



## **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 8, 2020

Name of District: MCISD

Address of District: 1101 S Raisinville Rd, Monroe MI 48161

District Code Number: 58000

Email Address of the District: Rachel.kopke@monroeisd.us

Name of Intermediate School District: Monroe County Intermediate School District

Name of Authorizing Body (if applicable):

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

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

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

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

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

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

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

Date Submitted: April 8, 2020

Name of District: Monroe County Intermediate School District

Address of District: 1101 S. Raisinville Rd, Monroe 48161

District Code Number: 58000

Email Address of the District Superintendent: Stephen.mcnew@monroeisd.us

Name of Intermediate School District: Monroe County Intermediate School District

Name of Authorizing Body (if applicable):

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

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

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

District/ PSA Response:

The MCISD Remote Learning Plan for Youth Center, Educational and Transition Age Students will include any combination of: pre-recorded lessons, telephone communication, email correspondence, virtual office hours, project based learning, instructional packets and flashdrives of pre-recorded lessons distributed via bus drivers, Edgenuity courses, and online supplemental materials. Each student will be provided with or has a home device that can access pre-recorded materials via Internet or through a flashdrive if Internet accessibility is not an option.

MCMC is a 1:1 school and as such all students have a functioning device. Prior to and during the school closure the school has conducted surveys to learn which families were in need of internet service. During the school closure the MCMC administration has been in contact with all families who indicated a need. Through the use of free/low cost resources and parents' employers providing internet at home, the number of students without internet is very low. The main method to deliver content will be through Schoology, our LMS. However, for those who do have access to the internet, a packet of material for the week will be sent to the student's house. The students will be able to take and send back pictures of the completed work.

Early Childhood Programs Remote Learning Plan will include any combination of pre-recorded lessons, telephone communication, email correspondence, virtual home visits as well as a weekly lesson plan delivered through mail or electronically, dependent on each family's Internet and device availability.

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:

The Administrative Team's primary goal was to develop guidance for a Remote Learning Plan that embodies reasonable, accessible, and continuous learning for ALL students who attend the MCISD Educational Center, Transition Center and Out County MOCI classrooms, as well as the Youth Center and Early Childhood Programs. This guidance was created in an effort to support the educational team in meeting the immediate needs of supporting student learning during a mandated school closure per Executive Order from the Governor.

The team intentionally developed this guidance document to bring clarity and focus to drive the work of educators, students and families as we finish the 2019-2020 school year. One common practice throughout the development of this document has been a vision of inclusiveness and equity, the importance of the school – family relationship, and the critical need to ensure the health, safety, and wellbeing of students. We believe that nothing can replace the value of a highly trained and experienced educator working with our children in the classroom setting, but we must now do what is necessary to mitigate the effect of this

public health crisis. Included in the remote learning plan are recommended priorities to support students, families, educators, and communities at large. Guidance and resource documents from the team will reflect these priorities.

We recognize that each grade level team will have to make many decisions regarding the materials to use in support of ongoing learning efforts that are unique to their student population, staff, and resources. The Administrative Team encourages each grade level team to develop and implement Home Learning Plans in partnership with families, staff, and ancillary service providers. Should additional consultants be required for students to access materials (i.e. language interpreters, HI, VI consultants), the ISD will work within each individual family to provide the appropriate support for student access. These educational decisions keep the whole child at the heart of remote instruction.

Teachers and administrators at Monroe County Middle College will continue to keep pupils at the center of educational activities through a variety of means. Regular communication will be provided to the families and students of MCMC on at least a weekly basis, but likely more. Those communications have and will continue to include tips on how to navigate online learning, referrals to resources such as free/low cost internet, community food banks and other general updates to help families feel connected to the school and that the school is there to support the student and their family. Communications have and will continue to provide students with social emotional educational material as well.

Additionally, teachers are required to have one on one contact with each student they have at least one time per week. This communication can take place many ways including direct messages in Schoology, email, phone conversations, video conferencing, etc.

