

# CHIPPEWA VALLEY SCHOOLS



## Continuity of Learning and COVID-19 Response Plan



### *Our Mission*

*Inspiring and empowering learners to  
achieve a lifetime of success*

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### *Our Vision*

*Chippewa Valley Schools - Setting the  
standard for educational excellence.*

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# Chippewa Valley Schools



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

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: **April 17, 2020**

Name of District: **Chippewa Valley Schools**

Address of District: **19120 Cass Avenue, Clinton Township, MI 48038**

District Code Number: **50080**

Email Address of the District: **rroberts@cvs.k12.mi.us**

Name of Intermediate School District: **Macomb Intermediate**

Name of Authorizing Body (if applicable): **Macomb intermediate School District**

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 childcare 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: **April 17, 2020**

Name of District: **Chippewa Valley Schools**

Address of District: **19120 Cass Avenue, Clinton Township, MI 48038**

District Code Number: **50080**

Email Address of the District Superintendent: **rroberts@cvs.k12.mi.us**

Name of Intermediate School District: **Macomb Intermediate**

Name of Authorizing Body (if applicable): **Macomb Intermediate School District**

### **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 Response:**

The district recognizes that alternative modes of instruction, other than in person delivery, need to be provided to meet the diverse needs of all students. Pupil instruction includes, but is not limited to, the continued partnership with the Macomb Intermediate School District, community colleges or institutions of higher learning, use of vendors, use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, or a combination to meet diverse student needs.

The alternative modes of instruction will be clearly communicated by the district and available to students and parents so they can support student learning and meet students' needs within their individual situation at home.

The primary mode for moving learning forward will be an online delivery model utilizing Schoology (and in some cases, an alternative learning management system). The district has surveyed families, in several languages and through multiple means to determine technology needs. For those students who have internet access, but don't have a device, devices will be provided if available. If students have a device, but do not have internet, hot spots will be provided if available. Schools and county libraries may provide Wi-Fi access from their parking lots while people remain in their vehicles.

Students were encouraged to take specific resources home with them on March 13, the final day of school, and were provided access to retrieve materials from their school on an additional day, in accordance with the tenants of the Executive Order in place on that date. The list of resources included appropriate grade-level/course textbooks. Many of these resources are also available online.

Schools will be reaching out to students who do not appear to be engaged in online learning and hard copy instructional packets may be provided, if necessary.

**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 Response:

- Each week teaching staff will provide instructional lessons and activities for students to engage in. For those students that do not engage, the teaching staff will reach out to those students. Please refer to question three for more details on our instructional delivery.
- Additionally, our teaching staff will utilize our support staff, such as paraeducators, special education services, EL services, and other ancillary team members to contact students so they engage in the learning process and check on their well-being during this time.
- All our building level staff will be contacted with their continued role and expectations during the week of April 13<sup>th</sup>. This includes general education staff, special services, ELL services, ancillary staff, behavioral staff, etc. All staff will be encouraged to reach out to students and families that are in their classroom and/or on their caseload to support them throughout the school closure.
- Further, the district has a website page dedicated to COVID-19 information which provides recent communication to families. In addition, we have various communication tools used at the district, building, and classroom level, such as School Messenger, Remind 101, Class Dojo, and S'more newsletters, to ensure that our families are receiving regular communications on food services, mental health support, and other community resources during this time.
- Our technology team has offered a survey so we can provide laptops and internet services to families in need. Three hundred hotspots and over 1,500 laptops will be provided districtwide, to keep families connected to school. Additional communication will be provided to ensure that we continue to support our families with technology and stay connected.

