuity of Learning Plan and Budget Outline beginning April 8, 2020 to indicate that the District will adopt a plan to ensure continuous learning for all students through the remainder of the 2019-2020 school year.

Districts should submit a single district plan that relates to all of their schools.

The applicant hereby provides assurance it will follow the requirements for a Plan for the remainder of the 2019-2020 school year:

1. Applicant assures that all student learning will take place under the direction of a teacher of record for each student enrolled in the district.
2. Applicant assures that it will continue to pay school employees during the balance of the 2019-2020 school year under the same terms and conditions established prior to the school closure order period.
3. Applicant assures that the Plan was developed in collaboration with district administrators, school board members, teachers, and local bargaining units.
4. Applicant assures that food distribution has been arranged for or provided for eligible students.
5. Applicant assures coordination between applicant and Intermediate School District in which the District/PSA is located to mobilize disaster relief child care centers.

6. Applicant assures that to the extent practicable the District/PSA will in good faith provide students with IEPs/Section 504 Plans the opportunity to participate in learning consistent with existing plans.

7. Applicant assures that Continuity of Learning and COVID-19 Response Plan, Assurance Document, and Budget Outline will be posted immediately following approval to the District's/PSA's website.

**Continuity of Learning and COVID-19 Response Plan  
("Plan")**

*The goal of a Continuity of Learning Plan and COVID-19 Response Plan is to ensure that each District or Public School Academy is providing, to the best of its ability, each student with alternative modes of instruction to help them stay on pace in their learning. This application recognizes that there is no "one-size-fits-all" solution; multiple*

*means of engaging students and supporting families may be necessary that may vary by grade level, school building, or student population served.*

For the purposes of the Plan, “district” refers to school districts and public school academies.

Date Submitted: Monday, April 13, 2020

Name of District: Schoolcraft Community Schools

Address of District: 551 E. Lyons Street, Schoolcraft, Michigan 49087

District Code Number: 39160

Email Address of the District Superintendent: stittr@schoolcraftcs.org

Name of Intermediate School District: Kalamazoo Regional Educational Center Agency (KRESA)

Name of Authorizing Body (if applicable):

In accordance with Executive Order 2020-35 a Plan must include all of the following parts:

1. Please describe the methods the district will use to provide alternative modes of instruction other than in-person instruction and a summary of materials each pupil and the pupil’s parents or guardians will need to access meaningfully the alternative modes of instruction included in the Plan. If the Plan relies on electronic instruction, the Plan must ensure to the extent feasible that pupils have access to a connected device capable of accessing the electronic instruction and must not penalize a pupil for the pupil’s inability to fully participate.

***“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.***

District/ PSA Response:

Schoolcraft Community schools will use a hybrid model of instruction using hard copy instructional packets and online learning platforms.

Each child at Schoolcraft Community Schools has been issued an electronic device as we are a (1:1) district. Given the high quantity of accessible broadband internet connectivity for our community, the majority of our families have access to reliable, electronic means of receiving our primary methodology of delivering instruction. In addition, the district is providing hot spots to those students who need internet access.

The District will be using multiple tools to help educate our children (Zoom, LMSs, and online tools that already are a part of the curriculum).

For those children that do not meet standards we will offer summer school to them.

The following is an additional and specific breakdown by grade band to our district's response:

**Elementary (Prek-4th):** Students/Families will be provided paper/tangible materials that correspond with the digital materials, synchronous videos and asynchronous videos that will be sent via Seesaw. (This includes materials for ELA, Math, Science, Social Studies, and all elementary specials/electives.) Material pick-up will be held every 3 weeks for all students in grades Prek-4th.

**Middle School (5th-8th):** Students/Families will be provided paper/tangible materials that correspond with the digital materials, synchronous videos and asynchronous videos that will be sent via Google Classroom. (This includes materials for ELA, Math, Science, Social Studies, and all specials/electives.) Print Material pick-up or delivery will be made to families as requested or as Distance Learning capabilities fail to meet the needs of individual students.

**High School (9th-12th):** Instruction will predominantly take place over electronic means, facilitated through Google Classroom as our Learning Management System. Teachers will facilitate learning in Essential Standards via synchronous and asynchronous productions with any synchronous mini-lessons recorded and made available to students via Google Classroom. Students unable to access electronic methods of instruction or be supported to the greatest extent possible with district-provided technological solutions (hot-spots) will be provided with hardcopy alternatives of learning activities and have scheduled phone calls with teaching staff in order to receive information presented during mini-lessons. Students enrolled in our Virtual Academy have had no interruption to their learning during the transition from in-person to learning from a distance as their program of study is entirely web-based. Lastly, students enrolled in early college programming (Early Middle College or dual-enrollment) are adhering to the college institution's methods of instructional delivery.

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 have a robust plan to connect with our students at SCS. While the teachers will be the primary contact from the district to home, most of our support staff who have been assigned to a particular grade/department to aid in any way possible. We will utilize our Learning Management Systems as well as Zoom and Google HangOuts to communicate with all students at least once a week. Class meetings, small group and individual sessions will be planned

The goal is to ensure ALL students are highly engaged, motivated and meeting the standards at or above proficiency. We will utilize the support staff as coaches who encourage and assist our reluctant learners. We also have a Student Support team who will continue to monitor and work with those children who need additional support. In partnership with a local provider, we will have online outside counseling for some of our children. We will survey our children on a weekly basis to gain insight into where they are socially/emotionally and academically.

The following is an additional and specific breakdown by grade band to our district's response:

<p><b>Elementary (Prek-4th):</b> There are over 600 hours of “support” scheduled to the elementary school from hourly paraprofessionals, food service providers and transportation workers. The hourly staff that make up those 600 hours will execute the plan that is detailed above. Furthermore, each teacher will host “help sessions” virtually while remaining open to email correspondence with families.</p>
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<p><b>Middle School (5th-8th):</b> There are nearly 500 hours of “support” scheduled to the middle school from hourly paraprofessionals, food service providers and transportation workers. The hourly staff that make up those 500 hours will execute the plan that is detailed above. Moreover, all teaching staff have 60 minutes of scheduled Office Hours per week with which to respond to student/parent questions and concerns, as well as arrange for one to one tutoring assistance.</p>
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<p><b>High School (9th-12th):</b> There are over 300 hours of “support” scheduled to the high school from hourly paraprofessionals, food service providers and transportation workers. The hourly staff that make up those 300 hours will execute the plan that is detailed above. Additionally, the High School will administer a weekly student survey, addressing academic and non-academic concerns students may experience. We have Learning Coaches working in support of our students; therefore, any student who has not produced any work or “checked in” on the survey or indicated a need for support will be contacted by a staff member on the Student Support Team. Moreover, all teaching staff have 60 minutes of scheduled Office Hours per week with 30 minutes</p>
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as a morning session and 30 minutes during an afternoon session. Teachers are documenting student attendance during their Office Hours in order to assess if we need to make adjustments to our scheduled times in order to suit students' needs. The Office Hour Schedule is viewable by clicking [here](#). Lastly, staff are exploring methods for conducting daily morning announcements as outreach for keeping students connected to a segment of the high school experience.

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

District/ PSA Response:

As noted above, we will deliver the curriculum in multiple ways. We have paper copies of learning packets and Learning Management Systems to assist us. Most of our curriculum resources have online resources. We will work to incorporate flipped classrooms, office hours for individual or small group assistance, use of coaches (para support), and project/problem based assessments to make the learning meaningful and relevant to our students. Teachers will access synchronous instruction and asynchronous instruction throughout the rest of the school year. We will also use other means ie. phone, letter to talk/communicate with students and parents. We will deliver paper copies if needed.

The following is an additional and specific breakdown by grade band to our district's response:

**Elementary (Prek-4th):** Students/Families will be provided paper/tangible materials that correspond with the digital materials, synchronous videos and asynchronous videos that will be sent via Seesaw. (This includes materials for ELA, Math, Science, Social Studies, and all elementary specials/electives.) Material pick-up will be held every 3 weeks for all students in grades Prek-4th.

**Middle School (5th-8th):** Students/Families will be provided paper/tangible materials that correspond with the digital materials, synchronous videos and asynchronous videos that will be sent via Google Classroom. (This includes materials for ELA, Math, Science, Social Studies, and all specials/electives.) Print Material pick-up or delivery will be made to families as requested or as Distance Learning capabilities fail to meet the needs of individual students.

**High School (9th-12th):** Our building is committed to a rotating schedule; teachers, as designated by department, will have a scheduled day of the week where they release a mini-lesson. Meanwhile, students are given an Independent Student Work Day on Wednesday in order to address individual student learning needs. To view our Rotating Schedule, you may click [here](#) and view page three of the [FAQ document for 9th - 11th grade students](#). Instruction is occurring by synchronous and asynchronous

means. If a student is unable to attend a class meeting facilitated in a synchronous manner, the mini-lesson will be recorded and made available via the teacher's Google Classroom platform. Lastly, instruction is informed through the creation of content-specific "artifacts" to facilitate student inquiry linked to Essential Standards, as identified by each Department.

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

District/ PSA Response:

Teachers will continue to assess students both formatively and summatively on an ongoing basis. Feedback will be provided to each child as to the progress being made towards meeting essential standards. We will differentiate instruction as needed and aid children who are not achieving proficiency in any standard. Support staff will aid in assisting our reluctant learners.

The following is an additional and specific breakdown by grade band to our district's response:

**Elementary (Prek-4th):** Students will take a weekly "check-in" survey every Friday via Seesaw. Students will submit work via Seesaw each week for feedback. A score of "complete/incomplete" will be issued for each essential learning standard based on the students demonstration of proficiency. Lastly, teachers have created a list of students that need additional check-ins from the student-support team which will happen weekly through phone calls and/or zoom sessions.

**Middle School (5th-8th):** Students will take a weekly "check-in" survey every Friday via Google Suite. Students will submit work via Google Classroom each week for SBG scoring/feedback. Student submissions will continue to be scored/graded as per previous practices in a Standards Based Grading and Reporting Format. Final Trimester report cards will be populated with a Credit/No Credit report unless a GPA version is requested by parents. Lastly, teachers have created a list of students that need additional check-ins from the student-support team which will happen weekly through phone calls and/or zoom sessions.

**High School (9th-12th):** Students will receive a weekly "check-in" survey in order for our Student Support team to monitor student engagement during the period of learning from a distance. Given assignments and assessments are handed in via Google Classroom, teaching staff will have data of what students have engaged with learning during the week. Our Third Trimester (the period between April 20, 2020 and June 12, 2020) will be graded as Credit/No Credit, unless a family requests the letter grade reported on the student's official transcript. Lastly, teachers will continue to monitor student learning via Standards-Based Reporting. As students demonstrate their thinking by standard and as they address the Essential Standards covered during our Third Trimester, teaching staff will be able to provide explicit feedback to customize instruction for each student. Per Executive Order 2020-35, students in the Class of

2020 will be awarded credit for the Michigan Merit Curriculum classes as of March 11, 2020, provided they were passing the class. Meanwhile, after our Second Trimester grades are posted on April 24th, our guidance counselor will conduct credit audits for the Class of 2020 and ensure all students have met the MMC required credits for graduation. Students in the Class of 2020 will be communicated via a phone call, by email, and letter indicating their graduation status. Students not meeting the MMC required credits will be provided an opportunity to demonstrate their proficiency for attainment of these credits. Additionally, students wanting to revisit to improve their Second Trimester grades by standard will be afforded the opportunity to do so by the teacher of record.

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 will need to purchase additional hot spots to assist in connectivity for some students. In addition, we will need to purchase additional school phones/technology for our support staff who normally don't have these tools available at their homes. We plan on purchasing additional items that we normally don't purchase (masks, gloves) and additional cleaning supplies to keep our buildings disinfected during this time and most importantly keeping our staff and anyone who enters our buildings safe. We will be offering Summer School to those students who have not mastered the essential standards. Additional budget items are: Purchase of learning supplies such as paper, pencils, crayons, etc. Printing costs (paper and machine copy cost) Mailing costs (envelopes, postage) Personnel time for printing, preparing and delivering Fuel cost- mileage Cost of online instructional platform and any related software/websites if applicable.

Estimated Expenditures:

- Personal hotspots to families and staff who do not have the necessary connectivity for 3 months - up to \$100 per household.
- Professional Development - \$200-\$250 per staff member
- Electronic Devices - Additional technology (computers, phones) for staff and students - up to \$250-\$300 per device
- Additional Cleaning Supplies (beyond what we typically have purchased) - Estimating \$1,000 to \$5,000
- Learning Packets - Printing costs for 3 months of learning packets - Estimating \$2,500 to \$5,000
- Learning Supplies - \$2,000 to \$5,000
- Fuel Costs for Food, Supplies, etc. to families - \$2,500 to \$4,000
- Mailing Costs - \$1000
- Summer School (have not offered in past) - \$5,000 to \$12,000

Sources: General funds, Title I, 31a and CARES Act Stimulus Money

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 administrative team has continued to meet multiple times each week to address the needs of the staff and students. We have met with the (EA) Leadership and came up with a framework for e-learning. Each building had virtual meetings to establish the plan as we move forward. We have identified Essential Standards, grading practices, expectations for students, office hours for each teacher, professional development needs, and additional support needed for our reluctant learners. Our Board of Education has been briefed throughout the process and will formally adopt our plan on April 13th. Each support group has had Zoom meetings (administrative assistants, food service, para-pros and transportation) to discuss and work through the plan. We have a FAQ document for students and parents. In addition, we held Town Hall meetings at all levels (Elementary, Middle, 9th through 11th, and Seniors) to share the Continuity of Learning Plan with our parents and students with a Q & A section.

Teachers will continue to maintain their weekly PLCs with their respective grades and departments. Each school will have ongoing staff meetings to continue to communicate celebrations and needs.

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

District/ PSA Response:

The plan will be communicated through a letter to each family. The plan will also be dispersed through email to those that have access. The plan will also be posted to the district website and other social media platforms as well. To ensure that everyone is aware that the plan has been developed and released a phone call message will be sent to all parents. We will have each student and parent sign an agreement adhering to the expectations we place on them.

As noted, we held Town Hall meetings for each building (Elementary, Middle, 9th thru 11th graders, and Seniors). A FAQ document will be sent to all parties to help answer any questions.

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:

The District is prepared to start implementation the week of April 13th with full implementation starting April 20th. Teachers, para-pros, transportation staff, and spring coaches will take on extensive professional development the week of April 13th.

9. Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act of , 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 - school year.

District/ PSA Response:

Our unbalanced trimester will continue as we will offer May term college courses to our students for early college programs. Kalamazoo Community College will be offering online courses for our kids.

For students in CTE programs we will work with the KRESA staff to ensure our students have the ability to complete their respective courses. When needed the district will ensure students have the necessary resources needed to be successful.

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

District/ PSA Response:

We will continue to offer breakfast and lunch for those eligible. Our food service department will continue to assist in providing nourishment to our children. We currently offer seven days of food for any 0-18 yr. old. Families pick-up on Wednesday's and for those that need us to transport them to their home we do that as well.

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:

We will pay all school employees for the remainder of the 2019-20 school year. We have plans in place that will utilize all staff in our learning plan. Our para pros and transportation staff will act as Learning Coaches assisting our most reluctant learners. Our custodians, technology, food service, secretaries, and maintenance will continue working within their respective departments. Our Spring coaches will also be offered to assist during this time as well so we can pay them as well. Teachers will be teaching

remotely and administrators will continue managing the day-to-day within their respective buildings as well as working with staff to ensure student success.

We only have one bargaining unit and have a LOA in place to address the changes in our approach to education for the remainder of the 2019-20 school year.

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

District/ PSA Response:

As noted, the students will be surveyed throughout the rest of this school year. We will use this information to plan accordingly in meeting the individual needs of our children. We will also monitor their grades and will determine if additional resources are needed to support them. The collective group (teachers, coaches (para-pros and bus drivers), social workers and administrators) will work collaboratively reviewing grades, student wellness, and engagement. 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.).

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:

We have a team of five staff members who have caseloads and will continue to work with their respective students on the social/emotional arena. In addition, they will be a first responder to any other needs that arise. We also have a partnership with a local psychologist, who will be doing online counseling with some of our children.

Students and staff will be surveyed on a regular basis to determine the current mental health needs of each student. Each building will have ongoing staff meetings to discuss students' needs.

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: N/A

Optional question:

15. Will the District adopt a balanced calendar instructional program for the remainder of the school year? Does the District plan to adopt a balanced calendar instructional program for the 2020-21 school year?

District/ PSA Response:

Schoolcraft Community Schools does not intend to adopt a balanced calendar for the remainder of the 2019-20 and 2020-21 school years.

Please indicate here if you are doing this.

Name of District Leader Submitting Application: Wayne "Rusty" Stitt, Ph.D.

Date Approved: April 21, 2020

Name of ISD Superintendent/Authorizer Designee: Dave Campbell

Date Submitted to Superintendent and State Treasurer: 4/21/20

Confirmation approved Plan is posted on District/PSA website: 4/21/20