Further, each Early Childhood staff will follow a structured virtual home visit schedule to keep the needs of the child and the family forefront that includes:

**Lesson Plan Review:** Staff will ensure families received the lesson plan and inquire if they have any questions.

**Parent/Child Activity:** Staff present each family with 1 individualized activity that aligns with their IEP/individualized child development goals that can be completed in the home environment.

**Parenting Support:** Staff will ask parents or caregivers about any needs related to parenting support (challenging behavior, routines, sleep, communication, etc.).

**Family Well-Being:** Staff will talk with parents or caregivers about general needs the family may have (food, diapers, etc.).

**Closing/Parent Input Planning:** Staff will seek parent input on content they would like for the following week's individualized activity.

**The following have been a common vision guiding our work:**

1. Focus on essential learning practices for all students.
2. Flexibility and cultural responsiveness to the needs of staff, students and families.

3. Emphasis on relationships as social emotional learning will be a critical component of our work.
4. Decisions supporting equal access for all students.
5. Encouragement of the use of materials, resources and platforms that are already in use by staff, students and families.
6. Implementation of instructional models that are a blend of printed materials and virtual learning.
7. Establishment of a consistent and agreed upon framework of expectations, communication and practices.
8. Provision of support and training for all staff and families that occurs prior to implementation of the continuous learning plan.
9. Maintain a focus on building relationships with students and families.
10. Leading and teaching with grace to all in these unique and trying times.

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

District/ PSA Response:

### **Three-Tiered System of Supports for Remote Learning**

**Goal:** Each classroom team will examine their caseload and make decisions regarding the needs of each individual student and family based on the tiered supports listed below.

<b>TIER 1</b>	<b>TIER 2</b>	<b>TIER 3</b>
<ul style="list-style-type: none"> <li>• Hard Copy of Lessons/Activities that will enable families to engage with students. Culturally Responsive to individual family needs.</li> <li>• Pre-recorded lessons that can be watched independently or with support.</li> <li>• Direct video instruction from a teacher and/or ancillary staff - independent or with support.</li> <li>• Online coursework as appropriate (i.e. Edgenuity)</li> <li>• Access to supplemental resources.</li> <li>• Weekly teacher consultation through available office hours.</li> <li>• Access to Core Board.</li> </ul>	<ul style="list-style-type: none"> <li>• Individualized communication board/AT device.</li> <li>• Consultation with ancillary service providers 1-2 times per week.</li> <li>• Direct, individualized teacher consultation 1-2 times per week.</li> <li>• Video Modeling.</li> <li>• Hand over hand supports for instruction with family support.</li> </ul>	<ul style="list-style-type: none"> <li>• Planned sensory breaks and activities to support learning.</li> <li>• Availability of manipulatives and sensory supplies for students.</li> <li>• Individualized learning plan.</li> <li>• Consultation to support home behavior plan.</li> <li>• Teacher consultation 2 or more times per week.</li> <li>• Ancillary staff consultation 2 or more times per week.</li> <li>• Direct video therapy with ancillary staff.</li> </ul>

		<ul style="list-style-type: none"> <li>• Consultation with school and mental health.</li> </ul>
--	--	---

MCMC is a 1:1 school and as such all students have a functioning device. Prior to and during the school closure the school has conducted surveys to learn which families were in need of internet service. During the school closure the MCMC administration has been in contact with all families who indicated a need. Through the use of free/low cost resources and parents' employers providing internet at home the number of students without internet is very low. The main method to deliver content will be through Schoology, our LMS. However, for those who do have access to the internet a packet of material for the week will be sent to the student house. The students will be able to take and send back pictures of the completed work.