- Our Chippewa Valley Coalition for Youth and Families in addition to the District Crisis Coordinating Team have been and will continue to provide communication for our school community on COVID-19 resources throughout the county.
- We have provided our school community with information on local resources for food banks, mental health services, and free virtual medical services for students.
- Our school teams have and will continue to provide “Spirit Week” activities to help maintain positive relationships with students and families. Each day, students are encouraged to participate in the activities related to the spirit week theme. For example, our “hometown heroes” week provided students and families a time to thank our local community heroes, through craft projects, an at-home “clap out”, videos, and photo sharing. This provided our school community a time to reflect on those who are helping us through the pandemic and demonstrate our gratitude for their service.
- For students with diverse needs, our staff continues to individualize supports to help students and families. For example, our EL team has translated multiple documents for families and our special education team continues to work with families on accommodations and meeting IEP goals.
- Across our district, staff have and continue to volunteer to pass out food services, laptops, etc. to help our families. We have rallied together to provide families with the services they need.
- Finally, our district staff understands the importance of connecting with families, maintaining positive relationships, and helping families feel safe during this time. We recognize that even small actions can make a big impact in our current reality. We are committed to serving our school community and “doing what it takes” to support everyone during this time.

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

District Response:

Each week between now and the end of the school year, Teachers will:

- identify and explain expectations to students and/or families, detailing if lessons will be posted daily or weekly.
- focus on essential standards to introduce and reinforce skills, specific to the courses they teach. (Please reference the instructional resources provided in this document.)
- post daily/weekly lessons, mini-lessons, activities, practice, and/or resources, to engage students on Schoology. Consider providing brief pre-recorded lessons or delivering mini lessons to students during an online chat.
- be mindful of all learners and IEP/504 accommodations.
- remain flexible with pacing and student assignments.
- use the “less is more” approach to not only focus on essential standards but also the maximum student time for daily activities. Activities can be combined to span multiple days. Lengthy assignments should be broken into sections that fit in the daily recommendation for time.
- consider collaborative work with cohorts to have consistency in instruction and divide the workload.
- be available to support student learning and questions.

- (K-5 teachers) integrate content when possible. Reading or writing activities could be related to a science or social studies topic. Consider the important role of language comprehension for developing readers [*Decoding (D) X Language Comprehension (LC) = Reading Comprehension (RC)*].
- will utilize Schoology to post daily or weekly lessons, activities, practice, and/or resources, as well as using it to engage with their students. If teachers are posting weekly lessons, they should describe what students are doing each day. (Note: if teachers are already using Blackboard as their LMS, they can continue to utilize that platform)
- consider providing brief pre-recorded lessons or delivering mini lessons to students. Mini lessons might have a 5-10-minute presentation of information which is then supported with an activity to practice skills.
- while there is a recommendation of 15- 30 minutes of engagement for each class, each day, at the secondary level, that time can be combined in an activity or presentation that could span multiple days. Larger assignments should be broken up into smaller parts, and expectations for each day should be explained to students.
- review Schoology to determine if a student has actively participated in their learning. Reach out to students who have not engaged to offer district support.

Though we are very accustomed to a certain amount of conformity in how learning takes place in our classrooms, there can be very little expectations for conformity in how learning happens while students are learning at home. We can provide multiple ways for students to access, engage with, and demonstrate their learning.

With this in mind, educators will also:

- take the opportunity to make time and space to get to know students even better. Connection with our students right now is essential, and the opportunity to build rapport and obtain deeper knowledge of various dimensions of their identities will help teachers be culturally and linguistically responsive and design more meaningful learning experiences.
- create modules that are structured by goals and essential questions but are also flexible and offer multiple options to accomplish and address such goals. These modules can thus maximize opportunities for students to engage in ways that are most appropriate, interesting, and authentic for them.
- create video-recorded lessons, mini lessons, and provide materials that contain resources in multiple formats and languages and/or prompt students to choose a format and language for their work product.
- focus on designing instruction for equity and inclusion.

MISD Tool Kit to support these principles:

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

The main method of instructional delivery will be through the use of Schoology. Our district is committed to providing technology to each family in order to minimize the amount of hard copy packets necessary for our families. We believe that we have the resources to avoid the hard copy approach, but we are also prepared to create and distribute them if necessary.



