

## **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: April 20, 2020

Name of District: **Climax Scotts Community Schools**

Address of District: 372 South Main St; Climax, MI 49034

District Code Number: 39020

Email Address of the District: [dnewington@csschools.net](mailto:dnewington@csschools.net)

Name of the Intermediate School District: KRESA

Name of Authorizing Body (if applicable):

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

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

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

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

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

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

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

Date Submitted: 4/20/2020

Name of District: **Climax Scotts Community Schools**

Address of District: 372 East Main St, Climax, MI 49034

District Code Number: 39020

Email Address of the District: dnewington@csschools.net

Name of the Intermediate School District: KRESA

Name of Authorizing Body (if applicable):

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

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

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

District/ PSA Response:

The elementary, middle school, and high school plan to use a hybrid model of instruction using hard copy instructional packets and online learning platforms such as Google Classroom/Meets/, Zoom, Class Tag, Seesaw, Khan, Flipgrid, etc. Students without internet access will have access to instructional materials through hard copy packets and administration will continue to search for ways to bring technology and internet access to those families. Students may also need access to materials such as paper, pencils, and crayons, which will be made available to families that don't have them. All students will have access to grade-level/course educational resources to complete their work.

According to our district-wide survey, for those who completed it 88% of our households have reliable

internet service. For those who don't we will supply AT&T hotspots, providing it works in their location, for as long as they are available from AT&T. We distributed Chromebook computers to those families who needed them: 87 Chromebooks to Elementary families and 126 to Jr/Sr High School families.

We will track who has one and who is not participating with online lessons and reach out to families to determine if there is still a need for a device.

No student will be penalized for their inability to participate.

### **English Language Learners:**

We have been in contact with our ELL population since the closure to determine needs and remove barriers to learning. Our ELL district coordinator has been in contact with our ELL families since the closure to provide necessary supports to the families. We also have a translator at the Elementary who has also connected with families to provide support. We will continue to reach out and support our ELL families through the remote learning process. Teachers in grade Pre-K -12 will connect with students and family weekly to engage and ensure understanding of learning/educational activities as well as check on student social/ emotional well-being. Paraprofessionals will be assigned throughout the district in grades PreK-12 to students in need of additional supports both academic and social/emotional as determined by weekly meetings with classroom teachers and building principals. The EL translator and EL coordinator will support communication by providing information and instructional packets in the student's own language, as needed.

### **Students with Disabilities:**

- Director of Special Education and Supervisor of Special Education will organize and coordinate the delivery of Special Education services and Section 504 accommodations to eligible students in Climax-Scotts Schools. These services are intended to provide students an opportunity to maintain and continue their learning outside the classroom with flexible and reasonable expectations. Compliance with legal requirements will be ensured. Students eligible under IDEA will be provided services per their individual educational plan or through a distance learning plan.
- Students who are served with disabilities will be contacted by their case manager to monitor progress and/or struggles they may be encountering.
- 504 providers will provide contact if the plan includes criteria that speaks to academic or SEL supports.
- The information provided may change as new guidance and direction is provided; however, the district is committed to providing equitable opportunities for all students and understands that flexibility is key in this ever-changing environment. As students' needs change, the leadership team will review established processes and adapt accordingly. At this time, office hours and additional support services will be provided to students as needs arise. These supports may include, but are not limited to, academic

assistance; navigating supplemental resources; and problem solving meetings. If the parent requests a meeting to discuss current accommodations, the 504 coordinator or Special Education Director may hold a virtual meeting or other means to determine if some, or all, of the identified services and/or accommodations can be provided through alternate or additional methods. If a student requires at-home or medical accommodations according to the 504 plan, interventions will be evaluated on an individual basis.

- Teachers will also be in contact with their caseload to monitor social/emotional

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:

### **Helping Student Feel Safe and Valued and Building Relationships and Maintaining Connections with Students/Families**

K-5 Teachers and 6-12 department teachers will make every attempt to make contact with every student and/or parent on a weekly basis to provide encouragement and clarification to the student with work as well as to check on their well-being to determine if additional emotional or academic supports are needed. We will also utilize our Title and para support staff to assist with phone reach outs. This may be done through the use of technology (for those that have access) such as virtual conferencing, utilizing instructional platforms, and also through phone calls/text, or via email.

For students without technology access, teachers and supporting staff will communicate throughout the week through phone calls or texts/email if available. Calls will be logged for tracking purposes so staff is aware of families that we cannot reach, and we will take further steps with the SSW/Counselor or principal to attempt further reach outs.

Special Ed department will effectively communicate resources, strategies and services to students, families, and district staff. There will be an intentional connection initially and then follow-up as needed with general education teachers and Special Education providers.

Special Education teachers and Special Education Supervisor have been added in many cases to digital platforms to support the implementation of the remote learning plan.

### **Educational Activities**

PreK-5: Lessons will be assigned via Google Classroom and/or printed packets. The elementary teachers will also be taping lessons and delivering them to students with Google Classrooms/Meets/Hangouts,

Zoom, Class tag, etc. They will connect with students through these platforms to teach and provide feedback and discuss lessons. For families that currently only have access to paper packet instruction, teachers will connect for feedback through phone calls, email and texts if available. For the safety of all, we will not collect paper packets.

[https://www.cssschools.net/downloads/activities/elementary\\_distance\\_plan\\_summary\\_april\\_20\\_2020.pdf](https://www.cssschools.net/downloads/activities/elementary_distance_plan_summary_april_20_2020.pdf)

6-12: Students will be provided assignments for all content areas online via Google Classrooms. Students with no on-line access will be provided printed packets of the assignments. Teachers will hold weekly virtual meetings using Google Classrooms/Meets/Hangouts, Zoom, Class tag, etc. to support foundational learning. Based on feedback from the virtual meetings, teachers will conduct follow up individual and/or small group meetings to provide additional supplemental supports and learning. Jr/Sr HS Remote Learning Plan <https://www.cssschools.net/studentactivities/continuity-of-learning-col-plan/>

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

District/ PSA Response:

For those students without technology: The main mode of delivery will be through hard copy instructional packets, although all students will be offered paper packets. The instructional packets will be picked up at mealtimes or through other means as necessary.

Teachers will determine if students need additional time or support academically, document those items, and either provide time and support, or both as needed. Students will also be connected with the appropriate staff to provide the support. If support staff or teachers determine the student and/or family needs more or different support than can be provided by the teacher and support staff, he/she will notify the principal and/or the SSW/Counselor to employ the appropriate person or resource.

Both buildings, the K-5 and the 6-12, will utilize our paraprofessionals as well as our school social worker/counselor as needed to provide support to students and families. Based on feedback from weekly communication with families and students, teachers will notify building principals of additional supports needed. Building principals will connect personnel with students and/or families to help meet their needs (i.e. additional counseling sessions; more SEL sessions; additional materials, resources, and/or guidance with academic learning).

Special Education providers will provide online instruction if possible or are using instructional packets if needed. Some are providing both platforms in certain cases to support hands-on learning.

Our GSRP Pre-K Team will also create hard copy packets for pick up or will be delivered through other means as necessary.

Students with IEPs/504s:

Special Education Team - Director of Special Education and Supervisor of Special Education will organize and coordinate the delivery of special education services and Section 504 accommodations to eligible students in Climax Scotts Community Schools. These services are intended to provide students an opportunity to maintain and continue their learning outside the classroom with flexible and reasonable expectations.

Compliance with legal requirements will be ensured. Students eligible under IDEA will be provided services per their individual educational plan or through a distance learning plan.

- Students who are served with a 504 or an IEP will be contacted on a weekly Basis by their case worker to monitor progress and/or struggles they may be Encountering. Special education providers will have office hours weekly. Parents will be contacted to discuss the development of a learning plan for their child. These plans will include the goal(s), supplemental aids and services to be provided, and the service time. Parents will receive a copy of the completed plan by email or US mail. Case managers will reach out to families, additional service providers will reach out minimally biweekly

Members: Director of Special Education, Supervisor of Special Education, special education teachers, and special education ancillary staff, 504 coordinator

Elementary School - Collaborate with special educators and 504 coordinator to ensure required accommodations and modifications are provided to individual students

Junior/Senior High School - Collaborate with special educators and 504 coordinator to ensure required accommodations and modifications are provided to individual students

For students with technology: Content will be delivered through online platforms, email, and other social media sites. These may include Classtag, Google Classroom, SeeSaw, Flipgrid, Quizziz, Khan Academy, CK-12, Xtra Math, Youtube, Facebook, NewsELA., etc. Teachers will be accessible weekly for face-to face instruction upon request and through taped-video instruction through pre-made videos.

Grades K-5: Foundational learning will be provided in Reading, Writing and math in grades K-5. Grades 3-5 will also provide foundational learning in science and social studies. Learning will consist of review of previous material initially and transition to new learning based on essential standards only. Foundation learning is provided via online and in paper form through learning packets. Teachers will support this foundational learning through weekly contact with students via virtually, phone calls, emails, and/or text messages. Based on feedback from the weekly contact, teachers will also provide recorded supplemental lessons for those with online access and through phone call lessons for those needing additional supports without on-line access.

Grades 6-12: Initially, teachers reached out to students who were not passing as of March 11 to provide

supplemental supports in helping them catch up. Teachers are providing review materials as a foundational support for all students. Review material is based on essential standards only. The goal is to provide new learning based on essential standards after review is completed. Teachers are holding weekly virtual meetings to provide support for foundational learning, clarify, and answer questions. Based on the feedback from the foundational meetings, teachers will provide supplemental virtual meetings to provide additional supports for those needing more help as well as extensions for students needing them.

EL Students: Our ELL coordinator will reach out to our ELL families to provide technical support to ensure that our ELL population is supported in this area. For further details on EL supports see #1.

Our GSRP Pre-K Team will also create weekly video(s) for instruction and be available to provide feedback as necessary.

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

District/ PSA Response:

Paper packets of instruction will be given to all students regardless of access to technology, and staff will monitor who has picked up or received their packets. Those without technology will be provided feedback through a variety of ways, such as through phone calls, texts, email.

The staff in Grades PreK-5 and 6-12 will track who has picked up the paper packets and has accessed online platform(s). We will reach out to families who have not received the packet, or who are not accessing online lessons to see how we may be of support. We will deliver paper packets/Chromebooks to those families who are unable to pick them up so all have an opportunity to have necessary materials. We will track who is participating and reach out to offer support to those students/families who are not to offer assistance.

Our GSRP Pre-K Team will also create hard copy packets and provide feedback through phone calls, texts, email as available, etc.

For students with technology, teachers will monitor student access and assignment participation within various instructional platforms such as Google Hangouts/Classroom/Meets, Zoom, Classtag, etc. Teachers will provide feedback to students on assignments through the instructional platform, and will differentiate instruction within the platform to meet student needs.

Our GSRP Pre-K Team will provide feedback to families through the online platforms.

In addition to all teachers posting weekly videos and/or providing work packets, they will also post weekly office hours so parents/students can access them through phone, email, a platform, etc. for feedback and clarification. Students and families can also request to speak with teachers/support staff outside of office hours should then need to. No student will be penalized for an inability to complete the

distance learning work.

### Feedback to Students

K-5 students will receive participation/no participation based on their grades before the shutdown and their completion of work during the remote learning period. Teachers will hold office hours twice a week to provide clarity, feedback, and additional supports. Supporting teachers will hold weekly office hours to provide supplemental supports.

6-12 teachers will hold office hours twice a week to provide clarity, feedback, and additional supports. Teachers will provide supplemental supports through additional virtual meetings or phone calls as well based on needs gathered from initial meetings.

6-8 students will receive credit/no credit based on their grades before the shutdown and their completion of work during the remote learning period.

Students in grades 9-12 will have his/her grade reflected as a C=Credit or NC= No Credit on student transcripts for 2<sup>nd</sup> semester. To earn a C=Credit a student needs to achieve a cumulative grade reflecting a 60% or higher for 2<sup>nd</sup> semester. With the intent of not penalizing any of our students, we have developed the following grading process. In addition, we will NOT be having semester final exams.

To further limit negative impacts upon students, any grades recorded on March 13<sup>th</sup>, cannot decrease if a student decides or is unable to complete work between now and the end of the year.

Student grades have been frozen as of March 13<sup>th</sup>. Only work prior to March 13<sup>th</sup>, will comprise a student's current grade(s). To encourage student engagement and provide opportunities for students to improve upon their grade at the time of the closure, we are going to proceed on a 70%/30% grading system to finish out the year. All grades/assignments up to March 13<sup>th</sup>, will count as 70% of the semester grade and any work attempted and turned in between now, and the end of the year will count as 30% of a student's semester grade. We understand the challenges of remote learning and will grade any work assigned based upon a 50/50 grading rubric. This will result in 50% being earned through participation and 50% being determined through quality of work.

### Students with IEPs/504s

The Special Education Department and case managers will be reaching out to students and families via email or phone to determine any student and/or family needs. Based on these conversations, IEP team members will document the communication and develop a contingency plan, in agreement with the family, to address extended learning plans for the remainder of the school year. Staff office hours will be established and shared with families to ensure frequent two-way communication takes place. Special Education providers will keep logs to determine the participation of students' engagement in the learning.

## EL Students

Monitoring and feedback for EL students is addressed in #1.

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:

Sources: General funds, Title I: Estimated costs as follows:

- \$2000 supplies for learning;
- \$5000 internet access;
- \$5250 monthly service (\$35/month)
- \$5000 technology repairs and support,
- \$ 276 survey software
- \$3600 K-12 Education Zoom license/other licenses as needed
- \$1000 technology upgrades for online meetings/office hours
- \$1000 printing costs of lesson plans
- \$1000 fuel estimation for deliveries.
- \$24126 Total

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: All stakeholder groups were involved in the development of the plan. Building administrators met with their building teachers and in collaboration with the teacher's union for initial input. They met with stakeholders to address the needs of each grade or content area. Building administrators brought this information back to district level administrators to collaborate together, who also collaborated with Board members.

Some of the collaborative meetings included personnel such as: Superintendent meetings, building administration, Special Education administrators and providers, and Kalamazoo RESA.

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

District/ PSA Response:

Families will be informed of the plan via phone call, posted to the district website and other social media platforms as well, to ensure that everyone is aware that the plan has been developed.

We will communicate our plans with all grade levels through robo calls which include emails and texts, our website at [www.cssschools.net](http://www.cssschools.net), and through information provided on our Facebook web pages. We will also mail the plans. These will be translated in Spanish for our ELL families as well.

Students with disabilities will be provided services per their IEP or their individual distance learning plan, based on student goals.

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

District/ PSA Response: We will implement by April 23<sup>rd</sup>, 2020.

9. Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act of, as amended, MCL. to, and Career and Technical Preparation Act, PA , as amended, MCL. to, in completing the courses during the -- school year.

District/ PSA Response: Students enrolled in KRESA EFE/CTE and EFA programs will participate in remote learning that aligns with their programs' curriculum, utilizing hard copy, mixed media, and digital media delivery formats. This blend is to ensure that access to continuous learning is not hindered. EFE/EFA instructors will identify appropriate coursework as well as utilize the repository of EFE/CTE resources housed on the Office of Career and Technical Education's website to facilitate learning options for CTE students. The [OCTE repository](#) also contains a section for special populations to ensure equity for a diverse population of learners.

Specifically, the KRESA EFE/CTE and EFA Continuity of Learning (COL) Plan will focus on:

- Teachers communicate with students on a regular (weekly) basis to ensure social, emotional, educational and physical needs are being met while building stronger relationships with students and families.
- Ensure to the best of our abilities that seniors will (1) be eligible to graduate this Spring, especially those who planned to use the CTE class to fulfill MMC requirements, and (2) be ready for post-graduation employment, career education, and/or other career-related activities.
- Continue to provide students with **access to course content**, especially those who are working towards certification testing, until the last day of school on the home-or host-district calendar.

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

District/ PSA Response: We distribute breakfasts and lunches on Tuesdays and Fridays each week from 11:30 -12:30 through June 11,2020, providing meals for all students under age 18 for seven days/week at both of our locations, the Elementary building at 11250 East QR Ave, Scotts, MI 49088, and at the Jr/Sr building at 372 East Main St, Climax, MI 49034.

We have assisted with deliveries of meals to some families who have communicated with us that they are unable to pick up. We communicate changes through Robo calls to all families, by posting on our CS webpage, and to our Facebook pages.

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

District/ PSA Response: Yes, we continue to pay employees and redeploy as necessary in order to support distance learning.

Paraprofessionals, coaches, counselors, SSW, will be utilized to assist teachers and principals with phone calls to families to assist with learning and to check on the well-being of families. Paras may also assist with distribution of meals, paper packets, supplies, helping with making copies, etc. Staff can collaborate with others for assistance as needed. All staff deemed essential and working within the buildings of the district will follow safety guidelines and precautions including, but not limited to, social distancing, using PPE equipment, and regularly cleaning and sanitizing working spaces.

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

District/ PSA Response: For students/families who do not have access to technology, teachers and staff will track which students are picking up and participating in the weekly/biweekly instructional packets. Those students who are not engaging/responding to online or paper/packet instruction will be selected for additional support. This will consist of phone contact by our paraprofessionals or social workers to remove any potential barriers to accessing educational materials. Feedback will be provided via phone calls, texts, email, etc. A log will be kept to track both communication with families and teacher feedback on instruction.

Our GSRP Pre-K Team will also create hard copy packets for pick up or will be delivered through other means as necessary and track who is participating.

Our classroom teachers will work in collaboration with our resource room teachers to provide appropriate materials to meet their IEP and 504 goals and track who is participating.

For students/families who have access to technology, teachers will monitor and provide lessons through a variety of sources: Zoom, Google Meets/Hangout/Classroom, Classtag, text, email, etc teacher will monitor student engagement, participation, and completion of assignments, and provide feedback through these platforms. A log will be kept for communication with students and families. Inconsistent participation and/or communication with a parent or student will be raised to the principal or SSW/counselor to develop a plan to connect with student(s) and families. Teachers will monitor these logs and provide feedback to the principal and/or SSW/Counselor as necessary.

Our GSRP Pre-K Team will evaluate participation and provide feedback through the online tools they use.

Our classroom teachers will work in collaboration with our resource room teachers and support staff to determine participation through online tools with students with IEPs or 504s.

The district will monitor and evaluate the implementation in collaboration with and support from KRESA. The principal will also communicate known additional needs to the SSW/Counselor.

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:

As a foundational support, the School Social Worker will provide social-emotional lessons on a scheduled basis at the elementary level. The School Social Workers and Counselor at both the elementary and secondary levels will provide online resources where able, provide support to students on an individual basis per their caseload, and outreach for any students and families who may be experiencing difficulties during this time. Teachers and support staff will assist with passing known needs to the SSW/Counselor, and principal.

Where students are not participating these professionals will be contacted, as deemed necessary, to reach out to students and parents or guardians to determine if mental-health services are needed. If a determination is made that additional support is required, the appropriate agencies such as community mental health and other agencies as necessary, will be contacted.

As teachers and other school staff see a need that a family may have they will contact the social worker and/or principal to make the necessary follow-up. The principal will check in weekly with teachers to identify any additional students or families in need.

Teachers will record communication and feedback in a weekly log to be shared with the building administrator and student support team. Data will be collected by building administrators and district leadership team to determine students and family needs and additional supports required.

Supplemental resources for students and families in need of additional support will be connected with Integrated Services of Kalamazoo, a community partner, by way of the district liaison, to support mental health resources.

Additional Resources may include:

Resources For Educators:

- MDE <https://www.michigan.gov/mde/0,4615,7-140--523548--,00.html>
- <https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus>
- <https://michiganvirtual.org/sel/>

Resources For Parents:

- <https://www.kresa.org/Page/2222>
- <https://www.kresa.org/Page/2237>

Kalamazoo County Resources

Psychology Today website is provides resources for families to access therapists, psychiatrists and support groups in their area and aligned to insurances.

[https://www.psychologytoday.com/us/therapists/michigan?gclid=Cj0KCQjw4dr0BRCxARIsAKUNjWQJYzRugUnE0AGRJP2-7PVXxgGXWEZUIs5BhqvccPAVBSU00YQsAwIaAn4bEALw\\_wcB](https://www.psychologytoday.com/us/therapists/michigan?gclid=Cj0KCQjw4dr0BRCxARIsAKUNjWQJYzRugUnE0AGRJP2-7PVXxgGXWEZUIs5BhqvccPAVBSU00YQsAwIaAn4bEALw_wcB)

Integrated Services of Kalamazoo have a school based mental health work for students in need. <https://iskzoo.org/>

Gryphon Place operates the 211 referral source for those in need to talk about specific mental health issues. <https://gryphon.org/services/information-and-referrals/>

KYDnet is available for student and family support. <https://kydnet.org/program-finder/>

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 - or any executive order that follow it.

District/ PSA Response: Kalamazoo RESA has created a list of emergency childcare locations in Kalamazoo County. That list is regularly updated and can be found at:

[https://docs.google.com/document/d/1\\_4zSgNXRhFiH4aEL4iuJCmcp\\_XNH\\_VMrVoub0ioD3II/edit?usp=sharing](https://docs.google.com/document/d/1_4zSgNXRhFiH4aEL4iuJCmcp_XNH_VMrVoub0ioD3II/edit?usp=sharing).

Currently, there is available capacity at these locations and there is not a need for additional support from local districts. If the need changes, Kalamazoo RESA will be in contact with local districts to request involvement and collaboration around meeting the emergency childcare needs in Kalamazoo County. Our district will engage in those conversations as requested and will support the efforts in meeting this important need.[1]

Optional question:

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

District/ PSA Response: No, the district does not plan to adopt a balanced calendar instructional program for the remainder of the school year, or the 2020-2021 school year.

Name of District Leader Submitting Application: Superintendent Doug Newington

Date Approved: April 24, 2020

Name of ISD Superintendent/Authorizer Designee: Dave Campbell

Date Submitted to Superintendent and State Treasurer: April 27, 2020

Confirmation approved Plan is posted on District/PSA website: April 24, 2020