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

District/ PSA Response:

Grade Level	Curriculum/Resources	Daily Learning Time
<b>Education Center Pre-K/Primary Band Guidelines</b>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Unique Learning System</li> <li>• Michigan Essential Elements for ELA and Math</li> <li>• Essential Instructional Practices in Early Literacy</li> <li>• First Authors Program</li> <li>• Individual IEP Goals and Objectives</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• ULS Pre and Post Test</li> <li>• Documented observations/consultation with parents</li> <li>• Submitted student work samples</li> <li>• Progress on IEP Goals and Objectives</li> </ul>	<p><b>120 Minutes of Daily Instruction:</b></p> <ul style="list-style-type: none"> <li>• 30 minutes ELA Activities using printed materials from ULS and other sources.</li> <li>• 30 Minutes Math Activities using printed materials related to Essential Elements and review topics.</li> <li>• 15 minutes pre-recorded ELA lesson using materials provided to the parent for each days lesson</li> <li>• 15 minutes pre-recorded math lesson using materials provided to the parent for each days lesson</li> <li>• 30 Minutes Supplemental Engagement</li> </ul> <p><b>Supplemental Resources for Parents:</b></p> <p>L3 skills Epic books Tarheel Reader News2You NewsEla</p>



		Weekly Reader
Grade Level	Curriculum/Resources	Daily Learning Time
<b>Intermediate Band Guidelines</b>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Unique Learning System</li> <li>• Michigan Essential Elements for ELA and Math</li> <li>• Essential Instructional Practices in Literacy</li> <li>• First Authors Program</li> <li>• Individual IEP Goals and Objectives</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• ULS Pre and Post Tests</li> <li>• Documented observations/consultation with parents</li> <li>• Submitted student work samples</li> <li>• Progress on IEP Goals and Objectives</li> </ul>	<p><b>120 Minutes of Daily Instruction:</b></p> <ul style="list-style-type: none"> <li>• 30 minutes ELA Activities using printed materials from ULS and other sources.</li> <li>• 30 Minutes Math Activities using printed materials related to Essential Elements and review topics.</li> <li>• 15 minutes pre-recorded ELA lesson using materials provided to the parent for each days lesson</li> <li>• 15 minutes pre-recorded math lesson using materials provided to the parent for each days lesson</li> <li>• 30 Minutes Supplemental Engagement</li> </ul> <p><b>Supplemental Resources for Parents:</b></p> <p>L3 skills Epic books Tarheel Reader News2You NewsEla Weekly Reader</p>
Grade Level	Curriculum/Resources	Daily Learning Time
<b>Middle School Band</b>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Unique Learning System</li> <li>• Michigan Essential Elements for ELA and Math</li> <li>• Essential Practices in Disciplinary Literacy</li> <li>• First Authors Program</li> <li>• Readtopia</li> <li>• Individual IEP Goals and Objectives</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• ULS Pre and Post Tests</li> <li>• Documented observations/consultation with parents</li> <li>• Submitted student work samples</li> <li>• Progress on IEP Goals and Objectives</li> </ul>	<p><b>120 Minutes of Daily Instruction:</b></p> <ul style="list-style-type: none"> <li>• 30 minutes ELA Activities using printed materials from ULS and other sources.</li> <li>• 30 Minutes Math Activities using printed materials related to Essential Elements and review topics.</li> <li>• 15 minutes pre-recorded ELA lesson using materials provided to the parent for each days lesson</li> <li>• 15 minutes pre-recorded math lesson using materials provided to the parent for each days lesson</li> <li>• 30 Minutes Supplemental Engagement</li> </ul> <p><b>Supplemental Resources for Parents:</b></p>