For students with technology, content will be delivered through Schoology (or Blackboard, in a few cases where it was already being used). Teachers will communicate with students and families in a variety of ways, in addition to the capabilities of Schoology. Teachers will be accessible through Schoology and email every day throughout the week. Teachers will have defined office hours on a daily basis where they will be available online for questions or needed supports for students.

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

District Response:

Student learning and engagement will be managed and monitored through the online platform, Schoology. This platform allows teachers to work directly with their students and provide learning opportunities through prerecorded lessons, formative assessments, discussion boards and virtual classroom meetings. Additionally, teachers will accommodate individual learners, provide feedback to all students and give multiple opportunities to demonstrate learning.

Teachers will use Schoology to monitor student wellness, engagement and completion of assignments. Teachers will keep a log of communication with students and families. As teachers assign students with assignments to complete, Schoology makes it possible to track student progress and identify students that have not engaged in learning. Teachers and support staff will reach out to students who are not engaged and offer district support. If a student or family requires a computer or Wi-Fi access, our district will provide the services. Staff will make every attempt to engage all students and offer viable solutions so learning can continue. Inconsistent completion and/or communication with a parent or student will be raised to the principal 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.)

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

District Response:

*General*

- Increased use of disinfecting/sanitizing supplies
- Increased medical costs associated with COVID-19
- Increased unemployment costs
- Extra pay/hazard pay for essential workers
- Increased costs to pay fee for service program workers – SACC, Community Education, Preschool, and other programs without supporting revenues

*Food Distribution*

- Increased use and volume of prepackaged shelf stable foods
- Increased use of companies to provide SLF eligible meals

- Bags and container supplies to distribute food
- Increased use of Personal Protection Equipment (PPE)
- Transportation costs to deliver food to various pick-up or drop-off points
- Extra pay/hazard pay for workers participating in food preparation and food distribution

#### *Instruction*

- Potential increased technology for students and staff
- Providing home internet access for students and staff
- Increased costs related to staff phone use
- Increased on-line fees due to increased volume
- Increased use of PPE for staff and students
- Increased cost for student filtering equipment for at home computer use
- Increased cost for computer breakage with more at home use
- Extra time/overtime costs for preparation of computers for at home use

#### *Outreach*

- Increased cost of postage for increased number of mailings
- Additional copier costs associated with increased mailings
- Increased mental health supports for both students and staff

#### *Sources of Revenue*

- CARES Act Funding
- Redeploy existing Grant resources (i.e. MDE - Title 1-March 27, 2020 Flexibility letter and USDOE April 3, 2020 Waiver Letter to State School Officers)
- General Fund Subsidy
- Food Service Fund Subsidy

All costs will be tracked for potential future reimbursement if it becomes available.

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

#### District Response:

Given the “stay safe-stay in place” orders issued by the Governor, Chippewa Valley Schools utilized available electronic collaboration tools including video conferencing through *Teams* in Office 365 and *Skype*. Other forms of communication included telephone, texts and electronic mail. An important tool was the use of shared Word documents/PDFs through *One Drive* in Office 365. This afforded collaborators the opportunity to discuss aspects of the plan and edit, in real time, promoting constructive analysis on issues that affect students.

An important aspect to this process of collaboration was the need for all members involved to have the opportunity to reflect and revisit aspects of the plan. Chippewa Valley implemented processes

that included teams of teachers focusing on curriculum and technology, district administrators, and leadership from the teachers' association to collaborate and finalize the district plan.

A culminating aspect of this collaboration was to share the plan with the district Board of Education via a virtual *Skype* meeting and shared documents to ensure it kept with the mission and vision of the district. Board of Education members were encouraged to provide input to the plan at the virtual meeting. Finally, the Board of Education will be provided the FINAL copy of the *Continuity of Learning and COVID-19 Response Plan* for review prior to final submission to the Macomb Intermediate School District.

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

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

District Response:

An email message will be sent through School Messenger and translated in multiple languages to accommodate our non-English speaking families. Additionally, social media such as Facebook, Twitter, and YouTube will be used to convey the district plan.

