

Centreville Public Schools COVID-19 Continuity of Learning Plan April 10, 2020

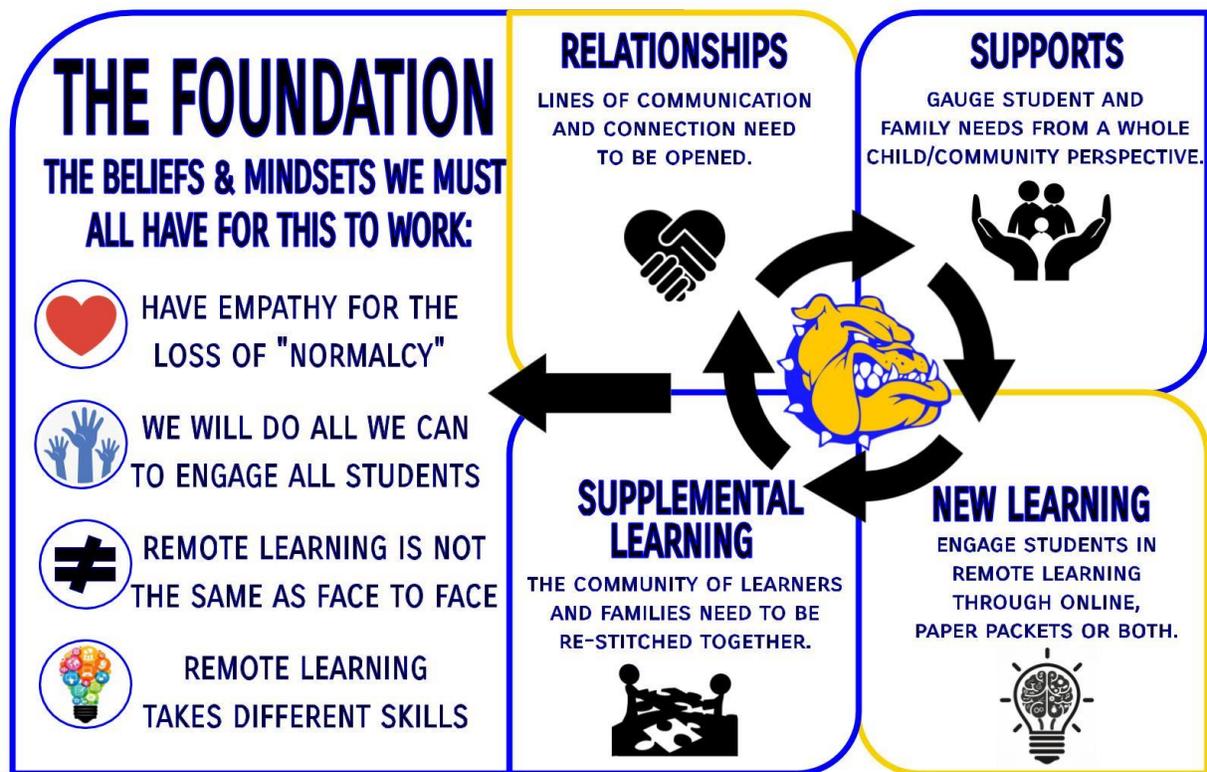


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1. In accordance with Executive Order 2020-35 a Plan must include all of the following parts: **Please describe the methods the district will use to provide alternative modes of instruction other than in-person instruction and a summary of materials 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-CD.

District Response:

The district plans to use a hybrid model of instruction using hard copy instructional packets and online learning platforms. For those students that have internet access, but don't have a device, devices will be made available. Students without internet access will have access to instructional materials through a weekly instructional packet. All students will need access to materials such as paper, pencils, and crayons which will be made available to families that do not have them. All students will have access to grade-level/course materials, and texts to complete their work.

**Centreville Public Schools 2019-2020
Technology Distribution and Collection Plan**

Overview:

Teachers: All teachers already have a district provided Chromebook.

Paraprofessionals: All paraprofessionals will be issued a student Chromebook to assist individual students who might need additional support with online learning.

Administrative Assistants: All Administrative Assistants will be issued a student Chromebook for the purposes of supporting remote learning of the school.

Students: All students who have internet access but do not have a device will be issued a district Chromebook for the purposes of utilizing it for online learning through the remainder of the school year.

Part I. Determining Method of Instruction Students Will Receive:

Step 1: Administer a district survey through Google Forms that is sent to each family through text message, email, and placing the link on the district website and Facebook for families to access. Families were told that if they were unable to access the link, they could contact the building their child attends and would be able to provide the answers to the survey over the phone. Parents also were required to fill out one survey for each child that attends Centreville Public School. The survey asks three basic questions:

1. Parent Name
2. Student Name
3. How would you like your child to receive continuous learning moving forward? The third question has three possible answers, and the parent is directed to choose the option that best suits their child.
 - Option A, is to complete the work online (family has internet and device).
 - Option B, is to complete the work online (family has internet, needs a device).
 - Option C, is to complete the work with a paper packet.

The survey was released on Wednesday, April 1, 2020 with a request for all parents to complete the survey by April 3, 2020. Parents who did not fill out the survey by the end of the day April 1 were contacted by telephone by a building administrative assistant.

Status: Survey completed with 100% participation.

Step 2: Sort data from the survey into three categories to determine which students will need a device signed out to them.

Status: The survey data indicates 100 students K-12 need a Chromebook signed out to them.

Part II. Preparing Devices for Distribution

Step 1: ISD technological support staff breaks down chrome carts for the amount of devices needed. The devices that are going to be up for replacement in the next cycle of technology purchasing will be the devices signed out to students first.

Step 2: ISD technological staff place the Acceptable User Agreement in each chrome book for easy distribution. Form can be viewed here:

https://docs.google.com/document/d/1Td7_M5QIMKoh1wWrPXRPAISq_kalTgNojizZVqXKM4/edit?usp=sharing

Step 3: District Administration will communicate to parents no later than Friday, April 10, the plan for picking up the device for their child on April 16 through letter, instant messenger, website, and Facebook. On Thursday, April 16, 2020, parents will be invited to pick up one device for their children to share between the hours of 10 a.m. and 1 p.m. (concurrently with food distribution). A parent/guardian will be required to sign the AUA form in order to take a device.

Part III. Distributing the Devices

Step 1: On Thursday, April 16, 2020, parents will be invited to pick up one device for their children to share between the hours of 10 a.m. and 1 p.m. (concurrently with food distribution).

Step 2: A parent/guardian will be required to sign the AUA form in order to take a device. Staff will have one cup of ink pens that are labeled sanitized and one cup of ink pens that are labeled dirty. Additional staff will be necessary to handle the sanitization of ink pens.

Step 3: District staff will be responsible for tracking which parents picked up a device on April 16 according to the district's master list from the survey. Parents who did not pick up a device on April 16 will receive a phone call to arrange for delivery April 17, or be given the option to accept a paper packet. Parents who did not indicate that they needed a Chromebook on the survey but are now demonstrating need, will have to wait until Thursday, April 23 to be assigned a device.

Step 4: District staff will communicate with the MTSS Coordinator and Curriculum Director if there are additional students who need a Chromebook or need a paper packet. Additionally, they will communicate with technology services about how many additional Chromebooks will be necessary for distribution on April 23.