		L3 skills Epic books Tarheel Reader News2You NewsEla Weekly Reader
Grade Level	Curriculum/Resources	Daily Learning Time
<b>High School Band Guidelines</b>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Unique Learning System</li> <li>• Michigan Essential Elements for ELA and Math</li> <li>• Essential Practices in Disciplinary Literacy</li> <li>• First Authors Program</li> <li>• Readtopia</li> <li>• Individual IEP Goals and Objectives</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• ULS Pre and Post Tests</li> <li>• Documented observations/consultation with parents</li> <li>• Submitted student work samples</li> <li>• Progress on IEP Goals and Objectives</li> </ul>	<p><b>120 Minutes of Daily Instruction:</b></p> <ul style="list-style-type: none"> <li>• 30 minutes ELA Activities using printed materials from ULS and other sources.</li> <li>• 30 Minutes Math Activities using printed materials related to Essential Elements and review topics.</li> <li>• 15 minutes pre-recorded ELA lesson using materials provided to the parent for each days lesson</li> <li>• 15 minutes pre-recorded math lesson using materials provided to the parent for each days lesson</li> <li>• 30 Minutes Supplemental Engagement</li> </ul> <p><b>Supplemental Resources for Parents:</b></p> <p>L3 skills Epic books Tarheel Reader News2You NewsEla Weekly Reader</p>
Grade Level	Curriculum/Resources	Daily Learning Time
<b>Transition Band Guidelines</b>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Unique Learning System</li> <li>• Michigan Essential Elements for ELA and Math</li> <li>• First Authors Program</li> <li>• Individualized Plan for building independence within the home</li> <li>• Individual IEP Goals and Objectives</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• ULS Pre and Post Tests</li> </ul>	<p><b>150 Minutes of Daily Instruction:</b></p> <ul style="list-style-type: none"> <li>• 30 minutes ELA Activities using printed materials from ULS and other sources.</li> <li>• 30 Minutes Math Activities using printed materials related to Essential Elements and review topics.</li> <li>• 15 minutes pre-recorded ELA lesson using materials provided to the parent for each days lesson</li> <li>• 15 minutes pre-recorded math lesson using materials provided to the parent for each days lesson</li> </ul>

	<ul style="list-style-type: none"> <li>• Documented observations/consultation with parents</li> <li>• Submitted student work samples</li> <li>• Progress on IEP Goals and Objectives</li> </ul>	<ul style="list-style-type: none"> <li>• 30 Minutes Supplemental Engagement</li> <li>• 30 Minutes Individualized Daily Living Activities</li> </ul> <p><b>Supplemental Resources for Parents:</b></p> <p>L3 skills Epic books Tarheel Reader News2You NewsEla Weekly Reader</p>
--	---	---

Grade Level	Curriculum/Resources	Daily Learning Time
<b>Youth Center Secondary Guidelines</b>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• MyPerspectives</li> <li>• Math textbooks</li> <li>• Delta Math</li> <li>• Imagine Math</li> <li>• Michigan Academic Content Standards</li> <li>• Readworks</li> <li>• Individual IEP Goals and Objectives</li> <li>• NewsELA</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Pre and Post Tests</li> <li>• Readworks</li> <li>• Imagine Math</li> <li>• Documented observations or consultation with staff</li> <li>• Submitted student work samples</li> <li>• Progress on IEP Goals and Objectives</li> <li>• Scantron</li> </ul>	<p><b>Minutes of Daily Instruction (approximate):</b></p> <ul style="list-style-type: none"> <li>• 20-30 minutes ELA Activities using materials from Pearson and other sources.</li> <li>• 20-30 minutes Math Activities using materials related to MI Academic Content Standards and review topics.</li> <li>• 20-30 minutes Science Activities using materials related to MI Academic Content Standards and other sources.</li> <li>• 20-30 minutes Social Studies Activities using materials related to MI Academic Content Standards and other sources.</li> <li>• 15 minutes pre-recorded ELA lesson using materials provided to for each day's lesson</li> <li>• 15 minutes pre-recorded math lesson using materials provided for each day's lesson</li> <li>• 15 minutes pre-recorded science lesson using materials provided for each day's lesson</li> <li>• 15 minutes pre-recorded social studies lesson using materials provided for each day's lesson</li> </ul> <p>These videos could be completed together if standards/concepts overlap.</p>
	<b>Edgenuity</b>	<p>60 Minutes per day (approximate)</p> <ul style="list-style-type: none"> <li>• Continue to work through courses assigned in Edgenuity</li> </ul>

It is anticipated that the MCMC will use a weekly learning cycle for the remainder of the year with a mid point check in and an end of unit check in. The plan to monitor learning will be broad and may include artifacts, video responses, completion of online formative assessment tools including Kahoots! and traditional quizzes and tests.