**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 Response:

The district plan will be implemented on Monday, April 13, 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 Response:

Dual Enrollment and Early College - Dual enrollment classes are being facilitated by colleges via on-line in most instances. Counselors will communicate with dual enrolled students via email to determine how these students are progressing with their classes and assist in problem solving any issues with teachers at the college level. We will ensure that students have the appropriate materials and support to complete courses. Students will be given the option to convert their grade to credit or incomplete. Early College students continue to participate in college classes online and are receiving ongoing virtual support from the Early College Counselors.

CTE Programs - CTE programs will continue under the guidance and directives provided by the MISD CTE Director and the Michigan Department of Education (MDE) Office of Career and Technical Education (OCTE) to ensure our students can complete these courses. When needed, the district

will ensure the student has the necessary resources. CTE teachers will communicate with students and provide assignments via Schoology. Given that many CTE classes are heavily hands-on, skills and project-based, there will need to be creativity and flexibility on the part of both teachers and students.

**CTE Certifications** - We are awaiting clarification from MDE/OCTE regarding requirements for classes that lead to certification. Dr. Brian Pyles, State CTE Director, has submitted a request for industry certification requirements to be waived; the decision is pending. The MISD will communicate all updates regarding certification and testing as it becomes available. In the meantime, the MISD recommends focusing on delivering CTE content as best we can. It is the intention of CTE to continue to support, as much as possible, students' efforts to prepare to earn certifications, especially when CTE certification exams can be taken online, from home. Currently, the state-required ASE (Automotive) certification exam, while administered online, is not permitted to be taken in a home environment. The MISD recommends that we offer these students the opportunity to take the exam in school this summer if it is deemed safe to do so. CTE has until August 31, 2020 to report certifications earned to MDE/OCTE.

**CTE Instructional Resources and Professional Development** - In addition to what the district is providing all teachers, the CTE community will have additional resources and PD opportunities:

- **MDE/OCTE Resources**  
[https://www.michigan.gov/mde/0,4615,7-140-28753\\_65803-522648--,00.html](https://www.michigan.gov/mde/0,4615,7-140-28753_65803-522648--,00.html)  
Resources include both general resources and program-specific.
- **MISD Resources**  
[www.misd.net/careerteched/cteupdates.html](http://www.misd.net/careerteched/cteupdates.html)  
Online resources specific to CTE. CTE teachers using other notable resources are asked to submit them to the CVS CTE Director or Shannon Williams at [swilliams@misd.net](mailto:swilliams@misd.net) for possible inclusion. "CTE Teacher Connect" – Optional, virtual meetings will be coordinated by the MISD with assistance from local CTE directors for CTE instructors teaching in the same program CIP. The intent is for Macomb County CTE teachers in the same program to be able to collaborate and share lesson ideas across districts.
- **MI-ACTE Online Learning Center**  
All CVS CTE (teachers and aids) and middle school Tech Ed teachers will receive access codes purchased by the MISD for this optional professional development resource. More information will be shared when it becomes available.

**CTE CIP Self-review / TRAC Audits** - CTE programs and teachers are still responsible to complete the 2019/20 Navigator CIP Self-review. TRAC audits will still be conducted. Navigator is web-based, so this should not pose a problem. Further instructions and details will be provided to CTE staff by Claire Brisson, CTE Director. Optional PD to support the CIP Self-review - CTE 101: Defining High Quality CTE (MISD virtual session April 23rd) - Priority enrollment to those being audited, other CTE welcome to enroll (limit 100 county participants). Registration opens Monday 4/13. Session will also be recorded.

**CTE State Reporting** – CTE programs must still be reported into CTEIS (Career & Technical Education Information System) with no time extensions planned (or anticipated) for entering completion data. CTE teachers will be expected to respond promptly to email requests for any information or

data verification that is needed to comply with state reporting requirements. Students receiving “credit” will continue to progress and earn segments through CTEIS.