Step 5: District staff will scan the AUA forms and save them in the Google Shared Folder labeled "COVID Response Plan 2019-2020." The file should be labeled K-12 AUAs April 16, 2020. The original AUAs should be stored with the Curriculum Director.

Step 6: Steps 1-6 should be repeated for any additional Chromebooks distributed on April 23 and placed in the same Google Shared Folder labeled "COVID Response Plan 2019-2020." The file should be labeled K-12 AUAs April 23, 2020. The original AUAs should be stored with the Curriculum Director.

Part IV: Collection of the Chromebooks

Step 1: District administration will communicate to parents no later than Friday, May 29, the plan for dropping the device for their child on June 4 through letter, instant messenger, website, and Facebook. On Thursday, June 4, 2020, parents will be invited to drop off the assigned device to the designated location between the hours of 10 a.m. and 1 p.m. (concurrently with food distribution).

Step 2: District staff will be required to place the AUA back into the device and check the family's name off of the master list.

Step 3: District staff will follow up with families who did not drop off their device on June 4 and arrange for pick-up of the Chromebook on June 5 between 8:00 am and 3:00 pm by transportation staff.

Step 4: District staff will communicate with the Transportation Supervisor regarding which students have not turned in their device so that she can plan for routes to round up additional devices. District staff should plan to ride along with a bus driver on June 5 to continue collecting devices and keeping track of records for the district.

Step 5: The completed Master List of collected devices should be uploaded to the Google Shared Folder labeled “COVID Response Plan 2019-2020.” The file should be labeled “K-12 Chromebook Reconciliation.”

Step 6: Families that do not return a device should be communicated to the Superintendent so that an invoice for the equipment can be generated and sent to the family in the amount of the depreciated value of the Chromebook.

Centreville Public Schools Remote Learning Professional Development Plan for Staff

With the exception of Algebra Nation and Google Classroom, all technology and online learning platforms have been established and are already used in the district. Students and Parents should contact their classroom teachers for help with the use of technology.

Google Classroom:

Teachers in need of training in Google Classroom are expected to access the tutorial through the following link: <https://youtu.be/rCNlmsWUxZA>

If a teacher feels more comfortable working with a peer to learn about Google Classroom, they should contact Lisa Dentler at ldentler@cpschools.org or Kim Hulin at khulin@cpschools.org.

Algebra Nation:

Teachers in need of training in Algebra Nation are expected to access the tutorial through <https://www.algebranation.com/>.

If a teacher feels more comfortable working with a peer to learn about Algebra Nation, they should contact Shawn Hulin as shulin@cpschools.org.

Centreville Public Schools Technology Troubleshooting Process

Staff:

If you have a technology issue, you should continue to use support@cpschools.org to submit your technology troubleshooting issues.

To help you contact your students, we have some options listed below.

- Use your personal cell phone.
- Use your district email.
- Use Google Meet.
 - [Here is a video on how to call someone](#) using Google Meet.
 - **NOTE:** Tell your parents and students the phone numbers calling them will be out of district numbers or out of state numbers.
 - Set up calling hours if needed using a preset google meet/calendar event. Repeating events keep the same number.

Technology Support Options:

These support options will be open **Monday through Friday 7:30 a.m. - 4:00 p.m.**

Jira Chat

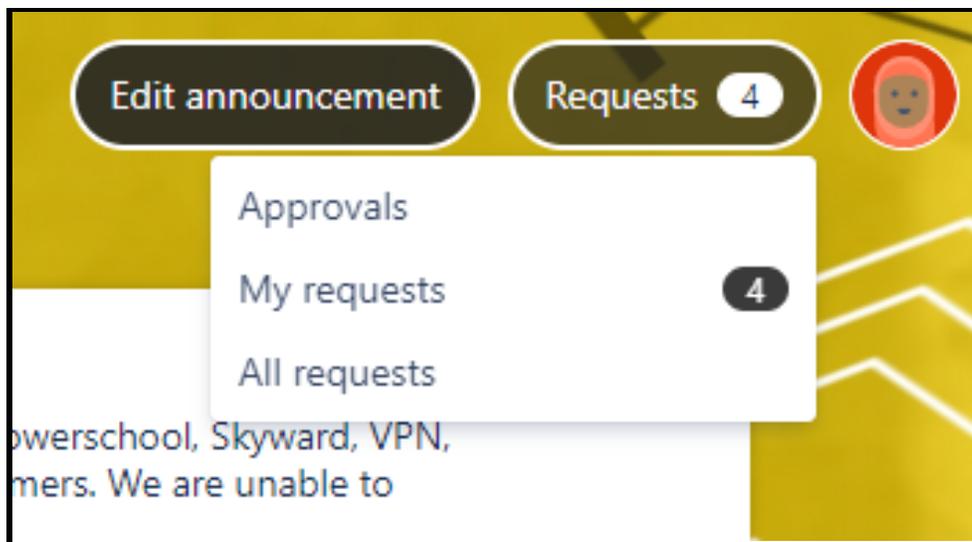
- Once you start a chat, a ticket will automatically be generated. The “[Jira Chat](#)” support instructions are available when you click on the link.
- You will be in contact with one of our skilled IS Support Specialists that will work with you on the problem. If the problem is district specific, we will work with the district contact to get you the assistance needed.
- If the problem requires additional support, we will move it up to our Level 2 Tech staff that can work with you to reach a resolution. At this level, the issue may be moved from chat to updates via the ticket system.

Phone Support

- You can contact one of our skilled IS Support Specialists via phone if needed. The issue will be documented in our ticket system and additional communication beyond the phone call will be conducted through the normal channels.
- To call our help desk, dial **(269) 467-5426**.

How to check your requests

- Click on this link (<https://support.sjcschools.org/serviceesk/customer/portal/1>) to check the status of your requests.
- In the upper right-hand corner, click on **Requests** and choose **My requests** to see all of your requests for support.



**Centreville Public Schools
Individual Learning Formats Survey Data**

The data in the table below was gathered from each family on April 3, 2020 to help the district in meeting the individual learning needs of students. At this time, we feel that this data accurately reflects each of our family's needs as it relates to instructional learning formats. As parent and student needs change, we will respond flexibly to provide students with learning opportunities in whichever format best suits them at any given point and time.

Grade	Online	Online but need a device	Paper Packet
Young 5s	2	2	17
Kindergarten	13	6	36
1st	22	7	47
2nd	24	9	25
3rd	20	12	32
4th	20	11	32
5th	27	13	31
6th	24	4	22
7th	37	12	19
8th	23	19	21
9th	30	3	16
10th	38	9	21
11th	39	7	20
12th	51	5	15

Curriculum Resources

Our primary goal is to provide a continuity of services so that there are not disparate learning opportunities for students based on whether a student has access to internet or not. In effort to do so, the following curriculum resources will be utilized regardless of the modality a student is receiving instruction through.

Scholastic Reading Packs - Reading Grades K-6, Benefits include:

- The program will provide students with a book each week that is at each student's reading level. Each book packet includes comprehension activities and a writing journal.
- We will include a personalized postcard with each packet through which the student will write about the book and communicate with his/her teacher.
- We have used the Scholastic program during the past two summers. As a result, students, parents, and teachers are familiar with the program format. The program has been well received by parents and students in the past.
- Book packets will be distributed at our weekly food pick-ups, delivered by bus drivers, or sent through the mail.