Grade Level	Curriculum/Resources	Daily Learning Time
<b>Early Childhood</b>  <b>Preschool:</b> <b>ECSE</b> <b>Head Start</b> <b>GSRP</b> <b>Early On</b>	<b>Resources:</b> <ul style="list-style-type: none"> <li>• Creative Curriculum</li> <li>• Individual IEP/IFSP Goals and Objectives</li> <li>• Individual Child Goals</li> <li>• TS Gold Classroom Connect</li> </ul> <b>Assessments:</b> <ul style="list-style-type: none"> <li>• TS Gold</li> <li>• Documented observations or consultation with staff</li> <li>• Submitted student work samples</li> <li>• Progress on IEP Goals and Objectives</li> <li>• Ages and Stages Questionnaire</li> </ul>	<b>Minutes of Daily Instruction (approximate):</b>  Daily Learning time can include: <ul style="list-style-type: none"> <li>•5-minute increments               <ul style="list-style-type: none"> <li>• hands-on activities between instruction</li> <li>• imaginative play</li> <li>• creative arts</li> <li>• music and movement</li> <li>• outdoor exploration</li> <li>• fine/gross motor activities</li> </ul> </li> </ul> 5 minutes:Daily Routines/Traditions (review daily schedule, engage in connection activities, review the calendar/date, etc. - teachers can provide ideas that overlap with familiar school routines) •5 minutes: Story Time (video from teacher or read to by caregiver) •5 minutes: Brain Break (music and movement - ideas provided by teacher) •5 minutes: Introduce new content (video from teacher or instructed by caregiver) •10 minutes: Hands-on activity related to content or story (activities provided by teacher)  Extra Suggestions for Extending Learning •30-60 minutes of outdoor play •10-20 minutes of reading with family (books of their choice) •90+ minutes of imaginative play

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:

**Budget**

1. Staff Training and Professional Development.....\$ TBD
2. iPads and Protective Cases.....\$8425.00
3. Chromebooks.....\$6901.10

4. Protective Cases for Chromebooks.....	\$155.00
5. Web Filtering Software.....	\$1496.00
6. Flash Drives.....	\$840.00
7. Paper and Copying.....	\$ TBD
8. Postage.....	\$2750.00
9. Transportation.....	\$ TBD
<b>Total.....</b>	

Monroe County Middle College has been a 1:1 school for the past five years and as such we will not incur any additional costs related to acquisition of technology. Additionally, MCMC has used Schoology Enterprise as our Learning Management System for the past three years and as such will not incur any additional costs related to hosting content online/remote learning.

Any costs related to printing, copying, mailing, etc. of materials will be covered by the general fund.

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:

Beginning with the initial school closure on March 13, 2020, administration began working collaboratively with classroom and support staff to gather information regarding technology needs and establish methods of clear communication with all families. Immediate plans were implemented to have clear and consistent communication with families through systems such as Honeywell Instant Alert, the school and district Facebook page, and classroom communication systems such as Remind and Classroom Dojo. Personal phone calls were made to families who did not respond to communications from the classroom teacher. A system was put in place for students in center-based programs to have access to review and receive enrichment materials through a series of educational videos that were created by staff and posted on a public YouTube channel. Continued access to online instruction through Edgenuity as appropriate was available.

In anticipation of an extended statewide school closure, the special education administrative team and central office administration worked collaboratively to outline a formal framework for remote learning during the week of March 30, 2020. After the official announcement on April 2, 2020, a formal committee was organized that consisted of administrative staff, professional staff, and representatives from the local collective bargaining units, as well as parents/guardians. This committee worked to finalize remote learning plans, identify barriers to implementation of the plan, and develop professional learning for certified and paraprofessional staff, as well as individual family training needs based on the remote learning platform.