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

District Response:

- Currently both breakfast and lunch are distributed daily at four sites
- Number of weekly days of distribution likely to be modified to minimize exposure
- An option is to coordinate with food service contractors to provide for meals to students
- Supplemented with Gleaners and other County resources as needed

**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 Response:

- The District will continue to pay all employees and contractors. If their role is not specified in the Continuity of Learning Plan, the District is assigning those employees alternate work to support the learning of students.
- Grant funded employees continue to receive pay. This may be limited by the scope or structure of the specific grant in which they are paid through.
- There are Employees/Contractors in which their funding source is suspended. The District is not required to pay these individuals.
- Great Start Readiness Program employees and contracted staff are currently being paid.

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

District Response:

***Delivery***

If a student does not have access to technology, teachers will reach out and provide directions on how to obtain the needed technology. If that is not possible, teachers will keep track of which students are completing the weekly instructional packets that will be delivered to students. If a student has access to technology, teachers will use the instructional platform to monitor student wellness, engagement, and completion of assignments. They will also keep a log of communication with students and families. Inconsistent completion and/or communication with a parent or student will be raised to the principal or counselor level to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections (DHHS, Behavioral Health, etc.).

***Grading***

Student work completed during the mandated statewide school building closure will not negatively impact a student’s grades or otherwise impact a student’s academic standing. While we do know that

face to face instruction is not an option for the rest of this school year, we do not yet know the full extent of the closure and want to minimize any negative effects on students, we will allow student work to count during the closure only to increase a student's academic standing (for students who were failing courses prior to the school building closures).

In terms of grading and awarding credit, Chippewa Valley Schools will be utilizing a CREDIT or INCOMPLETE approach, with evaluation of student learning being largely based on engagement of students for the rest of the term.

All grades for learning activities will be offered as Credit/Incomplete for the remainder of the school year, with work submitted being evaluated based on demonstration of essential skills. In order to receive credit for a course, students should achieve an average of 60% proficiency on at least 60% of all learning activities in the course. Because it is widely recognized and understood that students may be experiencing varying mental and physical health challenges at this time and may have very different access to supports and technology at home, no student should be negatively impacted by the closure and that no school district policy or procedure should widen the equity gap. Equity issues are a top concern.

The district's focus will be on some form of engagement from our students, in a situation whereby a student is completely disengaged or engages to a degree that in the teacher's professional judgement, a "CR" (Credit) grade has not been earned, the recommendation is to designate credit as "incomplete" (I). Along the way throughout the remainder of the year, all students should be provided additional opportunity and support to improve their standing through make-up activities, exemption of non-essential grades, or completion of additional learning activities. All students with an "I" will be provided an opportunity to complete learning and earn the credit upon return to school or completion of credit recovery. Upon recovery of credit, the "I" on transcript should be changed to "CR" or final grade earned.

### ***Students Grades K-11***

We look forward to the implementation of our Continuity of Learning – COVID-19 Recovery Plan. Some key points to know:

- The Plan link will be shared with students/parents for review and understanding.
- Lessons will be released each Monday morning through June 12, 2020. Plans can be submitted weekly or daily, depending on the preference of the teacher, but daily expectations will be explained through the virtual platform. All lessons will remain online in Schoology through the end of the school year.
- Web-based and packet-based options are available to families with similar skills being focused on in each option. The district will try to provide technology to all families, in an effort to limit the number of packets being distributed so that we can adhere to the "Stay at Home" order.
- Teachers will continue working to create weekly lessons in all academic content areas, including a comprehensive section of additional resources available for students and families. Students will continue to have opportunities to engage in learning, extending their knowledge of all subject areas.
- In addition to academic content, lessons in physical fitness, social-emotional well-being, and other special elective content will be available each week through the online resources.

- Questions about content will be directed to the teachers via email. Responses will be provided within 36 hours.
- Individual student engagement or disengagement will be addressed locally. There are factors outside of the control of the school system with learning being moved off site; therefore, the aim is that student grades are not lowered as a result of remote learning. Document every attempt made to engage the student; it is very possible the student is experiencing circumstances out of their control.
- Remote student learning during this pandemic may be formatively assessed (where possible and practical). We acknowledge that it may need to be assessed during the transition back to in-person instruction. Remote learning is designed to support student learning and continuity of education. Grading is providing feedback to students regarding their learning and an important piece of communication to students and parents. The aim, emphasis, and focus for schoolwork assigned, reviewed, and completed during remote learning is on learning, not on compliance.
- Where possible, the content from remote learning should be made up after the transition back to regular in-person school attendance resumes (or perhaps summer school, summer opportunities etc. This will be assessed and discussed).
- It is recommended that students who are completing online courses (i.e. Michigan Virtual, Edgenuity, Apex, etc.) be evaluated/graded in accordance with the grading explanation above, so as to not negatively influence grade point average.

### ***Seniors Class of 2020***

To Students: You may be feeling a range of emotions with this abrupt change to your senior year and the disruption in your life. We understand that your emotions may have turned into uncertainty, stress or sadness. The most important message we want to send to you is this- all of us in Chippewa Valley Schools want you to feel supported. The trusted adults who know you in your school are going to provide you the academic and socio-emotional supports you may need. If you need someone to talk to, if you are worried about a classmate, or a friend, please reach out to your teachers, school counselors, and other adults in your school for help. We are all in this together.

We want to assure all seniors in the Class of 2020 that we recognize the uniqueness of this situation. Graduating seniors will be given the opportunity to engage in remote learning methods to earn credits in courses which are required for awarding a diploma by June 7, 2020. We do expect that seniors engage in remote learning and stay in contact with their teachers.

- All seniors will be given the opportunity to earn credits in their current classes, no matter what their grades were when schools were closed.
- No student should be negatively impacted by this unprecedented situation. Students “standing” in their classes should not worsen from the time schools were closed.
- Staff will demonstrate how they will engage seniors until their scheduled last day, May 29<sup>th</sup>.
- According to Governor Whitmer’s Executive Order: A district shall implement a process to issue grades to pupils in grades 12, award credits needed for graduation, provide for completion of the Michigan Merit Curriculum, issue diplomas to pupils in grade 12, and continued learning by pupils in grade 12 pursuant to this order.

### ***Professional Development***

Professional Development and support will be provided to develop staff capacity to meet the remote learning goals for each district. Chippewa Valley will utilize a variety of ways to support staff and will focus on the essential skills needed for daily success. Some of this training will include:

- Getting Started with Online Learning; Getting Started with Schoology; Special Education Design; Accessibility
- Other Considerations when Providing Enrichment; Meeting Your Classroom Online: Options for Virtual Connections
- Trauma Informed and Resilience Professional Learning

Chippewa Valley Schools acknowledges that the MISD website will be updated frequently to reflect online professional learning opportunities as district needs are identified. Access to Schoology will be provided to districts. This site will provide additional suggestions for consideration with recommendations and resources for remote learning by content area.

### ***Establish Consistency for Remote Learning – From the MISD***

The Macomb Intermediate School District along with its 21 local school districts recognize that a school community can remain connected and continue to thrive, even if the physical school building is closed. Macomb County educators support remote learning that emphasizes interaction and authentic and differentiated learning opportunities that help students stay connected to teachers and classmates while easing the transition from traditional to remote learning. Additionally, developing consistency for remote learning on which students can rely is key as they and their families adapt to these unprecedented changes in education and society, in general. Successful, consistent remote learning includes:

- Clearly articulated goals
- Cross-curricular collaboration to focus instruction
- Options for students that tap into students' interests, readiness levels, and learning styles while providing families flexibility
- A mix of real-time, flexibly timed, technological, and non-technological options, that avoids penalizing students for their choice
- A common platform where students can access work and find support and resources (for both online and non-online work).
- A clear plan of communication involving the school, teachers, students, and families.
- Genuine interest and effort in supporting students' social, emotional, and academic growth.

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

#### District Response:

To make deliberate and meaningful connections and support during the closure of school, the district will create a process to be shared with all professional staff to address mental health concerns during



the Covid-19 Virus Building Closure. While working remotely, teachers and staff will identify mental health concerns and will report concerns according to the process. The district's mental health professionals will respond to the needs of students and families by providing known resources and referrals to other known community agencies. At the school level, contacts with students in need of support will be maintained and monitored as appropriate in the district's student record management system (e.g. PowerSchool). Social/emotional resources will be made available on the district's website and parents will be notified through district communication and specific information related to the Covid-19 virus provided by the county, state, and federal resources, including the Center for Disease Control (CDC), the Michigan Department of Health and Human Services (MDHS), and the Macomb County Health Department (MCHD) will be available for parents to access on the district website. This will include resources for parents to work with children at home to learn about the virus as well as health and safety tips to follow in the home.

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

District Response:

- See MISD Guidance – See Appendix A
- The district has posted MISD's essential childcare plan on all school websites and will include it in parent communication via School Messenger.
- Chippewa Valley Schools has established strong partnerships with our local merchants, hospitals, police, and fire departments. Our relationship with Henry Ford Macomb and McLaren Macomb Hospitals has been strengthened by our Medical Career Academy. In addition, during the COVID-19 pandemic we donated hundreds of N-95 rated masks, gowns, gloves and cleaning supplies. We routinely work with our first responders to establish school safety plans and we work with local merchants on programs to benefit our families in need.

**Resources**

*ASCD - Whole School, Whole Community, Whole Child*

*MAISA Remote Learning Guidance for Continuity of Learning and COVID-19 Response Plans, (April 6, 2020)*

*MAISA Hard Copy Media, Mixed Media, and Digital Media, (April, 2020)*

*MAISA Pre-K through Elementary Considerations, (April, 2020)*

*MAISA Middle School Considerations, (April, 2020)*

*MAISA High School Considerations, (April, 2020)*

*Illinois State Board, (2020) Remote Learning Recommendations during COVID-19 Emergency*

Name of District Leader Submitting Application: **Ronald Roberts, Superintendent (rroberts@cvs.k12.mi.us)**

Date Approved:

Name of ISD Superintendent/Authorizer Designee: **Michael DeVault, Superintendent**

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District website: **Yes**

## **APPENDIX A**

### **Macomb ISD Guidance Regarding: Governor Whitmer's Executive Order on Expanded Child Care Access during the COVID-19 Emergency**

Below is the Macomb ISD Emergency Child Care Plan to provide child care services for Essential Workers during the COVID-19 pandemic. We are working to support families who have children birth-12 years old.

In times of uncertainty, skilled and trusted early childhood educators are needed more than ever to support children and families and to keep them safe. The Macomb ISD, in cooperation with state and local partners will ensure that all health and safety protocols are in place and followed.

#### **Child care sites have been determined based on the 3 hospitals in Macomb County**

- Ascension Macomb, Warren
- Henry Ford Macomb, Clinton Twp.
- McLaren Macomb, Mt. Clemens

Additional sites have been strategically identified in the Northern, Middle, and Southern parts of the county

The attached communication is being sent to District Superintendents, Macomb County Community Action, and key Hospital and Medical Centers to assist with the dissemination of this information.

**There will be 3 ways for Essential Workers and families to contact the Macomb ISD, using one of the options listed below:**

#### **Phone**

Call Kelly Adamek or Sherine Katba at the Macomb ISD 586.412.2676

#### **Email**

Email a Macomb ISD Emergency Child Care Coordinator

- Kelly Adamek [kadamek@misd.net](mailto:kadamek@misd.net)
- JoAnne Elkin [jelkin@misd.net](mailto:jelkin@misd.net)
- Sherine Katba [skatba@misd.net](mailto:skatba@misd.net)

#### **Online**

Members of the Essential Workforce can go to <https://www.helpmegrow-mi.org/essential> and your information will be routed to a MISD Emergency Child Care Coordinator

**Child-care requests for Essential Workers will be prioritized in the following manner:**

**Step 1**

We are currently and will continue to support existing local child care centers, including some local districts, who have the capacity and staff to provide care for the essential workforce.

**Step 2**

We will utilize additional local school districts that are strategically placed throughout the county as emergency child care sites as needed. This will include the possibility of using Head Start classrooms or space in your buildings.

When families contact the Macomb ISD, information will be gathered and a referral will be made to the appropriate site.

## **Appendix B**

### **Digital Media** (technology based platform for remote learning)

Ideas could include but are not limited to:

- Apps on student smart phones, online learning platforms such as Google Classroom, Schoology, Discovery Education, Zoom as well as other online tools, content and various electronic media.
- This model could include synchronous and asynchronous options for students to engage in online learning, as well as hard copy media options to meet diverse student needs.
- This model could include synchronous and asynchronous options for students to engage in online learning, with the flexibility of providing hard copy media options if access capabilities change for students or families.
- Connect with families or caregivers regularly through multiple platforms such as phone calls, email, and US mail, providing translation as needed. Topics of communication could include engagement strategies to support students as they access the learning.

## Appendix C

Equity aims to ensure basic fairness. With equity, the presumption is that not all people begin from the same place – so each person is given what they need to be successful, based on their unique abilities and needs. In a *remote learning environment*, this means that consideration for the tools and supports necessary to connect and engage in learning are critical for each and every child, but it may not look the same for each family, in each community, or in every part of the state. The important point is that each student can access learning opportunities in flexible and adaptive ways that meet the needs of each child. As required by the EO-35, the plan should describe how **“content will be delivered in multiple ways so that all pupils can access learning”**.



Below are a few examples using ASCD’s Whole School Whole Community Whole Child of how this may look:

Example Suggestions for Additional Activities				
Whole School Whole Community Whole Child (WSCC)				
Healthy	Safe	Engaged	Supported	Challenged
Hold remote interviews with students and families to better understand their needs	Establish remote routines and procedures with students and families for distance learning engagement	Remote classrooms may include: hardcopy, mixed media and digital media delivery	Put students at the center of remote instructional design  Use remote check-in moments with students and families	Ensure each child is accounted for when developing remote systems for reaching students
Encourage remote feedback to understand student/family needs	Engage students in a remote learning community	Engage in Digital Fieldtrips, and Online/Facetime Storytime	Set up daily/frequent check-ins  Example: establish a staff schedule for contacting students	Customize student learning to meet their remote needs
Engage in remote listening strategies exhibiting empathy and understanding students/families experience in the digital connection	Attend to tools and devices as well as the ability of the family or support system to interact effectively with the tools being used	Multiple technologies can be utilized to accomplish the same learning goals (phone, paper/pencil, devices)	Staff work in teams to ensure all students receive the support needed to feel connected and supported, both emotionally and in the learning context	Utilize Zoom, Facetime etc., to offer teacher facilitated, student-to-student chat time
Establish remote communication to foster openness about needs for medical, transportation, clothing, shelter, utilities to support	Offer students voice and choice by creating opportunities to co-construct learning	Use projects and student-created products to demonstrate learning (phone calls, videos, blogs, books)	Support cultural awareness in selection of activities and resources	Consider translations, accessibility or variable reading levels are during planning

student's physical health				
Utilize remote Social-Emotional/Soft-Skills activities with students	Work with students to establish grading procedures and post grading structure for students and families to view	Adults function as facilitators, utilizing formative assessment strategies to check for understanding	Set up video and closed caption virtual meetings to provide context embedded supports for less proficient students as needed	Use Schoology or school web-based page to support students with access to materials
Post links to websites that consider health and wellbeing	Hold questions and Answers Chat hour for families	Initiate inquiry-based learning options	Utilize multiple forms of communication	Offer project-based learning opportunities
Use remote instructional strategies and classroom management techniques, including those that foster a supportive, caring classroom environment; assess students' social-emotional competencies	Post at least two daily online learning session each day	Consider grouping students across varying proficiency levels in both synchronous and asynchronous virtual settings		Use student products to determine next steps, considering scaffolding for English Learners, MTSS, and IEPs or 504s