Algebra Nation - Math Grades 7-11, Benefits include:

- Algebra Nation provides full-digital resources at no cost for all students, families, and teachers in Michigan.
- Available resources include closed-captioned videos, student activities, and student workbooks for those students who do not have internet access.
- Algebra Nation workbooks show step-by-step how to solve math problems. This will aid teachers in assisting students with solving problems over the phone when they do not have access to the internet or a digital option.
- Algebra Nation instruction is aligned to Michigan Math Standards.
- Algebra Nation provides digital resources for 7th and 8th grade math, Algebra I, Algebra II, and Geometry.
- Lessons are also viewable on free phone apps. This will increase the number of students who will have access to the digital resources of the program.
- We have already used Algebra Nation in our Algebra classes. As a result, many students are already familiar with the program.
- Algebra Nation includes a "Student Wall." Through the "Student Wall" students can post questions and receive live help from their peers across the state and from Study Experts. The program will also allow teachers to create their own class wall (discussion forum) where they can directly interact with only the students in their classes. This feature will bridge the communication gap between students and teachers.
- Support will be provided by our math and special education teachers. All but one of our teachers have already used the program. Our lead math teacher and department chair will provide training for this teacher.

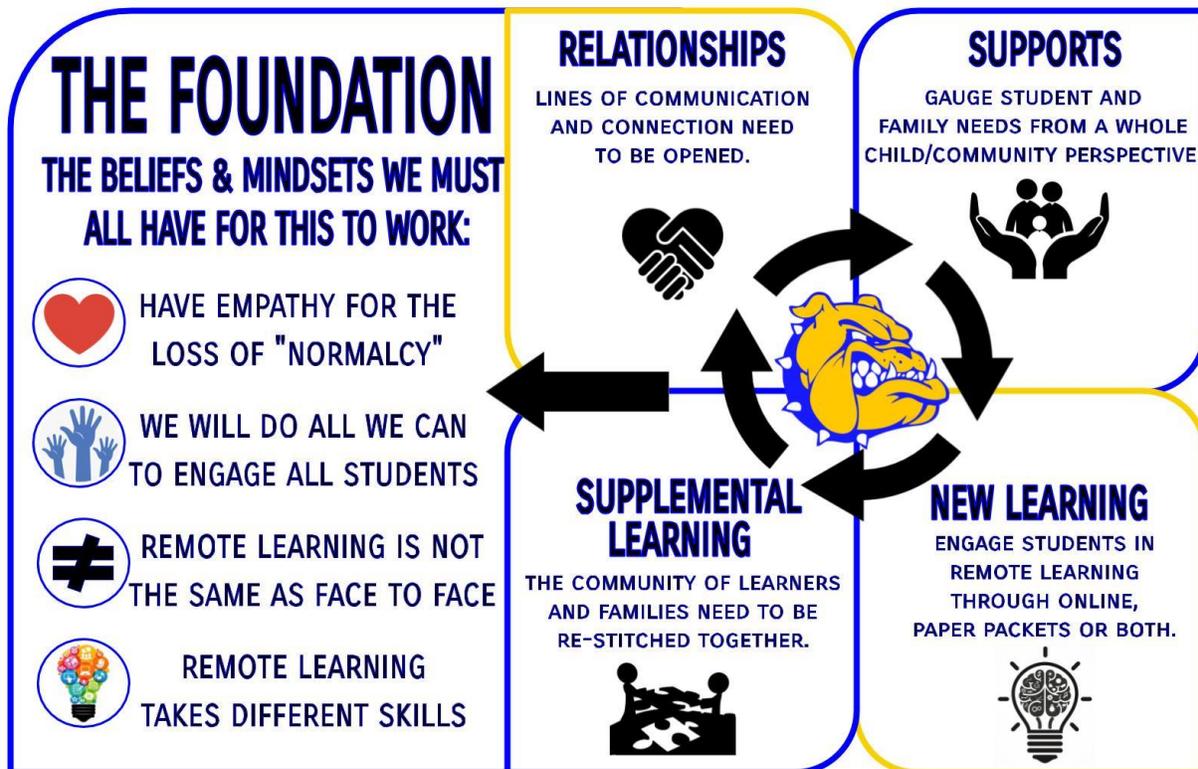
2. Please describe the methods the district will use to keep pupils at the center of educational activities, including outreach to continue building relationships and maintain connections, and to help pupils feel safe and valued.

District Response:

Teachers will be expected to make contact with every student at least one time during the week. This may be done through the use of technology (for those that have access), such as Google Hangout or other forms of virtual meeting, or through weekly phone calls. For students with technology access, teachers will also make sure to communicate multiple times each week through the instructional platform (Google Classroom, Dojo, Remind, Algebra Nation class wall), with an emphasis on continuing to build relationships and maintain connections with students. We will encourage relationships between students by having students write letters to classmates and returning them with their weekly instructional packet. Those letters will be mailed to students by the school.

Centreville Public Schools' staff and families will be communicated with regarding the districts Remote Learning Framework as outlined in the graphic below. The graphic clearly indicates that the top priority for all of us is to establish relationships, and to provide regular support for the social emotional development of all students.

Centreville Public Schools Remote Learning Framework



It is the goal of the school district to provide clear expectations of staff and students so that there is a smooth transition to remote supplemental and new learning.

Week 1: April 13, 2020-April 17, 2020

Grade	Teacher Responsibilities	Student Responsibilities
Young 5s-6th grade	<ul style="list-style-type: none"> • Submit learning packets to central office electronically to be copied. (Math for all seven weeks; two weeks of ELA) • Upload content into Google Classroom. 	<ul style="list-style-type: none"> • Pick up device if you are borrowing one on April 16, 2020 between 10:00 a.m. and 1:00 p.m. • Login to Google Classroom to make sure you can access learning opportunities remotely before April 20, 2020. • Pick up math packets for remainder of year and two weeks' worth of ELA packets on April 16, 2020 between 10:00 a.m. and 1:00 p.m.
7th-12th grade	<ul style="list-style-type: none"> • Submit learning packets to central office electronically to be copied. (Math will be covered through the use of Algebra Nation; will need a weekly mentor text alternating between science and social studies, weekly writing prompt, and writing rubric for seven weeks) • Upload content into Google Classroom. 	<ul style="list-style-type: none"> • Pick up device if you are borrowing one on April 16, 2020 between 10:00 a.m. and 1:00 p.m. • Login to Google Classroom to make sure you can access learning opportunities remotely before April 20, 2020. • Pick up math packets for remainder of year and two weeks' worth of ELA packets on April 16, 2020 between 10:00 a.m. and 1:00 p.m.