All administrators at the Monroe County ISD, the body which operates Monroe County Middle College have been working together since before the mandated school closure has gone into effect. The MCMC administration has joined the rest of the ISD administration when necessary to talk about district wide processes and procedures. The ISD superintendent has kept the Board of Education very well updated through regular updates, both to the Board as a whole, and to individuals. On Friday April 3, the MCMC administration provided an update to the entire MCMC staff and invited volunteers to help craft exemplar remote learning lessons. The MCMC administration hosted a voluntary Zoom meeting on April 6, 2020 to solicit information, questions, ideas and feedback from teachers.

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

District/ PSA Response:

A parent communication plan was developed to ensure all parents and students were notified regarding the plan and had an opportunity for input. Methods of communication with families included Honeywell Instant Alert System, interactive parent and staff meetings via ZOOM, school and district Facebook posts, notifications through classroom messaging systems, notification on the district website, emails, and phone calls for identified parents. These methods began on March 13, 2020 and have continued daily. The plan will be posted on the ISD website.

The plan will be posted to our school website and to our Schoology LMS. The plan will also be emailed as a PDF to all email addresses on file.

8. Please provide an estimate of the date on which the district will begin implementation of the Plan, which must be no later than April 28, 2008.

District/ PSA Response:

The plan will be implemented on Monday April 13, 2020. The plan will commence with two days of professional learning related to best practices in remote learning. Those two days will be April 13 and April 14, 2020. Remote instruction will begin on Wednesday April 15, 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/ PSA Response:

N/A for Early Childhood Programs, Education, Transition, and Youth Centers. As an early/middle college MCMC has students in over 650 college courses this semester. In anticipation of the school closure order the administration made contact with as many students as possible prior to Friday March 13, 2020. Since then the administration has maintained very close contact with our post secondary partner and with all students. Individual contact has been made with a number of students who have been struggling prior to the closure and with those who have reached out since. Broad communication has been sent to all dual enrolled students.

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

District/ PSA Response:

In alignment with the nine local districts, food service will continue in each district. Food distribution schedules are available on each local district website. For students without access to Internet, flyers of deliveries will be included with instructional packets and flashdrives that are being delivered.

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, the MCISD will continue to pay all school employees while redeploying staff to provide meaningful work in the context of the Plan.

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

District/ PSA Response:

The district understands that the needs of students, families, and staff differ greatly from one another. It is our goal to support in whatever way possible to implement a learning plan that meets the unique needs of each student and for students to demonstrate participation and engagement with materials through various modalities. Families are asked to:

- Engage with continuous learning by making learning videos available to your child.
- Support your child's learning through use of structured lessons and materials provided by the school to the greatest extent possible.
- Share evidence of your child's learning with your educational team (observational data, photos, videos, and/or work samples).
- Maintain a relationship with your educational team by engaging in weekly communications.
- Reach out to your educational team to share your needs and ask questions.
- Be flexible and allow yourself grace and patience.

In addition, student engagement/participation with the plan will be measured through:

- ULS Pre and Post Test
- Documented observations/consultation with parents
- Submitted student work samples
- Progress on IEP/IFSP Goals and Objectives
- Journal entries
- Parent photos/videos/emails to educational teams highlighting student engagement with materials
- Dependent on student age, progress in Edgenuity, TS Gold, Ages and Stages

Participation in the plan will primarily be monitored at the class level by the teacher. Those students who are not participating will be reached out to by the teachers and/or administration to determine the reason for not participating. Subsequent steps will depend on each individual situation.

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:

Continued collaboration with Community Mental Health on open Mental Health cases as well as with support from school social worker. Early Childhood will continue to maintain support through Mental Health Consultants and ISD social workers.

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

District/ PSA Response:

The MCISD is coordinating with local districts and community agencies to monitor the need for disaster relief childcare centers. Should the ISD be required to open a classroom, an Early On playgroup room has been designated. The ISD will solicit Head Start and/or GSRP staff to provide supervision of the childcare room.

Optional question:

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

District/ PSA Response:

No.

Name of District Leader Submitting Application:



Rachel Kopke, Assistant Superintendent for Special Education and Early Childhood Services

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website: