



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

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

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

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

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

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

Continuity of Learning and COVID-19 Response Plan (“Plan”) Guiding Principles

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

Keep Students at the Center

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

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

Design Learning for Equity and Access

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

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

Assess Student Learning

Manage and monitor student learning and plan what’s next for learning including the potential need for summer and supplemental learning.

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

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

Date Submitted:

Name of District:

Address of District:

District Code Number:

Email Address of the District:

Name of Intermediate School District:

Name of Authorizing Body (if applicable):

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

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

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

1. Applicant assures that all student learning will take place under the direction of a teacher of record for each student enrolled in the district.
2. Applicant assures that it will continue to pay school employees during the balance of the 2019-2020 school year under the same terms and conditions established prior to the school closure order period.
3. Applicant assures that the Plan was developed in collaboration with district administrators, school board members, teachers, and local bargaining units.
4. Applicant assures that food distribution has been arranged for or provided for eligible students.
5. Applicant assures coordination between applicant and Intermediate School District in which the District/PSA is located to mobilize disaster relief child care centers.
6. Applicant assures that to the extent practicable the District/PSA will in good faith provide students with IEPs/Section 504 Plans the opportunity to participate in learning consistent with existing plans.
7. Applicant assures that Continuity of Learning and COVID-19 Response Plan, Assurance Document, and Budget Outline will be posted immediately following approval to the District’s/PSA’s website.

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

The goal of a Continuity of Learning Plan and COVID-19 Response Plan is to ensure that each District or Public School Academy is providing, to the best of its ability, each student with alternative modes of instruction to help them stay on pace in their learning. This application recognizes that there is no “one-size-fits-all” solution; multiple means of engaging students and supporting families may be necessary that may vary by grade level, school building, or student population served.

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

Date Submitted:

Name of District:

Address of District:

District Code Number:

Email Address of the District Superintendent:

Name of 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 that pupils have access to a connected device capable of accessing the electronic instruction and must not penalize a pupil for the pupil’s inability to fully participate.

“Alternative modes of instruction” means modes of pupil instruction, other than in-person instruction, that may include, without limitation, partnerships with other districts or intermediate districts or community colleges or institutions of higher education, use of vendors, use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a hybrid of multiple modes of learning that still promote recommended practices for social distancing to mitigate the spread of COVID-19.

District/ PSA Response:

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:

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

District/ PSA Response:

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

District/ PSA Response:

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:

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

District/ PSA Response:

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

District/ PSA Response:

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, 2008.

District/ PSA Response:

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

District/ PSA Response:

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

District/ PSA Response:

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:

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

District/ PSA Response:

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:

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

District/ PSA Response:

Optional question:

15. Does the District 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:

Name of District Leader Submitting Application:

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website:

Kalkaska Public Schools Distance Learning Proposal

Safety of Staff, Students, and Community Members

We are committed to following all state mandates and CDC guidelines for preventing the spread of COVID-19. Access to KPS buildings is restricted. Only essential staff are permitted on the grounds of KPS facilities at this time. If/when it is determined that employees are able to safely access the building in which they work, strict adherence to district rules for access must be adhered to. ONLY staff members will be allowed on school grounds (no other family members). A designated date and time will be provided for it/when staff will be allowed into their work space.

Once in their work space, it is on a grab-and-go basis, preferably. It is not to linger and interact. This is strictly to attain materials for planning, and to organize books/paper resources that will be provided to students who are unable to utilize distance-learning options. Photocopies of materials should be performed by designated staff only.

Every effort will be made to limit community interaction during the Stay Home, Stay Safe period. Designated pick up points, days, and times will be determined. At no point will there be direct person-to-person interactions that go against social distancing protocols.

Any materials, electronic devices, etc. that are exchanged should be quarantined for the recommended amount of time (36 hours) before being handled by the recipient of said materials.

Equitable Access to Learning

In accordance with Governor Whitmer's Executive Order 2020-35 of April 2, 2020, the provision of face-to-face learning experiences has been suspended, and all schools are transitioning to the alternate modes of instruction. KPS will be utilizing electronic means of instruction, and will take all feasible steps to ensure that students can access electronic instruction, or have non-digital modes available to them.

Students who cannot access learning activities electronically will have non-digital, pencil/paper/book resources made available to them on a weekly basis. A plan for distribution of these non-digital alternative modes of instruction will comply with state rules and CDC requirements for preventing the spread of COVID-19.

Further, to meet the legal requirements of FAPE, accommodation strategies for students with IEPs/504 plans will be determined and implemented via coordination with case managers.

During the extended school closure, staff will be expected to deliver a quality educational opportunity to each and every student via the Google Classroom portal. Below are the staff expectations for delivering online instruction:

Teacher Expectations:

- Teachers are to have their activities posted online by 8:00 am the day they are assigned, and no further than two weeks of activities posted ahead at a time.
- Post a checklist of the expectations for the students with that activity.
- There is NO GRADING of activities, but meaningful feedback to students where appropriate is required.
- Teachers will make one weekly contact with their students in some way (group format is acceptable; e.g. Zoom, Google Hangout, Class Dojo, Remind, Facebook Live, making a telephone call, posting a video, sending an email, etc.) and will keep track of it on a log which documents both successful and unsuccessful contacts.
- Special education teachers will be expected to look at the assignments posted from their students' general education classes and make required accommodations for their special education students in that class, and post the accommodated lesson in the general education google classroom.
- One posting in a two week period needs to be some sort of formative assessment (exit ticket, response summary, quick quiz, etc.)
- Teachers will check and respond to student work in a timely fashion.
- Teachers will post two hour office hours twice a week, at the beginning of the learning week.
- Teachers will respond to students/parent emails within 24 hours during the business week.
- To begin, there may be one department/grade level meeting per week.
- The Building Administrator must be a "co-teacher" in all google classrooms, must be able to view all contact logs kept, must be invited to all department meetings.

Special Education Teachers

During the extended school closure, special education staff will be expected to aid in the delivery of quality education to students on their caseloads by checking to be sure IEPs are being followed, and that available services are being offered. Staff will be expected to maintain regular communication with the parents and students throughout the closure.

Special Education Teacher Expectations:

- Special education teachers will be in contact with each collaborating general education teacher to determine what accommodations need to be made to help the student access the general curriculum, and then they will make those accommodations.

- Special education teacher will be a “co-teacher” in the google classroom or on-line learning system, and will post the accommodated lessons labeled as such.
- Communicate with the parents of students with IEPs and the students once a week. This is to be done for individual students/parents to not identify a “group” of special education students.
 - Such needs could be: how to access online, what materials they need, how they can access services, etc.
 - Document each contact (both successful and unsuccessful)

Kalkaska Middle School Extended School Closure Plan

Kalkaska Middle School Maximum Online Instructional Minutes Assignments include both Bridge Book Lesson and/or other resources posted. Additional time may be assigned for “off line” work (homework), not to exceed 30 minutes per class per day. Independent Reading and Enrichment options are allowed beyond the 30 minutes of instruction. (No more than 3 hours daily)				
Monday	Tuesday	Wednesday	Thursday	Friday
30 minutes Math 30 minutes Social Studies 15 minutes Special 1 A 15 minutes Special 2 A ** 30 minutes Algebra 1 15 minutes SSR 1 hour 15 minutes “homework”	30 minutes Science 30 minutes ELA 15 minutes Special 1 B 15 minutes Special 2 B ** 30 minutes HS Spanish 1 15 minutes SSR 1 hour 15 minutes “homework”	30 minutes Math 30 minutes Social Studies 15 minutes Special 1 A 15 minutes Special 2 A ** 30 minutes Algebra 1 15 minutes SSR 1 hour 15 minutes “homework”	30 minutes Science 30 minutes ELA 15 minutes Special 1 B 15 minutes Special 2 B ** 30 minutes HS Spanish 1 15 minutes SSR 1 hour 15 minutes “homework”	Students complete any “off line work” or “homework” that has been assigned for the week. Students participate in a google hangout or zoom with Advisory Teacher 30 minutes Moby Max Math (6th, 7th, 8th) 30 minutes Khan Academy PSAT Prep (8th)

**Please note the 30 minute of HS class if applicable is for 8th graders taking Spanish for HS Credit and for Algebra for HS credit.

During the extended school closure, staff will be expected to deliver a quality educational opportunity to each and every student via the Google Classroom portal. Below are the staff expectations for delivering online instruction:

Teacher Expectations:

- Teachers are to have their activities posted online by 8:00 am the day they are assigned, and no further than two weeks of activities posted ahead at a time.
- Post a checklist of the expectations for the students with that activity.
- There is NO GRADING of activities, but feedback to students where appropriate is required.
- Teachers will make one weekly contact with their students in some way (group format is acceptable; e.g. Zoom, Google Hangout, Class Dojo, Remind, Facebook Live, making a telephone call, posting a video, sending an email, etc.) and will keep track of it on a log which documents both successful and unsuccessful contacts.
- Teachers will attempt to make contact using Google Hangout with each of their Advisory students once each week. (See list of above options.)
- Special education teachers will be expected to look at the assignments posted from their co-taught classes and make required accommodations for their special education students in that class, and post the accommodated lesson in the general education google classroom.
- One posting in a two week period needs to be some sort of formative assessment (exit ticket, response summary, quick quiz, etc.)
- Teachers will check and respond to student work in a timely fashion.
- Teachers will post two hour office hours twice a week, at the beginning of the learning week.
- Teachers will respond to students/parent emails within 24 hours during the business week.
- To begin, there will be one department/grade level meeting per week.

Special Education Teachers:

During the extended school closure, special education staff will be expected to aid in the delivery of quality education to students on their caseloads by checking to be sure IEPs are being followed, and that available services are being offered. Staff will be expected to maintain regular communication with the parents and students throughout the closure.

Special Education Teacher Expectations:

- Special education teachers will be in contact with each collaborating general education teacher to determine what accommodations need to be made to help the student access the general curriculum, and then they will make those accommodations and post the accommodated lesson in the class google classroom.
- Communicate with the parents of students with IEPs and the students once a week. This is to be done for individual students/parents to not identify a “group” of special education students.
 - Such needs could be: how to access online, what materials they need, how they can access services, etc.
 - Document each contact (both successful and unsuccessful)

High School
Assignments could include posted learning activities, 15 minutes of daily SSR, and College Board practice 20-30 minutes per week.

Staggered Format for Teaching: High School (9-12)

Monday	Tuesday	Wednesday	Thursday	Friday
30 minutes of Math 30 minutes SS 30 minutes of AP class if applicable 15 min SSR	30 min ELA 30 min Science 30 minutes of AP class if applicable 15 min SSR	30 minutes of Math 30 minutes SS 30 minutes of AP class if applicable 15 min SSR	30 min ELA 30 min Science 30 minutes of AP class if applicable 15 min SSR	30 minutes of each special (Art, Phys Ed, Health, Music, Foreign Language) 30 minutes of AP if applicable 30 min College Board Test Prep

During the extended school closure, staff will be expected to deliver a quality educational opportunity to each and every student via the Google Classroom portal. Below are the staff expectations for delivering online instruction:

Teacher Expectations:

- Teachers are to have their activities posted online by 8:00 am the day they are assigned, and no further than two weeks of activities posted ahead at a time.
- One activity per two weeks includes a writing activity in the content area in alignment with the HS Writing test prep (identify a claim, compare/contrast, command of evidence, inference)
- Post a checklist of the expectations for the students with that activity.

- There is NO GRADING of activities, but feedback to students where appropriate is required.
- Teachers will make one weekly contact with their students in some way (group format is acceptable; e.g. Zoom, Google Hangout, Class Dojo, Remind, Facebook Live, making a telephone call, posting a video, sending an email, etc.) and will keep track of it on a log which documents both successful and unsuccessful contacts.
- Teachers will attempt to make contact with each of their Advisory students once every two weeks. (See list of above options.)
- Special education teachers will be expected to look at the assignments posted from their co-taught classes and make required accommodations for their special education students in that class, and post the accommodated lesson in the general education google classroom.
- One posting in a two week period needs to be some sort of formative assessment (exit ticket, response summary, quick quiz, etc.)
- Teachers will check and respond to student work in a timely fashion.
- Teachers will post two hour office hours twice a week, at the beginning of the learning week.
- Teachers will respond to students/parent emails within 24 hours during the business week.
- To begin, there will be one department/grade level meeting per week.

Special Education Teachers:

During the extended school closure, special education staff will be expected to aid in the delivery of quality education to students on their caseloads by checking to be sure IEPs are being followed, and that available services are being offered. Staff will be expected to maintain regular communication with the parents and students throughout the closure.

Special Education Teacher Expectations:

- Special education teachers will be in contact with each collaborating general education teacher to determine what accommodations need to be made to help the student access the general curriculum, and then they will make those accommodations.
- Communicate with the parents of students with IEPs and the students once a week. This is to be done for individual students/parents to not identify a “group” of special education students.
 - Such needs could be: how to access online, what materials they need, how they can access services, etc.
 - Document each contact (both successful and unsuccessful)

Kalkaska Public Schools Elementary Plan

Safety of Staff, Students, and Community Members

We are committed to following all state mandates and CDC guidelines for preventing the spread of COVID-19. Access to KPS buildings is restricted. Only essential staff are permitted on the grounds of KPS facilities at this time. If/when it is determined that employees are able to safely access the building in which they work, strict adherence to district rules for access must be adhered to. ONLY staff members will be allowed on school grounds (no other family members). A designated date and time will be provided for it/when staff will be allowed into their work space. Photocopies of materials should be performed by designated staff only.

Every effort will be made to limit community interaction during the Stay Home, Stay Safe period. Designated pick up points, days, and times will be determined. At no point will there be direct person-to-person interactions that go against social distancing protocols.

Any materials, electronic devices, etc. that are exchanged should be quarantined for the recommended amount of time (36 hours) before being handled by the recipient of said materials.

Equitable Access to Learning

In accordance with Governor Whitmer's Executive Order 2020-35 of April 2, 2020, the provision of face-to-face learning experiences has been suspended, and all schools are transitioning to the alternate modes of instruction. KPS will utilize digital and non-digital modes of instruction.

Students who cannot access learning activities electronically will have non-digital, pencil/paper/book resources made available to them on a weekly basis. A plan for distribution of these non-digital alternative modes of instruction will comply with state rules and CDC requirements for preventing the spread of COVID-19.

Further, to meet the legal requirements of FAPE, accommodation strategies for students with IEPs/504 plans will be determined and implemented via coordination with case managers.

Goal

- **Keep in contact with students**
 - Throughout the course of the year, the students have come to depend on the teachers as a source of consistency. The teachers will use a multi-platform approach to contacting the students to maintain the relationships they have forged over the course of the year.
- **Providing instructional services to all**

- The elementary will continue to provide instruction for the students that are served. We will focus on the practicing of existing skills and the filling of gaps to get students ready for the next school year. Instruction will primarily follow via instructional packets. Additional skills may be practiced via online resources. This, however, is not a requirement, but is encouraged. No student will be penalized if they cannot access the online sites. Participation in the instructional packets are the main concern.

Instructional Minutes

<p>ELEMENTARY Recommended Instructional Minutes Additional times may be provided for further enrichment.</p>				
<p>Additional Daily Expectations:</p> <ul style="list-style-type: none"> ● 10-30 minutes of independent reading ● Math Fact practice 				
Monday	Tuesday	Wednesday	Thursday	Friday
Math: 30 min. ELA: 30 min. Special Or SEL: 30 min.	Math: 30 min. ELA: 30 min. Special Or SEL: 30 min.	Math: 30 min. ELA: 30 min. Special Or SEL: 30 min.	Math: 30 min. ELA: 30 min. Special Or SEL: 30 min.	Math: 30 min. ELA: 30 min. Special Or SEL: 30 min.
<p>Teachers will assign Bridge Books pages for each subject area.</p>				

Instructional Requirements

Staff will be expected to develop quality learning experiences for each student they serve. The method for housing, and distributing, the lessons' materials may vary by grade. Teachers are encouraged to use a system that they are comfortable using. Class Dojo and Remind are two systems that are great for communicating with parents who don't have internet access. Google Classroom is a resource that is available to all through the school account. This is a Learning Management System that allows teachers to post videos, assignments, links, and discussions. Staff are expected to maintain regular communication with parents and their students throughout the State-mandated closure.

Teacher Expectations

1. Check school email daily

2. New content for the week will be uploaded to Google Classroom or sent out by the preferred classroom communication system by 8:00 AM at the start of the week.
 - a. No more than 2 weeks of lessons may be sent out at a time.
 - b. Daily Checklist provided for students of what is expected to be completed.
3. NO GRADING of activities, but feedback to students where appropriate is required.
4. New Video greeting posted (or sent out) at the beginning of the week.
5. Schedule Google Meet once a week with students/families. Track the communication.
6. Host Office Hours once a week (2 hours) for students and parents to contact the teacher.
 - a. Parents are encouraged to schedule a time to talk.
7. Communication attempts will be documented by the teacher. If communication cannot be established, this will be shared with administration.
8. Provide each student with a personalized response once a week. May be done via phone, email, Google Classroom, Class Dojo, or Remind. Other forms of communication are accepted as well. Group communication is also accepted.
9. Daily lessons are similar between all teachers within a grade.
10. GE teachers will organize and share lessons
 - a. accommodations made (by SpEd teacher)
 - b. Specials and SEL lessons
 - c. lessons/activities from Title I teachers
11. There will be one department/grade level meeting per week to review student progress and communication.

Tracking Participation

Throughout the implementation of the remote learning plan, the teacher will track the students' participation. The focus of this period should be on learning and growth, not assignment completion and due dates. Teachers can use the weekly communication to determine each student's participation as a means of formative assessment. Classroom communication tools like Class Dojo and Remind may aid in parents sending pictures or reports to the teacher. Learning Management Systems, like Google Classroom, allow for uploading of work to the teacher.

Special Education Teachers

During the extended school closure, special education staff will be expected to aid in the delivery of quality education to students on their caseloads by checking to be sure IEPs are being followed, and that available services are being offered. Staff will be expected to maintain regular communication with the parents and students throughout the closure.

Special Education Teachers:

1. Check email daily

2. Special education teachers will be in contact with each collaborating general education teacher to determine what accommodations need to be made to help the student access the general curriculum, and then they will make those accommodations.
3. Communicate with the parents of students with IEPs and the students once a week. This is to be done for individual students/parents to not identify a “group” of special education students.
 - Such needs could be: how to access online, what materials they need, how they can access services, etc.
 - Document each contact (both successful and unsuccessful)
4. Special Education teachers will work with General Education teachers to ensure lessons are modified to meet the accommodations provided in IEPs.
5. SE teachers may provide GE teachers with specific work for the students they see. This work may be more appropriate for the student than what the GE assigns.
6. SE teachers are required to make contact with their students once a week.
7. There will be one department/grade level meeting per week to review student progress and communication.

Elementary Specials Teachers & Counselor

1. Check email daily
2. Teachers are to have their lessons/activities shared with classroom teachers by 8:00 am the day they are assigned, and no more than two weeks of activities shared ahead of time. Teachers will push out through LMS.
3. Post a checklist of the expectations for the students with that activity.
4. 1 Video greeting shared with all classroom teachers at the beginning of the week. Teachers will push out through LMS.
5. Teachers will check and provide appropriate feedback to student work in a timely fashion.
6. Host Office Hours once a week (2 hours) for students and parents to contact the teacher.
7. Specialists will develop lessons that will be passed to the General Education Teacher to send out with the weekly 8:00am plans.
8. There will be one department/grade level meeting per week to review student progress and communication.

Title Teachers

1. Check email daily
2. Title teachers will work to support program materials for Title students.
 - Activities/support provided by Title teachers will focus on skills that address the gaps that said students have within a given subject.

3. Teachers are to have their lessons/activities shared with classroom teachers by 8:00 am the day they are assigned, and no more than two weeks of activities shared ahead of time. Teachers will push out through LMS.
 - Post a checklist of the expectations for the students with that activity.
4. In working with GE teachers, Title will determine hours to host virtual meetings for title students.
5. There will be one department/grade level meeting per week to review student progress and communication.

Resources

1. Bridge Books: **Required**
2. Additional Online links (**not required**):
 - a. Rapid City
 - b. Birch Street:
https://docs.google.com/spreadsheets/d/19tn5n2pzay3GJfIZkL4fvIhbyvMfgPUw_Wxw7Icp0RU/edit?usp=sharing
 - c. Cherry Street:
<https://docs.google.com/spreadsheets/d/1QqJ1475QIYRcDaEAATmOsPp18goSoxfXXw7GYAZKUXA/edit?usp=sharing>

NOTE: LMS is used in reference to (but not limited to) systems like *Google Classroom*, *Class Dojo*, and *Remind* for the purpose of this document.

Proposed ELE Plan

Safety of Staff, Students, and Community Members

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Equitable Access to Learning

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Students who cannot access learning activities electronically will have non-digital, pencil/paper/book resources made available to them on a weekly basis. A plan for distribution of these non-digital alternative modes of instruction will comply with state rules and CDC requirements for preventing the spread of COVID-19.

Further, to meet the legal requirements of FAPE, accommodation strategies for students with IEPs/504 plans will be determined and implemented via coordination with case managers.

Goal

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- **Providing instructional services to all**
 - The elementary will continue to provide instruction for the students that are served. We will focus on the practicing of existing skills and the filling of gaps to get students ready for the next school year. Instruction will primarily follow via instructional packets. Additional skills may be practiced via online resources. This, however, is not a requirement, but is encouraged. No student will be penalized if they cannot access the online sites. Participation in the instructional packets are the main concern.

Instructional Minutes

ELEMENTARY Recommended Instructional Minutes Additional times may be provided for further enrichment.				
Additional Daily Expectations: <ul style="list-style-type: none"> ● 10-30 minutes of independent reading ● Math Fact practice 				
Monday	Tuesday	Wednesday	Thursday	Friday
Math: 15-30 min. ELA: 15-30 min. Special Or SEL: 15-30 min.	Math: 15-30 min. ELA: 15-30 min. Special Or SEL: 15-30 min.	Math: 15-30 min. ELA: 15-30 min. Special Or SEL: 15-30 min.	Math: 15-30 min. ELA: 15-30 min. Special Or SEL: 15-30 min.	Math: 15-30 min. ELA: 15-30 min. Special Or SEL: 15-30 min.
Teachers will assign Bridge Books pages for each subject area.				

Instructional Requirements

Staff will be expected to develop quality learning experiences for each student they serve. The method for housing, and distributing, the lessons' materials may vary by grade. Teachers are

encouraged to use a system that they are comfortable using. Class Dojo and Remind are two systems that are great for communicating with parents who don't have internet access. Google Classroom is a resource that is available to all through the school account. This is a Learning Management System that allows teachers to post videos, assignments, links, and discussions. Staff are expected to maintain regular communication with parents and their students throughout the State-mandated closure.

Teacher Expectations

1. Check school email daily
2. Weekly activities will be uploaded to Google Classroom or sent out by the preferred classroom communication system by 8:00 AM.
 - a. Bridge Book work will be posted by 8:00 AM on Monday for the week.
 - b. Online work/videos/etc... will be posted by 8:00 AM the day it is assigned.
 - c. No more than 2 weeks of lessons may be sent out at a time.
 - d. Daily Checklist provided for students of what is expected to be completed.
 - e. New Video greeting posted (or sent out) at the beginning of the week.
 - f. Schedule Google Meet once a week with students/families. Track the communication.
3. NO GRADING of activities, but feedback to students where appropriate is required.
4. Host Office Hours once a week (2 hours) for students and parents to contact the teacher.
 - a. Teachers will post office hours for the week by 8:00 AM on Monday. Times may vary to best accommodate staff and parents.
 - b. Parents are encouraged to schedule a time to talk.
5. Communication attempts (via preferred/varied platforms) will be documented by the teacher. If communication cannot be established, this will be shared with administration.
6. Attempt to connect with each student once a week. May be done via phone, email, Google Classroom, Class Dojo, or Remind. Other forms of communication are accepted as well. Group communication is also accepted.
7. Daily lessons are similar between all teachers within a grade.
8. There will be one department/grade level meeting per week to review student progress and communication.

Elementary Specials Teachers & Counselor

1. Check email daily
2. Teachers are to have their lessons/activities posted on LMS by 8:00 am on Monday. No more than two weeks of activities shared ahead of time.
3. Post a checklist of the expectations for the students with that activity.
4. 1 Video greeting shared via LMS at the beginning of the week.
5. Teachers will post office hours for the week by 8:00 AM on Monday. Times may vary to best accommodate staff and parents.
6. Teachers will check and provide appropriate feedback to student work in a timely fashion.

7. Host Office Hours once a week (2 hours) for students and parents to contact the teacher.
8. Specials Teachers will attend weekly department/grade level meeting with RCE.

Tracking Participation

Throughout the implementation of the remote learning plan, the teacher will track the students' participation. The focus of this period should be on learning and growth, not assignment completion and due dates. Teachers can use the weekly communication to determine each student's participation as a means of formative assessment. Classroom communication tools like Class Dojo and Remind may aid in parents sending pictures or reports to the teacher. Learning Management Systems, like Google Classroom, allow for uploading of work to the teacher.

Special Education Teachers

During the extended school closure, special education staff will be expected to aid in the delivery of quality education to students on their caseloads by checking to be sure IEPs are being followed, and that available services are being offered. Staff will be expected to maintain regular communication with the parents and students throughout the closure.

Special Education Teachers:

1. Check email daily
2. Special education teachers will be in contact with each collaborating general education teacher to determine what accommodations need to be made to help the student access the general curriculum, and then they will make those accommodations.
3. Communicate with the parents of students with IEPs and the students once a week. This is to be done for individual students/parents to not identify a "group" of special education students.
 - Such needs could be: how to access online, what materials they need, how they can access services, etc.
 - Document each contact (both successful and unsuccessful)
4. Special Education teachers will work with General Education teachers to ensure lessons are modified to meet the accommodations provided in IEPS.
5. SE teachers may provide GE teachers with specific work for the students they see. This work may be more appropriate for the student than what the GE assigns.
6. SE teachers are required to make contact with their students once a week. (See *item 5* under *Teacher Expectations* for further clarification.)
7. There will be one department/grade level meeting per week to review student progress and communication.

Title

Title Teachers

1. Check email daily
2. Title teachers will work to support program materials for Title students.
 - Activities/support provided by Title teachers will focus on skills that address the gaps that said students have within a given subject.
3. Teachers are to have their lessons/activities posted on classroom teachers LMS by 8:00 AM the day they are assigned, and no more than two weeks of activities shared ahead of time.
 - Post a checklist of the expectations for the students with that activity.
4. In working with GE teachers, Title will determine hours to host virtual meetings for title students. Times may vary to best accommodate staff and parents.
5. There will be one department/grade level meeting per week to review student progress and communication.

Resources

1. Bridge Books: **Required**
2. Additional Online links (**not required**):
 - a. Rapid City
 - b. Birch Street:
https://docs.google.com/spreadsheets/d/19tn5n2pzay3GJfIZkL4fvIhbyvMfgPUw_Wxw7Icp0RU/edit?usp=sharing
 - c. Cherry Street:
https://docs.google.com/spreadsheets/d/1QqJ1475QIYRcDaEAATmOsPp18goS_oxfXXw7GYAZKUXA/edit?usp=sharing

Kalkaska Middle School Extended School Closure Crisis Learning Plan

Kalkaska Middle School

Maximum Online Instructional Minutes

Assignments include both Bridge Book Lesson and/or other resources posted.

Additional time may be assigned for "off line" work (homework), not to exceed 30 minutes per class per day. Independent Reading and Enrichment options are allowed beyond the 30 minutes of instruction. (No more than 3 hours daily)

Monday	Tuesday	Wednesday	Thursday	Friday
30 minutes Math 30 minutes Social Studies 15 minutes Special 1 A 15 minutes Special 2 A ** 30 minutes Algebra 1 15 minutes SSR 1 hour 15 minutes "homework"	30 minutes Science 30 minutes ELA 15 minutes Special 1 B 15 minutes Special 2 B ** 30 minutes HS Spanish 1 15 minutes SSR 1 hour 15 minutes "homework"	30 minutes Math 30 minutes Social Studies 15 minutes Special 1 A 15 minutes Special 2 A ** 30 minutes Algebra 1 15 minutes SSR 1 hour 15 minutes "homework"	30 minutes Science 30 minutes ELA 15 minutes Special 1 B 15 minutes Special 2 B ** 30 minutes HS Spanish 1 15 minutes SSR 1 hour 15 minutes "homework"	Students complete any "offline work" or "homework" that has been assigned for the week. Students participate in a google hangout or zoom with Advisory Teacher 30 minutes Moby Max Math (6th, 7th, 8th) 30 minutes Khan Academy PSAT Prep (8th)

**Please note the 30 minute of HS class if applicable is for 8th graders taking Spanish for HS Credit and for Algebra for HS credit.

During the extended school closure, staff will be expected to deliver a quality educational opportunity to each and every student via the Google Classroom portal. Below are the staff expectations for delivering online instruction:

Teacher Expectations:

- Teachers are to have their activities posted online by 8:00 am the day they are assigned, and no further than two weeks of activities posted ahead at a time.
- Post a checklist of the expectations for the students with that activity.
- There is NO GRADING of activities, but meaningful feedback to students where appropriate is required.
- Teachers will make one weekly contact with their students in some way (group format is acceptable; e.g. Zoom, Google Hangout, Class Dojo, Remind, Facebook Live, making a telephone call, posting a video, sending an email, etc.) and will keep track of it on a log which documents both successful and unsuccessful contacts.
- Teachers will attempt to make contact using Google Hangout with each of their Advisory students once each week. (See list of above options.), and document who attended in the Advisory List.
- Special education teachers will be expected to look at the assignments posted from their co-taught classes and make required accommodations for their special education students in that class, and post the accommodated lesson in the general education google classroom.
- One posting in a two week period needs to be some sort of formative assessment (exit ticket, response summary, quick quiz, etc.)
- Teachers will check and respond to student work in a timely fashion.
- Teachers will post two hour office hours twice a week, at the beginning of the learning week.
- Teachers will respond to students/parent emails within 24 hours during the business week.
- To begin, there will be one department/grade level meeting per week.

Special Education Teachers:

During the extended school closure, special education staff will be expected to aid in the delivery of quality education to students on their caseloads by checking to be sure IEPs are being followed, and that available services are being offered. Staff will be expected to maintain regular communication with the parents and students throughout the closure.

Special Education Teacher Expectations:

- Special education teachers will be in contact with each collaborating general education teacher to determine what accommodations need to be made to help the student access the general curriculum, and then they will make those accommodations and post the accommodated lesson in the class google classroom.
- Communicate with the parents of students with IEPs and the students once a week. This is to be done for individual students/parents to not identify a “group” of special education students.
 - Such needs could be: how to access online, what materials they need, how they can access services, etc.
 - Document each contact (both successful and unsuccessful)

Kalkaska High School Extended School Closure Crisis Learning Plan

High School

Assignments could include posted learning activities, 15 minutes of daily SSR, and College Board practice 20-30 minutes per week.

Staggered Format for Teaching: High School (9-12)

Monday	Tuesday	Wednesday	Thursday	Friday
30 minutes of Math 30 minutes SS 30 minutes of AP class if applicable	30 min ELA 30 min Science 30 minutes of AP class if applicable	30 minutes of Math 30 minutes SS 30 minutes of AP class if applicable	30 min ELA 30 min Science 30 minutes of AP class if applicable	30 minutes of each special (Art, Phys Ed, Health, Music, Foreign Language) 30 minutes of AP if applicable
15 min SSR	15 min SSR	15 min SSR	15 min SSR	30 min College Board Test Prep

During the extended school closure, staff will be expected to deliver a quality educational opportunity to each and every student via the Google Classroom portal. Below are the staff expectations for delivering online instruction:

Teacher Expectations:

- Teachers are to have their activities posted online by 8:00 am the day they are assigned, and no further than two weeks of activities posted ahead at a time.
- One activity per two weeks includes a writing activity in the content area in alignment with the HS Writing test prep (identify a claim, compare/contrast, command of evidence, inference)
- Post a checklist of the expectations for the students with that activity.
- There is NO GRADING of activities, but feedback to students where appropriate is required.
- Teachers will make one weekly contact with their students in some way (group format is acceptable; e.g. Zoom, Google Hangout, Class Dojo, Remind, Facebook Live, making a telephone call, posting a video, sending an email, etc.) and will keep track of it on a log which documents both successful and unsuccessful contacts.
- Teachers will attempt to make contact with each of their Advisory students once every two weeks. (See list of above options.)
- Special education teachers will be expected to look at the assignments posted from their co-taught classes and make required accommodations for their special education students in that class, and post the accommodated lesson in the general education google classroom.

- One posting in a two week period needs to be some sort of formative assessment (exit ticket, response summary, quick quiz, etc.)
- Teachers will check and respond to student work in a timely fashion.
- Teachers will post two hour office hours twice a week, at the beginning of the learning week.
- Teachers will respond to students/parent emails within 24 hours during the business week.
- To begin, there will be one department/grade level meeting per week.

Special Education Teachers:

During the extended school closure, special education staff will be expected to aid in the delivery of quality education to students on their caseloads by checking to be sure IEPs are being followed, and that available services are being offered. Staff will be expected to maintain regular communication with the parents and students throughout the closure.

Special Education Teacher Expectations:

- Special education teachers will be in contact with each collaborating general education teacher to determine what accommodations need to be made to help the student access the general curriculum, and then they will make those accommodations.
- Communicate with the parents of students with IEPs and the students once a week. This is to be done for individual students/parents to not identify a “group” of special education students.
 - Such needs could be: how to access online, what materials they need, how they can access services, etc.
 - Document each contact (both successful and unsuccessful)