Week 2: April 20, 2020- April 24, 2020

Grade	Teacher Responsibilities	Student Responsibilities
Young 5s-12th grade	<p>Contact each student and parent/guardian in homeroom classroom.</p> <p>Goal:</p> <ul style="list-style-type: none"> • Build relationships with students and answer their questions about the expectations of the Remote Learning Framework. • Answer the following questions with the student and parent: How are you doing? Are your needs being met? What are your hopes and dreams for the remainder of the year? What do you hope your child will accomplish in the next 7 weeks of learning? • Establish routines for how students can access you for help with their work. • Document contacts in the Centreville Public Schools Remote Learning Log. 	<ul style="list-style-type: none"> • Be available to talk with your teacher over the phone. • Ask questions about the Remote Learning Framework. • Submit any make up work that is reflective of learning that occurred prior to March 13, 2020. • Begin work on packets that were picked up on April 16 or through Google Classroom.

Week 3-6: April 27, 2020- June 5, 2020

Grade	Teacher Responsibilities	Student Responsibilities
Young 5s-11th grade	<ul style="list-style-type: none"> • Make weekly contact with each student over the phone and document contacts in the remote learning log. • Provide synchronous and asynchronous learning opportunities for students through Google Classroom, 	<ul style="list-style-type: none"> • Talk with your teacher on the phone. • Participate in synchronous and asynchronous learning opportunities with your teacher electronically. • Submit completed work through Google

	<p>you tube videos, etc. as they relate to district expectations.</p> <ul style="list-style-type: none"> • Provide descriptive feedback and individualized instruction to students on submitted work. 	<p>Classroom if you are working online, and return completed paper packets to the school on Thursdays from 10:00 a.m. - 1:00 p.m.</p> <ul style="list-style-type: none"> • All Young 5s-6th grade students pick up the remainder of your ELA work from the school on Thursday, April 30, 2020 between 10:00 a.m. - 1:00 p.m. • All unclaimed packets will be delivered on May 1 to your home.
<p>12th grade</p>	<ul style="list-style-type: none"> • Make weekly contact with each student over the phone and document contacts in the remote learning log. • Provide synchronous and asynchronous learning opportunities for students through Google Classroom, you tube videos, etc. as they relate to district expectations. • Provide descriptive feedback and individualized instruction to students on submitted work. 	<ul style="list-style-type: none"> • Senior Symposium: Seniors will complete and present their yearly senior symposium project to their teacher/staff mentor. Projects need to meet the requirements and can be presented by way of virtual presentation, electronically, by phone, or another appropriate option as determined by mentor teacher/staff member and student. • Senior Portfolio: Seniors are to complete their yearly portfolio as required. Portfolios need to meet the requirements and can be presented by way of virtual presentation,

		<p>electronically, by phone, or another appropriate option as determined by mentor teacher/staff member and student.</p> <ul style="list-style-type: none"> • Senior Interviews: Seniors will take part in their yearly senior interview. Interviews can be conducted by phone or virtually and can be done in small groups as determined by mentor teacher/staff. Interview questions will be developed by mentor teachers/staff and used for all interviews.
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Recommended Time Guidelines for Student Learning Based on Age

Remote Learning is not the same as face-to-face learning. As a community of teachers and learners we must remember this key concept. It is our intention that students are engaging in remote learning for an appropriate amount of time based on their developmental stage. We understand that each student is an individual, and it will take varying amounts of time to complete learning opportunities. We have outlined some sample activities that could potentially work for your family. We will provide you with learning resources for what fits best with your family’s needs at this time, but believe that your child’s social emotional development is most important at this time. It is unreasonable to expect students to spend eight hours a day on schoolwork right now. We have designed reading and math learning opportunities K-6th that are differentiated based on the instructional reading level of each student. Learning opportunities for 7-11th grade students are interdisciplinary to avoid students having to navigate and manage seven different courses remotely. Twelfth grade students ought to be focused on preparing for graduation, college, and career readiness.

The following TIME guidelines are the MAXIMUM time students should be engaged in instruction.

Grade Level	Maximum daily learning	Recommended length of sustained attention	Daily learning time can include:
Young 5s-Kindergarten	60 minutes per day	3-5 minutes	<ul style="list-style-type: none"> • Early Literacy • Early Numeracy • Reading • Online Work • Handouts or other learning activities • Outdoor Play • Art • Music • Social Emotional Learning • Career Exploration
1st-2nd	90 minutes per day	5-10 minutes	<ul style="list-style-type: none"> • Reading • Writing • Math • Science • Social Studies • Online Work • Handouts or other learning activities • Outdoor Play/Exercise • Art • Music • Social Emotional Learning • Career Exploration
3rd-6th	120 minutes per day	10-15 minutes	

Grade Level	Maximum daily learning	Recommended length of sustained attention	Daily learning time can include:
7th-11th	180 minutes per day	30 minutes	<ul style="list-style-type: none"> • Getting caught up on missing assignments from before we left school March 13th. • Reading and writing in response to science and social studies content. • Algebra Nation assigned work. • Consumer Math work. • Exercise • Music • Art • Career Exploration

			<ul style="list-style-type: none"> • Social Emotional Learning • PSAT/SAT preparation
12th	180 minutes per day	30 minutes	<ul style="list-style-type: none"> • Getting caught up on missing assignments from before we left school March 13. • Completing Senior Symposium • Completing Senior Portfolio • Completing Senior Interview • Scholarship Applications • Exercise • Music • Art • Career Exploration • Social Emotional Learning

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

District Response:

There will be three primary ways students will access learning.

- For those students without technology, the main mode of delivery will be through hard copy instructional packets. This will be supplemented with phone conferencing to support instruction. The instructional packets will be available for pick up by a parent or guardian during meal pick up on Thursday, April 16, 2020 from 10:00 a.m.-1:00 p.m. Unclaimed packets will be delivered by bus drivers and staff on April 17, 2020 between 8:00 a.m. and 3:00 p.m.
- For students in grades Young 5s through 6th grade, there will be a second pick up on Thursday, April 30, 2020 from 10:00 a.m.-1:00 p.m. This pickup will be for all students regardless of learning format, as it will include the texts and activities for learning for the remainder of the year.
- For students with technology, content will be delivered through the online platform, email, dojo, and remind. Teachers will be accessible in synchronous instruction multiple times per week and asynchronous instruction through pre-made videos multiple times per week.

We understand that each student is an individual and will require different levels of support. In addition to initial instruction, there are special populations that will require additional support in order to access learning. We have identified students who were previously receiving additional interventions and plan to provide them with additional weekly supports from paraprofessionals.

Our plan is to deliver content in multiple ways so that all students may access learning as follows:

- Content will be delivered in both on-line, paper packets, and book packets.

- Classroom teachers: art, music, physical education/health, foreign language teachers; special education teachers; and Title I teachers and interventionists will be available to answer student questions, and will contact students on a consistent basis to provide support and answer student and parent questions.
- Students with internet access will be provided with a district Chromebook, if requested. These are the same Chromebooks students use daily in the classroom.

Considerations for Student Learning (At Risk Students)

Students who are currently receiving Title I Support will be contacted on a weekly basis by the Title 1 Teacher and/or the Title I Support Staff. Included below is a table to demonstrate possible caseload.

Caseload	Teacher #1	Para #2	Para #3	Para #4
Tier 2 Supports				
K-3	19	12	13	18
4-6	14	16	11	17
Tier 3 Supports				
4-6	3	3	2	1

We utilized the data that we have that informs us of current student reading levels to purchase a Weekly Scholastic Reading Program.

Distribution of Weekly Scholastic Reading Program by Teacher and Student Reading Level.

Grade	Number of students at each reading level.	Number of packets ordered based on one for every student, teacher, special education teachers, and Title 1 teacher.
Young 5s	19	25
Kindergarten	54	30
First Grade	72	90
Second Grade	61	85
Third Grade	68	85
Fourth Grade	54	60
Fifth Grade	71	85
Sixth Grade	50	35
Above 6 th grade reading level		15
Total	449	510

The reading materials will be distributed to all Young 5s-6th grade families and staff on April 30.

Young 5s – 19 Kindergarten Weekly Readers

Kindergarten					
	Kindergarten	1st	2nd	Other	Total
Coney	4	12	2		19
Hartong		17			17
Heintskill	2	15		1-3rd grade	18

First					
	Kindergarten	1st	2nd	Other	Total
Brueck	4	9	10		23
Oswalt	5	10	9		24
Swanwick	5	10	9		24

Second					
	1st	2nd	3rd	Other	Total
Hunter	2	9	10		21
Reed	6	5	10		21
Schrader		9	6	4-4th	19

Third					
	2nd	3rd	4 th	Other	Total
Marek	3	11	4	3-5th	21
McNamara	9	10	3	1-1st	23
Wolff	3	10	4	5-5th	22

Fourth					
	3rd	4th	5th	Other	Total
Leslie	6	9	9	2-2nd	26
Smith	6	6	11	4-2nd	27

Fifth					
	4th	5th	6 th	Other	Total
Keith	11	33	16	7-3rd	67

Sixth					
	5th	6th	6 th +	Other	Total
Dentler	11	13	12	4-3rd 10-4th	50

Considerations for Students with IEPs

St. Joseph County Intermediate School District Guidance for the Development and Documentation of Contingency Learning Plans for Students with Disabilities Eligible for Special Education

This document was developed by SJCISD Special Education Administrators at the request of Superintendents in an effort to provide guidance and direction to all individuals who are providing support to students with IEPs in St. Joseph County school districts. This directive is based upon several basic premises which include the following:

- All students with IEPs must have a Contingency Learning Plan in place by end of day April 16, 2020 or as indicated by the superintendent of the local district.
- The case manager for the student is responsible for completion of the contingency learning plan in collaboration with all other general or special education providers as appropriate.
- All providers will document their supports to students. There will be three options for documentation available but ultimately all documentation will be maintained in the Illuminate system.
- All providers will review current IEP goals, objectives, and supplementary aids and services and develop plans that will address the current needs of the student in maintaining and/or making progress on those items and for meeting other needs as identified.

Contingency Learning Plan Development

There is an attachment of the SJCISD Contingency Learning Plan indicating the information that is required to be completed in each section of the form. Suggested questions (in orange on the form) are included that will provide you with guidance for completion of that section. Remember that this is not an IEP. There is no requirement for exact wording that is necessary in any section. Explanations should be brief, concise, and minimally detailed to the extent that a parent and other providers can understand what support will be provided to the student.

There will be three formats for creating the plan.

- A document is available through the link below that is form-fillable. (Directions to come)
- A paper form is available through the ISD that can be completed by hand. If you need paper forms, please contact Sharon Street at ssstreet@sjcisd.org and forms will be sent to you via mail or you can pick them up after (time) at the ISD (is this true?)
- Sometime next week, we have been told the form will be available in Illuminate. We will let you know immediately after we are informed of its availability.

Ultimately, all plans will be maintained in the Illuminate system in order to document the provision of this new requirement. We will keep you informed as we move forward on how we will obtain the paper documents and upload them into the system. For now, keep your documents in a safe, confidential space and we will let you know as soon as possible how to get them to us at the ISD for maintenance of the information.

Documentation of Services

Our goal is to make the documentation of Contingency Learning Plan supports as consistent as possible for individuals providing those services. We have decided that the best way to do that is to continue to document within the encounter logging system in Illuminate.

For ancillary staff, you will continue to log your services just as you have been. We will be capturing encounters for Medicaid reimbursement just as we are now. It is important that you continue to meet your deadlines for inputting encounters as we move forward.

For teachers, you will continue to document your targeted case management activities and monthly summaries as you have in the past for all Medicaid eligible students.

There are three ways that you will need to document your supports provided in the Contingency Learning Plan to **all students** on your caseload.

- In Illuminate, in the Medicaid section under encounter logging, click on “Nonbillable entry”. This keeps documentation of all supports to students in one location for compliance purposes. When documenting your support, please briefly describe the support provided and also include the same ‘SOAP’ principal that you use now for your monthly summaries. Remember, **S=Subjective** evaluation of student response; **O=Objective** evaluation of session; **A=Assessment** of student response/performance; and **P=Plan** for next steps.
- If you do not have access to Illuminate, a paper form is available through the ISD that can be completed by hand. If you need paper forms, please contact Sharon Street at sstreet@sjcisd.org and forms will be sent to you via mail or you can pick up them up after (time) at the ISD (is this true?)
- A document is available through the link below that is form-fillable. (Directions to come)

Opportunities to ask questions and get support

There are several ways that SJCISD Special Education Administrators will be here to assist you through these new processes.

- Special Education Supervisors will be reaching out to their assigned local districts for opportunities to communicate with special education teachers and others as needed and requested. They will assist in developing collaborative communication processes between LEA and ISD staff.
- SJCISD Special Education Administrators will be available for on-line, live Q & A sessions. They are scheduled as follows:
 - April 14, 10:30-11:30
 - April 15, 1:30-2:30
 - April 16, 10:30-11:30
 - April 17, 1:30-2:30
 - April 21, 1:30-2:30
 - April 28, 10:30-11:30
 - May 5, 1:30-2:30
 - May 12, 10:30-11:30
 - May 19, 1:30-2:30
 - May 26, 10:30-11:30

o June 2, 1:30-2:30

Follow these directions to join us. **(Directions to come)**

- Deana Strudwick, Pam Zandt, Terisa Jones, Tina Johnson, Christa Conroy, and Ben Oakley are always available to you by email (first initial, last name@sjcisd.org). We are committed to providing answers to your questions as quickly as possible.

**St. Joseph County Intermediate School District
Contingency Learning Plan for Students With Disabilities Eligible Under IDEA**

Student Information		
Student: Demographic Information	DOB: Demographic Information	UIC: Demographic Information
Grade: Demographic Information	School: Demographic Information	Date of Current IEP: Important Dates--Current IEP Date
Parent(s)/Guardian(s): Demographic Information		Phone: Demographic Information
Date of Continuous Learning Plan: Date of Communication with parent goes here. Document at least at least three attempts/two modes if unable to contact.		
Implementation of the Contingency Learning Plan Date: Date of Implementation of Contingency Learning Plan		
Email Addresses(if applicable): Please provide me with the email address(es) that you would like correspondence sent to and from. Note: This could be both the parent(s)/guardian(s) and the students. If there is not an email available to use please note this and inquire about other communication possibilities.		
Description of Student		

Description of Student Eligibility:	Description of student's eligibility--*include projected impact during the distance learning period goes here.
Ability to access alternative learning including preferred types of activities:	The answer for, "Let's talk about technology options that work for your family in your current home environment. What format(s) would work best for your child to access learning?"
Mode of access:	Let's discuss what learning modes might work for your child. What works and does not work in regards to getting them to engage in activities?
Preferred day(s) of week/time(s) for instruction (if needed):	If direct instruction is needed, what day(s) of the week and time(s) are preferred for instruction?
Contingency Learning Plan	
Supports, accommodations, consultation, and services will be provided to ensure access to academic materials and assist the student and their parent(s)/guardian(s) maintain and/or make continued progress with IEP Goals and Objectives.	
Level of instruction to maintain your child's progress on IEP Goals and Objectives/ Benchmarks and possibly increase progress to meet those goals?	After looking at the student's IEP Goal(s) and objectives, what are the essential skills that will be addressed in this contingency learning plan?

