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”)

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: 04/07/2020

Name of District: Imlay City Schools

Address of District: 634 W. Borland Road; Imlay City, MI 48444

District Code Number: 44060

Email Address of the District Superintendent: scameron@icschools.us

Name of Intermediate School District: Lapeer Intermediate School District

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 the 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:

ICS will provide alternative modes of instruction using a mixed media delivery approach. This approach includes a combination of media for all students. This combination will include the availability of hard copy materials (packets, letters mailed home, books, etc.) to students and internet-based materials (Google Classroom, use of Michigan Virtual University free content,
online websites free for families to use, local curriculum platforms students can access from home (Wonders, enVision, Study Sync, ExactPath, Accelerated Reading, etc.) to others. ICS is not relying on electronic instruction and students will not be penalized for any inability to fully participate in the learning plan.

We will also use communication methods that includes email, telephone, virtual instruction, videos, project-based learning opportunities, Google Hangouts, etc.

To access the modes of instruction, students and families will need writing tools (packets), a school provided email address (provided to all students and families), and if they elect to access the electronic instruction, a device from which to do so.

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:

Our goal is to keep students at the center of educational activities that prioritize student connection and family access to information. We will strive to reach out to all of our students as often as possible. Important notifications will be written and will be dispersed to our families in several ways and through multiple platforms: 1. mailed home to every household (both in district and out of district), placed on the district website homepage, communicated via social media platforms (District Facebook page, individual building Facebook page, District Twitter page, and District transportation Facebook page.) Additionally, a phone message/alert will be sent to all families via School Messenger which is tied to our PowerSchool platform. All important notifications will be uploaded onto our District website for accessibility.

These communication methods and platforms are ones in which our students and families are already familiar with and that currently exist in our school system. As possible, communication (and content) will be provided in Spanish to ensure our plan and communication reach all of our families in a language that they will best understand.

We will consistently encourage and maintain two-way communication with students and families.

Our staff will work daily to maintain the positive and collaborative relationships they have established with students and families in efforts to provide support and encourage participation in educational activities. This includes responding in a timely manner to communication request and also initiating communication with students and families weekly. District admin will support these endeavors and assist teachers.

Lastly, as detailed in number 13 below, we will prioritize the social and emotional and mental well-being of students through the use of our recent SEL training and support from our district counselors and social workers.
3. Please describe the district’s plans to deliver content in multiple ways so that all pupils can access learning.

District/PSA Response:

ICS will provide alternative modes of instruction and deliver content using a mixed media delivery approach. This approach includes a combination of media for all students. This combination will include the availability of hard copy materials (packets, letters mailed home, books, etc.) to students and internet-based materials (Google Classroom, use of Michigan Virtual University free content, online websites free for families to use, local curriculum platforms students can access from home (Wonders, enVision, Study Sync, ExactPath, Accelerated Reading, etc.) to others. We will also use communication methods that includes email, telephone, virtual instruction, videos, project-based learning opportunities, Google Hangouts, etc.

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

District/PSA Response:

Each building in the ICS district will maintain a document of what learning is being provided by individual teachers and track participation and learning. Teachers will use a variety of tools and strategies to monitor and provide feedback. An example would be projects that student create to demonstrate (via phone calls, videos, artwork, etc.) their learning. Other tools that may be used include digital survey tools.

While teachers will be working daily to plan, implement, and monitor learning opportunities, all classrooms (PreK-12) will hold office hours twice per week. Each Monday and Wednesday, from 1:00-3:00 PM, all teachers will be available via many methods for immediate and "real-time" response and feedback. Methods include email, video conferencing, Google Voice calls, etc.

As teachers monitor learning and participation, including methods used/preferred for each student/family, additional efforts will be made to reach out to students/families who are not responding to communication and learning opportunities.