Description of how progress toward goal(s)/objectives will be tracked:	Description of how progress toward goal(s)/objectives will be tracked:
Detail of accommodations and other supports that are necessary to access the academic materials being made available during this time:	Detail accommodations and other supports that are necessary to access the academic materials being made available during this time goes here
Special educator/related service provider(s) and MODE(s):	<p>If applicable, the special education teacher name and MODE(s)</p> <p>If applicable, the name(s) of the ancillary provider(s), therapy and the possible MODE(s):</p>
Schedule of teacher-parent consultation:	Schedule of teacher-parent consultation (time/amount per week/month, etc.)
List of other activities/supports that may be provided:	Description of other activities and supports that may be provided.
<p>Reason(s) why the Contingency Learning Plan is not an option for the family at this time:</p> <p>Please state, "Just to clarify, you do not want or need anything from your school at this time, is that correct?" If they say yes, then ask, "If so, please tell me why this is not an option at this point in time."</p>	

NOTICE

- A Contingency Learning Plan is the district’s good faith effort and is a temporary plan to help provide access to appropriate educational materials and provider(s) during the

closure of traditional school as is safe and practicable at this time. Once school resumes, this plan will expire and the current programs and services outlined in the Individualized Education Plan will be continued. It is important to note that distance learning does not always mean e-learning or online learning. This does not take the place of the District's Offer of FAPE during regularly scheduled/held school days. During the time that the distance learning or online activities in this Contingency Learning Plan are implemented, information regarding your student and other students may inadvertently be disclosed in online or distance learning environments to others who may be with the Students or provider in the setting. Any disclosure is inadvertent and, to the extent practicable, will be avoided.

- The Contingency Learning Plan was developed by your caseload teacher or provider in consultation with at least one general education teacher (when participating in general education) or at least one other provider who was working with your student at the time of the school building closures. In creating this Contingency Learning Plan, the staff reviewed your Student's IEP in the context of the school's Continuous Learning and COVID-19 Response Plan approved by the Intermediate School District. During the public health emergency, this Contingency Learning Plan may be reviewed and revised as necessary to provide your Student with continued access to the Continuous Learning and COVID-19 Response Plan. During this unprecedented time, please know that the school, the staff and our school community are here to support your Student and their educational needs in good faith and as best as practicable.
- A copy of this Contingency Learning Plan was provided to the Parent(s)/Guardian(s) or eligible Student through: what mode comes from last section of Contingency Learning Plan goes here on date it was provided from last section goes here by: name entered from last section goes here.

Considerations for Students in the Covered Bridge Alternative Education Program

- Staff Responsible: A. Olson/I. Lambert/V. Roe/C. Brady
- Staff listed above will serve as mentors with a designated/assigned group of Covered Bridge students.
- Teacher/staff mentors will be responsible for weekly check-ins by way of phone call to address social/emotional needs of assigned students and to ensure assigned students are in good academic standing with completed course work up to March 11, 2020 (date determined in executive order).
- Weekly check-in needs to be recorded and logged. Additionally, mentor teachers/staff will work with and assist assigned students with continuity of learning.
- Covered Bridge students will continue to use current on-line courses to continue learning. If a Covered Bridge student does not have access to the internet, mentor teachers will provide alternative course work reflective of the assigned on-line course. Mentor teachers will monitor progress of on-line assignments or alternative course work, and provide support when needed.

Considerations for Students in the St. Joseph County Jail Program

- The St. Joseph County Jail Captain has indicated that for the safety and welfare of inmates and staff that all activities within the jail are canceled until further notice; this included the educational program offered through Centreville Public Schools.
- We have offered to coordinate supplying materials to the jail so that the students (pupils and adults) can continue their work preparing for the high school equivalency test. In addition, books and materials within the jail classroom were provided to jail staff to distribute to the students/inmates.
- Our district plan will include mentor texts and writing prompts. Copies of these could also be shared with the students within the St. Joseph County Jail.
- Efforts to communicate with the Captain will be made on an ongoing basis to obtain information about which students have moved and/or been released for the purpose of reports.

Considerations for Students enrolled in the Community Education Night School Program

- K. Vazquez and J. Miller will serve as mentors for the Night School students.
- Teacher/staff mentors will be responsible for weekly check-ins by way of phone call to address social/emotional needs of assigned students and to ensure assigned students are making progress with their course work.
- Alternative course work will be provided if necessary.
- Weekly check-in needs to be recorded and logged.
- Mentor teachers/staff will work with and assist assigned students with continuity of learning.
- Active Night School students will continue to use current on-line courses to continue learning. Mentor teachers will monitor progress of on-line assignments or alternative course work, and provide support when needed.

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

District Response:

For students without technology access, learning packets will be collected each week during meal pick up. Teachers will review the learning packet and provide feedback to the student during their weekly phone call, virtual meeting, or email. Learning packets with written feedback will be returned to the student the next week. Feedback from the teacher will include differentiated work as needed, along with examples to support student learning. An example of this may be providing a student with the steps. A phone call would also be used as a follow-up). Teachers will differentiate instruction within the platform to meet each student's needs. Staff will document all contact and progress of students in the district's remote learning log.

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

District Response:

Items to be Purchased	Estimated # of Items	Vendor	Cost	Available Funds	Budget ASN #
Scholastic Book/Packets		Scholastic	\$12,429.92	General Fund Title I, Part A, Title II, Part A, Title IV, 31A	
Algebra Nation workbooks 7-8	137	Superior*	\$411.00		
Algebra Nation workbooks 9-11	190	Superior*	\$570.00		
Math Packets - Grades K-3	274	Superior*	\$822.00		
Math Packets - Grades 4-6	175	Superior*	\$525.00		
Content Area Packets 7-8	137	Superior*	\$411.00		
Content Area Packets 9-11	190	Superior*	\$570.00		
Writing Paper/Notebooks K-11	776	Staples/Mead	\$810.00		
Pencils - 2 per student, K-11	1728	Staples	\$213.84		
PD - Algebra Nation					
PD- Google Classroom					
Manilla envelopes - 9/12	800	Staples	\$123.36		
Plastic Bags - roll	1	Staples	\$83.00		
Pens	1 pack/50	Staples	\$3.99		
Postage - 4 parent Mailings @ \$400.00			\$1,600.00		
Postcards and postage for Scholastic Books		Superior (Postcard printing)	\$600.00		
TOTAL			\$19,173.11		

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:

All stakeholders were involved in the development of the plan. Building administrators met with teachers for input. The administration also collaborated with the teachers' union to address the development of the plan and any contractual concerns. The building level administrators also facilitated grade level and department meetings to address the needs of each grade or content area. All of this information was brought back to district level leadership to collaborate. Before finalizing the plan, feedback was sought from board members.

Topics of meetings to gain input, that have been held through Google Hangouts, have included learning accommodations for homeless students, English Language Learning, Special Education, Community Education, and input into the Remote Learning Framework.

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

District Response:

The plan will be communicated through a video that will be placed on the district website and district social media sites. A letter will be distributed to each family which will again communicate the plan. The plan will also be posted to the district website and the district Facebook page. To ensure everyone is aware that the plan has been developed, a phone call message using Honeywell will be sent to all parents.

Date	Type of Communication	What Grade Level is being communicated with?	Summary
4/9/2020	Video on website and Facebook	Y5-12	Overview of the Remote Learning Framework.
4/10/2020	Letter	Y5-12	Letter explaining how to pick up learning materials.
4/13/2020	FAQ	Y5-12	Answers to all end of the year and logistical questions.
4/13/2020	Video on website and Facebook	Y5-12	Video explaining how to pick up materials.
4/16/2020	Honeywell	Y5-12	Reminder to pick up food and learning materials.
4/17/2020	Honeywell	Y5-12	Letting parents know we will be

			dropping off learning materials.
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Weekly Communication Plan:

There is currently a COVID tab on our website being developed for us to help parents easily access information on our website related to our continuous response to the pandemic.

Postings will be updated on the website (once we go live April 16, 2020) multiple times a day.

Weekly Communication with the following stakeholders will occur on the following dates with pertinent information regarding each group.

Date	Type of Communication	Which Stakeholder group is being communicated with
4/13/2020	Email	Board of Education
4/15/2020	Email	Staff
4/15/2020	Video	Parents/Community
4/20/2020	Email	Board of Education
4/22/2020	Email	Staff
4/22/2020	Video	Parents/Community
4/27/2020	Video Chat	Board of Education Meeting
4/27/2020	Email	Board of Education
4/29/2020	Email	Staff
4/29/2020	Video	Parents/Community
5/4/2020	Email	Board of Education
5/6/2020	Email	Staff
5/6/2020	Video	Parents/Community
5/11/2020	Email	Board of Education
5/13/2020	Email	Staff
5/13/2020	Video	Parents/Community
5/18/2020	Email	Board of Education
5/20/2020	Email	Staff
5/20/2020	Video	Parents/Community
5/26/2020	Video Chat	Board of Education Meeting
5/26/2020	Email	Board of Education
5/27/2020	Email	Staff
5/27/2020	Video	Parents/Community
6/1/2020	Email	Board of Education
6/3/2020	Email	Staff
6/3/2020	Video	Parents/Community

Elementary/Jr/Sr. High School Communication Plan

Staff:

1. Virtual Staff Meetings. Using Google Hangout, weekly staff meetings have been and will continue to be held every Monday at 10:00 a.m. through the remainder of the school year. Agendas are provided and notes from the meeting are recorded and emailed to staff. Links to previous agendas:
 - <https://docs.google.com/document/d/10P81OoJP0AEyreTDqgvi-ZJzbGBdOQRMgs9YdmoxHCM/edit?usp=sharing>
 - https://docs.google.com/document/d/1Z5DpNikHoOvfWfjmW_wPOrYs9X7Ghie_Wmuwum_3Vw/edit?usp=sharing
 - <https://docs.google.com/document/d/1wic28xSEEd0qtseuTqemlBYiY13AX96soQLaZjQjFhg/edit?usp=sharing>
2. Daily Check-In Emails. Daily emails are sent out by building principal with information and to check-in with staff.
3. Virtual Meetings. Meetings with grade levels, departments, and school teams are held as needed.

Students

1. Weekly Check-Ins. All teachers/staff will conduct weekly check-ins with first hour students to provide social/emotional and academic support. Calls are recorded and logged.
2. Weekly Video Messages. Every Tuesday a video message to students with announcements and information is recorded and emailed out to students.
3. Virtual Class Meetings. Virtual class meetings will be held via Google Hangout to provide information to students, answer questions, gather feedback, and address any concerns.

Parents

1. Weekly Video Messages. Every Friday a video message to parents with announcements and information is recorded and emailed out to students.
2. Staff Emails. Staff sends communication out to parents using email, Remind, etc.
3. Virtual Parent Advisory Meeting. Virtual parent meetings will be held via Zoom to provide information to parents, answer questions, gather feedback, and address and concerns.

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:

We will begin implementing our Plan on April 20, 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

Students who are enrolled in dual enrollment classes, which are already online, will have access to their instructors through the local community college. Our high school counselor has contacted, and will continue to contact, our local community college and dual enrollment teachers to determine the status of students currently enrolled. Students who are experiencing difficulty will be contacted by our high school counselor and the high school principal. High school teachers will also be asked to provide assistance to students, as appropriate.

Glen Oaks Community College has also provided the following guidance:

Glen Oaks Community College is ensuring continuity of instruction to all students, including students in dual-enrollment (DE) and Early Middle College (EMC) programs, as well as dual-credit CTE programs in close collaboration with St. Joseph ISD. For purposes of the college credit, the remainder of the outcomes must be covered, so instruction has to continue in some form for the issuance of a final grade.

For all K-12 students, the College will report two grades to partner high schools: the midterm grade, which was recorded as of early March, and the final grade. This will allow schools to hold students harmless for purposes of the high school transcript by using the higher of the two reported grades.

For the vast majority of Winter 2020 courses, continuity is achieved through moving instruction to the online environment. The College has identified students, including K-12 DE/EMC/CTE dual-credit students, via text message polls and via faculty feedback, and has provided a number of laptops and Internet hotspots to students without Internet access. Faculty have been instructed to implement flexible ways to reach course outcomes with individual students who continue to face challenges, including by sending assignment via regular mail. This also meets the requirement for grade 12 students who were failing a course as of March 11, 2020 an opportunity to the extent feasible to demonstrate learning in the subject matter of the course and receive credit for the course, as well as the requirement to continue to offer nonessential elective courses required for graduation to pupils through alternative modes of instruction for the remainder of the 2019-2020 school year.

A small number of courses with a significant hands-on component (labs), especially those in the occupational areas such as welding or automotive, cannot meet all their

course outcomes online. For these, instructors will assign a grade of Incomplete (“I”) to all students, and special arrangements will be made for students to complete the remaining hands-on activities once the College is able to reopen its campus. GOCC will work with high schools to determine reporting of individual student grades for hands-on courses to local districts for purposes of meeting graduation requirements and for students who were failing as of March 11; College credit/final grade on the GOCC transcript for such courses will continue to have to follow the requirements of the Higher Learning Commission (HLC) for ensuring quality of credit-bearing offerings by following the Incomplete process, as described above.

CTE

Students who are enrolled in CTE classes, will have access to their instructors through the Intermediate School District. Our high school counselor has contacted, and will continue to contact, CTE staff to determine the status of students currently enrolled. Students who are experiencing difficulty will be contacted by our high school counselor and the high school principal, and individual assistance plans will be developed to ensure student success.

The CTE Director from the St. Joseph County Intermediate School District has also collaborated with teachers countywide to address with specificity the needs of CTE students that will be addressed for the remainder of the year.



2020 CTE Continuity of Learning Plan

While the Governor’s Executive Order 2020-35 signed Thursday, April 2, closed school buildings, it also committed Michigan to provide K-12 education for the remainder of the school year. In these unprecedented times, the St. Joseph CTE Consortium (SJC-CTE) will focus on common-sense and proactive activities to support CTE students and ensure success of those students who will be graduating this spring and those who will return in the fall.

Specifically, the SJC-CTE Continuity of Learning (COL) Plan will focus on:

- Teachers **communicating** with CTE 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.
- Ensuring to the best of our ability that CTE 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 their next step in life, whether that is post-graduation employment, career education, 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.

The Continuity of Learning Plan will start the week of April 13 using **Alternative Modes of Instruction** and delivering content in multiple ways, including, but not limited to, online learning, telephone communications, email, virtual instruction, videos, slideshows,

project-based learning, use of instructional packets, and/or a hybrid of the above. CTE administration will meet individually with teachers April 13-15 to review program curricular plans for the remainder of the school year.

CTE administration has communicated the following expectations to CTE teachers in regards to distance learning for the remainder of the year:

Communication

- CTE teachers will communicate with all students at least weekly. Communication may include Google Classroom, Google Hangout, emails, texts and/or phone or other methods.
- Teachers will offer “office hours” two-three times per week when students and parents can contact them via Google Hangout or phone. Teachers will share office hours’ information with students, parents and CTE administration.
- Teachers will alert CTE administration to students who they are not able to contact or who are not engaging in weekly lessons and assignments. The CTE Student Success Coordinator will follow up with students, parents, and school district administration concerning these students.
- CTE teachers will provide students with timely feedback on assignments. Feedback can be communicated through Google Classroom, Google Hangout, email, text, or phone.

Grading

- All students must have an opportunity to make up previous work assignments. That work will be graded in a timely manner and the current grade adjusted as appropriate.
- CTE will revert to quarterly grades for this semester and provide local districts with a letter grade for the third quarter (Q3), a pass/fail grade for fourth quarter (Q4), and a letter grade for the semester.
- CTE students will not receive a semester grade lower than their Q3 grade or the grade they had earned on March 11, but can improve their semester grade through their participation in Q4 Continuity Learning.
- If a student is in danger of not passing the semester due to a failing grade in Q3 and lack of participation in Q4, the CTE teacher will contact the CTE Student Success Coordinator and/or the student’s high school counselor. An individual improvement plan will be developed for the student to earn credit for the course during the fourth quarter.
- Student work that is submitted to the teacher will be entered into the local district PowerSchool gradebook in a timely manner. Fourth quarter work that is turned in as “Collected”, and work not turned in as “Missing”.

Support for students with IEPs and 504s

- To every extent practicable, CTE teachers must continue to follow accommodations in IEP/504 plans and will make adjustments to distance learning as necessary. The CTE teacher will contact parents to ensure “buy-in” to any necessary adjustments to the IEP/504 plan due to distance learning, and confirm any adjustments in writing.
- CTE teachers will contact the Student Success Coordinator concerning any issues with students’ IEP/504 plans.

Course Content

- Beginning the week of April 13, 2020, CTE teachers will provide students with access to course content, especially those who are working towards certification testing, through the last day of CTE on the home- or host-district calendar.
- To the best of their ability using available resources, CTE teachers will provide content and/or reinforce learning to prepare students for their next steps in life -- post-graduation for seniors, or classes next fall for juniors.
- CTE teachers will put their weekly learning goals and assignments into a shared CTE document each week beginning April 13.
- CTE Chromebooks will be available for parents to check out on behalf of their students when required/requested by the CTE teacher.
- CTE teachers will contact the CTE director with the costs of any additional curriculum needs.
- CTE teachers will meet with the respective Glen Oaks Community College or Southwestern Michigan College administration and CTE administration April 13-15 to discuss how best to award credit or assist students to award credit for dual enrollment classes embedded in CTE curriculum.

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

District Response:

Our food distribution program hands out seven breakfasts, and even lunches per child, on Thursdays from 10:00 a.m. - 1:00 p.m. at the high school. Families are able to come to the high school and pick up the food for the number of children in their home. The program is not based on income. Families that are not able to come to school to pick up food send an email or place a phone call to the transportation supervisor and they are delivered food. Families that we know are in need of food and not attending the food pick up are given a personalized phone call to see if they need food delivered. Each week we send a Honeywell instant alert to families through phone and email to remind them of the food pick up. The message goes out at 9:00 a.m. and the pick-up begins at 10:00 a.m. Food distribution days for the remainder of the year will be as follows:

- Thursday, April 16, 2020 from 10:00 a.m.-1:00 p.m. in front of the high school
- Thursday, April 23, 2020 from 10:00 a.m.-1:00 p.m. in front of the high school
- Thursday, April 30, 2020 from 10:00 a.m.-1:00 p.m. in front of the high school
- Thursday, May 7, 2020 from 10:00 a.m.-1:00 p.m. in front of the high school
- Thursday, May 14, 2020 from 10:00 a.m.-1:00 p.m. in front of the high school
- Thursday, May 21, 2020 from 10:00 a.m.-1:00 p.m. in front of the high school
- Thursday, May 28, 2020 from 10:00 a.m.-1:00 p.m. in front of the high school
- Thursday, June 4, 2020 from 10:00 a.m.-1:00 p.m. in front of the high school

- 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:

Centreville Public Schools will continue to pay employees for the remainder of the school year. Hourly employees are assisting with food preparation and food delivery, as well as the delivery of instructional packets. Paraprofessionals will be utilized to work with struggling students both over the internet and over the phone for students with paper packets.

We are also in the process of redeploying some of our staff to participate in a technology taskforce to help students trouble shoot technology issues with district provided equipment, and to also assist families in accessing some of the local internet solutions being offered at this time.

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

District Response:

If a student does not have access to technology, teachers will keep track of which students are completing weekly instructional packets. They will also need to keep a log of all communication with students and parents in the District Remote Learning Log for their classroom.

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, social worker, 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.)

Classroom teachers will be required to keep their Remote Learning Log updated on a weekly basis and stored in the appropriate Google Drive. Building principals will monitor Remote Learning Logs on a weekly basis.

- 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:

The district will survey all parents to determine their current mental health needs based on initial contacts made by teachers to all students and their parents. Based on those phone calls, the dean of students and the social worker will reach out to individual students and families to determine what they may need. The dean of students and the social worker will help connect the family to outside agencies to help meet their needs. While teachers are making weekly phone calls they will monitor and assess the needs of students and families. If a need is presented, the teacher will elevate that need to the principal, dean of students, counselor, or social worker to make the necessary follow-up.

The principal will hold weekly meetings with teachers to identify any additional students or families in need.

- 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 2020-35 or any executive order that follow it.**

District Response:

At this time all families in need of childcare have been able to locate sufficient child care through the ECIC list of child care providers.

- 15. Does the District plan to adopt a balanced calendar instructional program for the remainder of the 2019-2020 school year? Does the District plan to adopt a balanced calendar instructional program for the 2020-2021 school year?**

District Response:

The district does not plan to adopt a balanced calendar for the remainder of 2019-2020 or 2020-2021.