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:

Imlay City Community Schools Instructional Plan Additional Estimated Expenditures

Tuesday, April 7, 2020

Description: Unit: Cost: Total
District wide mailing costs: 6 @ $2,494 = $14,964
Printing costs: 8 @ $ 3,500 = $ 28,000
Total Estimated Costs $ 42,964

The district plans to access federal funds from Title I, Title III, and Title IV, as flexibility is provided to do so, in order to cover additional costs of programming due to the necessity of this Continuity of Learning Plan.

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

District/PSA Response:

The development of the ICS Continuity of Learning Plan was a collaborative process. This began with Lapeer Intermediate School District Superintendent organizing a meeting for Superintendents to review and discuss plan options and possible elements. This was followed by a countywide meeting of curriculum directors during which the same work occurred. Locally, administrators met, reviewed sample plans and guidelines, and developed parameters for teacher availability and responsibilities, identified multiple modes for learning, and accessibility plans for learning options. Principals then met with teachers to generate learning experiences and opportunities that fit within guideline parameters, develop methods to establish and maintain contact with students, and monitor and assess learning. The Plan was discussed with district Board members, including the ICS Board Curriculum Committee members, Chairperson and Board President.

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

District/PSA Response:

Our goal is to have a clear, consistent, concise, and accessible plan that prioritizes student connection and family access to information. Upon completion and approval of the ICS Continuity of Learning Plan, ICS will create a written statement detailing the plan and its components. This written statement will be dispersed to our families in several ways and through multiple platforms: 1. mailed home to every household (both in district and out of district), placed on the district website homepage, communicated via social media platforms (District Facebook page, individual building Facebook page, District Twitter page, and District transportation Facebook page.) Additionally, a phone message/alert will be sent to all families via School Messenger which is tied to our PowerSchool platform. The Plan, in its entirety, will be uploaded onto our District website for accessibility.

These communication methods and platforms are ones in which our students and families are already familiar with and that currently exist in our school system. As possible, communication (and content) will be provided in Spanish to ensure our plan and communication reach all of our families in a language that they will best understand.
We will consistently encourage and maintain two-way communication with students and families.

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:

Upon approval of the plan through Lapeer Intermediate School District, the district will begin the transition to implementation. First, communication (as described in question 7) will be set in motion, secondly, principals will engage in virtual meetings with all teachers to communicate the plan and building-specific contents within the plan. District administration will support teachers in any area to ensure understanding of plan expectations and provide guidance with any support/resources that staff will need to effectively implement the plan. Projected full implementation date is Monday, April 13, 2020.


District/PSA Response:

Imlay City Schools has continued service to all pupils enrolled in postsecondary dual enrollment courses.

Students in our STEMM Academy/Early College Program have been moved to a completely online platform, as have students in our Pre-Engineering Program through our partnerships with the Lapeer Intermediate School District, Baker College, Mott College, and the University of Michigan-Flint, as applicable.

Less than 10 students engage in postsecondary dual enrollment outside of the two aforementioned programs. Each postsecondary partner providing coursework to those students has moved to online platforms. The district has assured accessibility to the programming by providing technology (devices) and connectivity support to all participating students.

College/University partners providing coursework have made student support services available through virtual means. Additionally, counseling staff have made one-to-one contact with students in these programs, and are available for student support via phone. ICS instructional staff are also offering virtual office hours and phone support to these students.
10. Please describe how the district will continue to provide or arrange for continuation of food distribution to eligible pupils.

District/PSA Response:

Imlay City Schools will continue to provide modified food service/meal distribution twice weekly, following meal pattern requirements, as mandated. Families are provided with multiple meals at each distribution, with the intent of providing breakfast and lunch for each eligible individual (children 18 and under, and individuals receiving special education services ages 26 and under) for the week. Food service staff handle the organization, purchasing, preparation, packing, and distribution of meals. Other district employees meeting criteria for designation as “essential workers/critical infrastructure workers” assist with logistics of distribution. Meal distribution schedules have been, and are, communicated via the district (and each individual schools’) website, social media sites, and by phone on the day of each distribution, to all families in the district.

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:

Imlay City Schools will continue to pay school employees while redeploying essential staff to provide meaningful work in the context of the Plan, subject to any applicable requirements of a collective bargaining agreement. All federally funded instructional staff (aides, MTSS Coordinator, and interventionists) will be used/redeployed to support the implementation of this plan.

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

District/PSA Response:

Each building in the ICS district will maintain classroom spreadsheets to document/monitor engagement/participation and learning by students. This spreadsheet will be updated daily based on student/family responses to curriculum delivery efforts (as detailed in above in question 3.) District administration will also have access to these monitoring efforts. Through this daily monitoring, students identified as not participating or engaging will result in teachers trying multiple strategies to contact them: email, phone, virtual conference, alternate phone numbers, etc. This spreadsheet will provide documentation to log individual classroom engagement as well as grade-level data, content area data, and district-wide data.
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:

ICS has provided social and emotional learning practices links and resources to all families through communication methods as listed above in question 7. Additionally, these links and resources will continue to be shared weekly as part of our continued learning plan weekly communication. Additionally, the following plans are in place to address the ongoing mental health needs of our students and families:

ICHSS: Counselors at our high school have been working to connect with students previously identified as needing mental health support prior to closure. Additionally, they have been responsive to students who have reached out to them requesting support or answers to questions. While these responses are as needed, as with all of our staff, counselors have formal office hours each Monday and Wednesday from 1:00-3:00 PM for on-the-spot live support. They will also be available to collaborate with teachers to assist teachers in meeting the mental health of students.

ICMS: The Counselor at our middle school has been working to connect with students previously identified as needing mental health support prior to closure. Additionally, she has been setting up on-line platform to provide ease of access for students and families to reach her. She will also be available to collaborate with teachers to assist teachers in meeting the mental health of students.

Borland and Weston Elementary: The social worker for Borland and Weston will be checking in with her caseload of students/families identified for support prior to closure. If other students are identified for support, she will work with building principals to establish contact with families and students. She will also be available to collaborate with teachers to assist teachers in meeting the mental health of students.

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

District/PSA Response:

Imlay City Schools has participated in a capability survey of our facility and scope of childcare service. We have communicated that we do not have trained/certified staff, nor appropriate equipment to provide programming for students younger than school age. However, we have communicated the district’s availability, as needed, to host a disaster relief child care center (as described in the Executive Order or any executive order that may follow) for school age children.
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:

The district does not plan to adopt a balanced calendar instructional program for the remainder of the 2019-2020 school year, and does not, at this time, plan to adopt a balanced calendar instructional program for the 2020-2021 school year.

Name of District Leader Submitting Application: Dr. Dina Tallis

Date Approved: April 16, 2020

Name of ISD Superintendent/Authorizer Designee: Steve A. Zott

Date Submitted to Superintendent and State Treasurer: April 16, 2020

Confirmation approved Plan is posted on District/PSA website: April 21, 2020
Imlay City Schools
Continuity in Learning Plan
COVID-19 Mandated School Closure
April 6, 2020-June 4, 2020
Purpose of Learning Plan
The purpose of ICS Continuity of Learning Plan is to outline steps that will be taken during the 2020 COVID-19 Pandemic school closure. ICS will aim to support and facilitate high quality student learning. This may include hard copy materials, web-based instruction, and online materials.

"Kids and Teachers Don’t Need to be Spending Eight Hours a Day on Schoolwork Right Now". H. Hudson, 2020

Learning Continuity
Until our scheduled last day of school, June 4, 2020, the expectation of the Executive Order issued by the Governor of Michigan is that learning will continue, despite the fact that the school buildings are closed. Imlay City Schools will be offering meaningful educational experiences throughout the remainder of the school year, and our expectation is that Imlay City students will partake in the activities and educational opportunities presented by their teachers. As such, our goal will be to plan and deliver content in multiple ways so each and every student can access learning.

Imlay City Schools will implement a “Mixed-Media Delivery” model to provide continuity of learning for students. This combination will include the availability of hard copy materials (packets, letters mailed home, books, etc.) to students and internet-based materials (Google Classroom, use of Michigan Virtual University free content, online websites free for families to use, local curriculum platforms students can access from home (Wonders, enVision, Study Sync, ExactPath, Accelerated Reading, etc.) to others. We will also use communication methods that include email, telephone, virtual instruction, videos, project-based learning opportunities, Google Hangouts, etc. Students and families will have live access via email during teacher office hours every Monday and Wednesday from 1:00-3:00 PM.

Imlay City Schools will have teachers; K-12, provide students access to real-time, online teacher supported learning using video conferencing applications minimally once (1 time) per week. These times will be established at the grade/building/subject area level.

ICS is not relying solely on electronic instruction and students will not be penalized for any inability to fully participate in the learning plan. To access the mixed-modes of instruction, students will need writing tools (for completion of packets), access to their school provided email address (provided to all students and families), and, if they elect to access the virtual instruction, a device from which to do so.

ICS is committed to:
- Ensuring all students are safe, fed, and engaged in learning in a way that is most accessible and comfortable for them and their families
- Focusing on essential learning for students
- Being flexible and adaptive as needs arise
- Continuing to strengthen and emphasize relationships
- Making decisions to support all populations of students
• Encouraging the use of materials, resources, and virtual platforms that have already been in use
• Blending our learning models to include virtual and non-technology opportunities
• Establishing a consistent framework of expectations, communication, and practices for all stakeholders
• Supporting and training all staff throughout the duration of this plan
• Practicing and extending grade in these unprecedented times

Communication
Our goal is to keep students at the center of educational activities that prioritize student connection and family access to information. We will strive to reach out to all of our students as often as possible. Important notifications will be written and will be dispersed to our families in several ways and through multiple platforms: 1. mailed home to every household (both in district and out of district), placed on the district website homepage, communicated via social media platforms (District Facebook page, individual building Facebook page, District Twitter page, and District transportation Facebook page.) Additionally, a phone message/alert will be sent to all families via School Messenger which is tied to our PowerSchool platform. All important notifications will be uploaded onto our District website for accessibility.

These communication methods and platforms are ones in which our students and families are already familiar with and that currently exist in our school system. As possible, communication (and content) will be provided in Spanish to ensure our plan and communication reach all of our families in a language that they will best understand.

We will consistently encourage and maintain two-way communication with students and families.

Monitoring Learning
Each building in the ICS district will maintain a document of what learning is being provided by individual teachers and track participation and learning. Teachers will use a variety of tools and strategies to monitor and provide feedback. An example would be projects that students create to demonstrate (via phone calls, videos, artwork, etc.) their learning. Other tools that may be used include digital survey tools.

While teachers will be working daily to plan, implement, and monitor learning opportunities, all classrooms (PreK-12) will hold office hours twice per week. Each Monday and Wednesday, from 1:00-3:00 PM, all teachers will be available via many methods for immediate and "real-time" response and feedback. Methods include email, video conferencing, Google Voice calls, etc.

As teachers monitor learning and participation, including methods used/preferred for each student/family, additional efforts will be made to reach out to students/families who are not responding to communication and learning opportunities.

Special Education
Students’ IEPs and 504s are still in effect, but may look different given the current circumstances. Parents will be contacted directly regarding IEPs and IEP meetings. If there are
questions related to an IEP or Section 504 Plan, please contact the student’s principal, teacher, or Mrs. Calopsis; ICS Special Education Director. Students that are enrolled in the ISD Special Education Center program will be serviced in accordance with the Lapeer County Intermediate School District Continuity in Learning Plan.

**Students Receiving ESL Services**
It is important to consider a student’s English proficiency when developing learning opportunities. ICS teachers will continue to use district documentation/student data as guidance for ESL services. ESL paper packets are provided for students in grades K-8, weekly. These packets can be downloaded and printed or picked up from the district during the established packet pick-up times. Our district EL teacher will work to communicate with families and support teachers as we serve our ESL students.

**Calendar**
The scheduled last day of school for students in grades BK-11 is Thursday, June 4, 2020 and Friday, May 22, 2020 for seniors.

**Instructional Time**
Instruction will consist of a variety of live interaction and pre-recorded material. Activities will include videos, virtual face-to-face meetings, offline practice work, reading/assignments outside of instructional time, work packets, etc. Specific sample schedules are outlined later in this document.

**Multi-Tiered Systems of Support**
Intervention support for students will continue throughout the remainder of the scheduled school year. Intervention staff will be available for all students and in many instances, will make every effort to connect with students and families. Should you request further support services, please email your child’s principal to facilitate those efforts.

**Students Services**
Student services are still functioning. Building level Counselors and Social Workers can be reached via email. The Michigan Department of Education has provided a number of resources to support the Social and Emotional needs of our students and families. The link for these resources can be found in our Spartan Learning Links under the section titled “Social and Emotional Learning Resources.”

ICS has provided social and emotional learning practices links and resources to all families through communication methods as listed above in question 7. Additionally, these links and resources will continue to be shared weekly as part of our continued learning plan weekly communication. Additionally, the following plans are in place to address the ongoing mental health needs of our students and families:

ICHMS: Counselors at our high school have been working to connect with students previously identified as needing mental health support prior to closure. Additionally, they have been responsive to students who have reached out to them requesting support or answers to questions. While these responses are as needed, as with all of our staff, counselors have formal
office hours each Monday and Wednesday from 1:00-3:00 PM for on-the-spot live support. They will also be available to collaborate with teachers to assist teachers in meeting the mental health of students.

ICMS: The Counselor at our middle school has been working to connect with students previously identified as needing mental health support prior to closure. Additionally, she has been setting up an on-line platform to provide ease of access for students and families to reach her. She will also be available to collaborate with teachers to assist teachers in meeting the mental health of students.

Borland and Weston Elementary: The social worker for Borland and Weston will be checking in with her caseload of students/families identified for support prior to closure. If other students are identified for support, she will work with building principals to establish contact with families and students. She will also be available to collaborate with teachers to assist teachers in meeting the mental health of students.

**Postsecondary Dual Enrollment**

Imlay City Schools has continued service to all pupils enrolled in postsecondary dual enrollment courses.

Students in our STEMM Academy/Early College Program have been moved to a completely online platform, as have students in our Pre-Engineering Program through our partnerships with the Lapeer Intermediate School District, Baker College, Mott College, and the University of Michigan-Flint, as applicable.

Less than 10 students engage in postsecondary dual enrollment outside of the two aforementioned programs. Each postsecondary partner providing coursework to those students has moved to online platforms. The district has assured accessibility to the programming by providing technology (devices) and connectivity support to all participating students.

College/University partners providing coursework have made student support services available through virtual means. Additionally, counseling staff have made one-to-one contact with students in these programs, and are available for student support via phone. ICS instructional staff are also offering virtual office hours and phone support to these students.

**CTE Programs**

Students enrolled in Career and Technical Education programs at the Education and Technology Center will be serviced in accordance with the Lapeer County Intermediate School District Continuity in Learning Plan.

**Early On Services**

Resident students qualifying for Early On services will receive those services as outlined in the Lapeer County Intermediate School District Continuity in Learning Plan.
Continuation of Food Services and Distribution
For the remainder of the 2019-2020 school year, Imlay City Schools will continue to provide modified food service/meal distribution twice weekly, following meal pattern requirements, as mandated. Families are provided with multiple meals at each distribution, with the intent of providing breakfast and lunch for each eligible individual (children 18 and under, and individuals receiving special education services ages 26 and under) for the week. Food service staff handle the organization, purchasing, preparation, packing, and distribution of meals. Other district employees meeting criteria for designation as “essential workers/critical infrastructure workers” assist with logistics of distribution. Meal distribution schedules have been, and are, communicated via the district (and each individual schools’) website, social media sites, and by phone on the day of each distribution, to all families in the district.

Roles in Supporting Continuity in Learning
Students
- Dedicate appropriate time to learning using the learning opportunities provided by your school and teachers
- Check the school website and/or weekly packets for information on learning opportunities
- As applicable, ensure that you know your username and passwords for instructional resources that are available
- Identify a quiet and comfortable place to learn and study
- Engage in learning activities being offered by your school and teachers

Teachers
- Develop high quality learning opportunities for students that address course/class standards and benchmarks while balancing student/teacher interactions
- Use SIOP strategies for English Language Learners and provide appropriate accommodations for Students With Disabilities and students with Section 504 plans, to the extent practical and possible
- Observe established office hours; Mondays and Wednesdays from 1:00-3:00 PM, that include, but are not limited to communicating with and providing feedback to students, facilitating synchronous/asynchronous lessons, and answering student/family questions
- Provide instructional resources and materials through a variety of platforms and methods
- Establish time, minimally once (1 time) per week, to offer real-time, online teacher supported learning using video conferencing applications.
- Communicate regularly with students and families regarding expectations, student support, and student progress. Communication methods will include email, telephone, virtual meetings, videos, or other method as deemed
- If students are not engaged in or participating weekly in lessons (either virtually or packets), teachers will make every effort, using a variety of methods, to contact families in a timely manner
- Participate in relevant professional development and virtual learning sessions intended to support the district’s continuity in learning plan
- Ensure that you are monitoring district and school communications for up-to-date information regarding school related topics such as instructional plans, learning resources, and virtual learning sessions
- Participate in weekly virtual grade-level and/or content area meetings with building and district administration

Families
- Monitor district communications for up-to-date information regarding school closure, continuity in learning plans, and learning resources; district website, district and building level social media platforms, phone call messages, text messages, and email messages
- Ensure that your children know their username and passwords for instructional resources and encourage their participation, as possible, in all learning opportunities
- Maintain communication with your child’s teachers and school counselors
- Engage your children in conversations regarding learning opportunities, resources, and work
- Monitor time spent engaging in online and offline learning
- Support your child’s emotional balance by providing time for physical activity and play

Pre-K-12th Grade Daily Class Time
The tables below provide guidance in regards to possible time recommendations for students to attend to learning, per day. Time recommendations are based on a combination of instruction and worktime either with technology or without. The recommendations for each day/subject are just samples and should be considered as such.

Pre-K Continuity in Learning Sample Schedule
Learning Time Possible Activities: Early Literacy, Early Numeracy, Imaginative Play, Creative Arts/Music/Movement, Outdoor Exploration, Exercise, Fine/Gross Motor Activities

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
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<td>Math</td>
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<td>10-15 minutes</td>
<td>10-15 minutes</td>
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<td>Science</td>
<td>Writing</td>
<td>Social Studies</td>
<td>*Engage in/review</td>
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<td>10-15 minutes</td>
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<td></td>
<td></td>
<td>of 1:00-3:00 PM</td>
<td></td>
<td>week of learning.</td>
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<td>For specific</td>
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<td>intervention</td>
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<td>strategies, be sure</td>
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<td>to contact your</td>
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<td></td>
<td>child's teacher</td>
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<td></td>
<td></td>
<td>during office hours</td>
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<td></td>
<td>of 1:00-3:00 PM</td>
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</tbody>
</table>

*Minimum Time p/ Day=30 minutes; Maximum Time p/ Day=60 minutes
Kindergarten-Grade 2 Continuity in Learning Sample Schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Math</td>
<td>Reading</td>
<td>Math</td>
<td>Extended Learning Time</td>
</tr>
<tr>
<td>15-30 minutes</td>
<td>15-30 minutes</td>
<td>15-30 minutes</td>
<td>15-30 minutes</td>
<td>*Engage in/review lessons that your child may be struggling with as noticed throughout the week of learning. For specific intervention strategies, be sure to contact your child’s teacher during office hours of 1:00-3:00 PM</td>
</tr>
<tr>
<td>Writing</td>
<td>Science</td>
<td>Writing</td>
<td>Social Studies</td>
<td>15-30 minutes</td>
</tr>
<tr>
<td>15-30 minutes</td>
<td>15-30 minutes</td>
<td>15-30 minutes</td>
<td>15-30 minutes</td>
<td>STEM 15-30 minutes</td>
</tr>
<tr>
<td>Art</td>
<td>Music</td>
<td>Physical Ed.</td>
<td>Contact teacher during office hours of 1:00-3:00 PM</td>
<td>Contact teacher during office hours of 1:00-3:00 PM</td>
</tr>
<tr>
<td>15-30 minutes</td>
<td>15-30 minutes</td>
<td>15-30 minutes</td>
<td>15-30 minutes</td>
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</tr>
<tr>
<td>Contact teacher during office hours of 1:00-3:00 PM</td>
<td>Contact teacher during office hours of 1:00-3:00 PM</td>
<td>Contact teacher during office hours of 1:00-3:00 PM</td>
<td>Contact teacher during office hours of 1:00-3:00 PM</td>
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</tr>
</tbody>
</table>

* Minimum Time p/day =45 mins; Maximum Time p/day=90 mins

Grades 3-5 Continuity in Learning Sample Schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Math</td>
<td>Reading</td>
<td>Math</td>
<td>Extended Learning Time</td>
</tr>
<tr>
<td>20-40 minutes</td>
<td>20-40 minutes</td>
<td>20-40 minutes</td>
<td>20-40 minutes</td>
<td>*Engage in/review lessons that your child may be struggling with as noticed throughout the week of learning. For specific intervention strategies, be sure to contact your child’s teacher during office hours.</td>
</tr>
<tr>
<td>Writing</td>
<td>Science</td>
<td>Writing</td>
<td>Social Studies</td>
<td>20-40 minutes</td>
</tr>
<tr>
<td>20-40 minutes</td>
<td>20-40 minutes</td>
<td>20-40 minutes</td>
<td>20-40 minutes</td>
<td>STEM 20-40 minutes</td>
</tr>
<tr>
<td>Art</td>
<td>Music</td>
<td>Physical Ed.</td>
<td>Contact teacher during office hours of 1:00-3:00 PM</td>
<td>Contact teacher during office hours of 1:00-3:00 PM</td>
</tr>
<tr>
<td>20-40 minutes</td>
<td>20-40 minutes</td>
<td>20-40 minutes</td>
<td>20-40 minutes</td>
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</tr>
<tr>
<td>Contact teacher during office hours of 1:00-3:00 PM</td>
<td>Contact teacher during office hours of 1:00-3:00 PM</td>
<td>Contact teacher during office hours of 1:00-3:00 PM</td>
<td>Contact teacher during office hours of 1:00-3:00 PM</td>
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</tr>
</tbody>
</table>

*Minimum Time p/day = 60 mins; Maximum Time p/day =120 mins
### Grades 6-8 Continuity in Learning Sample Schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 30-45 min</td>
<td>Social Studies 30-45 min</td>
<td>Math 30-45 min</td>
<td>Social Studies 30-45 min</td>
<td>Extended Learning Time 90-135 minutes</td>
</tr>
<tr>
<td>ELA 30-45 min</td>
<td>Science 30-45 min</td>
<td>ELA 30-45 min</td>
<td>Science 30-45 min</td>
<td>*Engage in/review lessons that you/your child may be struggling with as noticed throughout the week of learning. For specific intervention strategies, be sure to contact your child’s teacher during office hours of 1:00-3:00 PM</td>
</tr>
<tr>
<td>Elective 30-45 min</td>
<td>Elective 30-45 min</td>
<td>Elective 30-45 min</td>
<td>Elective 30-45 min</td>
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</tbody>
</table>

* Minimum Time p/Day = 90 minutes; Maximum Time p/Day = 135 minutes

### Grades 9-12 Continuity in Learning Sample Schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 45-60 min</td>
<td>Social Studies 45-60 min</td>
<td>Math 45-60 min</td>
<td>Social Studies 45-60 min</td>
<td>Extended Learning Time 135-180 minutes</td>
</tr>
<tr>
<td>ELA 45-60 min</td>
<td>Science 45-60 min</td>
<td>ELA 45-60 min</td>
<td>Science 45-60 min</td>
<td>*Engage in/review lessons that you/your child may be struggling with as noticed throughout the week of learning. For specific intervention strategies, be sure to contact your child’s teacher during office hours of 1:00-3:00 PM</td>
</tr>
<tr>
<td>Elective 45-60 min</td>
<td>Elective 45-60 min</td>
<td>Elective 45-60 min</td>
<td>Elective 45-60 min</td>
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</tbody>
</table>

* Minimum Time p/Day = 135 minutes; Maximum Time p/Day = 180 minutes
Continuity of Learning Plan Addendum: Great Start Readiness Program

1. Please describe the methods to provide alternative modes of instruction and a summary of materials for pupil and pupil’s parents to access the plan.

The GSRP program will provide weekly activities/resources for parents/guardians. While activities will vary, specific information on at least one of the early childhood learning objectives of:

- Literacy
- Mathematics
- Dramatic play
- Creative arts
- Science
- Fine/gross motor activities
- Music
- Movement

will be provided not less than weekly. Teachers will check in with families weekly to answer questions, check on learning, or to extend learning. The program will distribute existing classroom materials to parents to assist with the child’s learning, and will utilize existing budget funds to purchase additional materials if necessary. Examples of items beneficial to parents might include: ‘learning bags’ containing different types of paper, pencils, crayons, markers, glue, paint, foam letter shapes, stickers, chalk, play dough, beads, pipe cleaners, copies of activities to complete at home, snacks, and etc.

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.

In the GSRP program, Instructional staff will work not only with the children, but will also work to coach and support the family to promote learning at home. Instructional staff will provide contacts with parents/guardians and children at minimum once per week including emails, texts, apps, phone calls, online learning platforms, and virtual meetings. These contacts will serve to support learning. Instructional staff are required to include Early Childhood Specialist on communications to families (emails, closed FB pages, etc), and complete an ISD provided contact log in Google Drive, or a program generated log, which will be reviewed weekly by the Early Childhood Specialist.

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

For the GSRP program, Early Childhood Learning Materials and Instruction will be sent via email, private facebook groups, apps (Remind, BLOOMZ, etc), listed on the program website, or U.S. postal mail to parents/guardians and students each week. Instructional teams will contact
families to support and/or extend learning. Contacts, support and extension of learning will be made via Zoom, apps, phone calls, private Facebook groups, emails, and text messages.

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

In the GSRP program, the Early Childhood Specialist will monitor content sent to families and give feedback/constructive criticism. Instructional teams will gather feedback from families to determine:

- Student progress
- Which families are utilizing materials; or
- Needs that are not being met.

Instructional teams will individualize their content sharing/teaching to best meet the needs of families.

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

For the GSRP Program, in lieu of the normal final home visit, an in-depth phone conversation will be conducted with each family using a survey that has been collaboratively developed by the ISD and local programs to determine the participation level of families and children with the resources provided, and to learn about suggestions and feedback from parents.

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

A variety of mental health resources will be utilized by GSRP staff to share with families. These resources include:

- The availability of a Social Emotional Consultant
- Documents such as: “Understanding Trauma Informed Care”, “Support for Families During COVID-19”, and “How to talk to your child about COVID-19 (with picture cards/diagrams); and
- A Wellness Checklist with linked supports for each area of possible need, including mental health, financial, family, and food.

Resources will be updated as needed.