Arts Academy in the Woods' Continuity of Learning and COVID-19 Response Plan

WHOLE **SCHOOL**, WHOLE **COMMUNITY**, WHOLE **CHILD**
A collaborative approach to learning and health

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: 04/22/2020

Name of District: Arts Academy in the Woods

Address of District: 32101 Caroline Fraser, MI 48026

District Code Number: 50905

Email Address of the District Superintendent: mmitchell@artsacad.net

Name of Intermediate School District: Macomb Intermediate School District

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

COMMITMENT TO LOCAL CONTROL

The information presented is meant to describe the Academy's plans and decisions that honor our local needs. The Academy has weighed these needs in relationship to considerations of opportunities for professional development, access to technology, and the needs of our student populations.

	Guiding Principles
1	Underpinning these recommendations is the need for resilience, critical and creative thinking, thoughtful responsiveness, and empathy to help ensure that students continue to grow personally, academically, and linguistically.
2	All means All. Districts must seek to implement learning activities and lessons that address the needs of all students and families by taking into consideration language, diverse learning needs, home living situation, legal status, access to technology, access to parental support, and access to transportation. Our most vulnerable student populations still need us most.
3	All students have opportunities for continued learning that focuses on critical standards.
4	Districts work to minimize instructional loss.
5	Students and families are given routines and structures to ensure they stay connected to schools and learning.
6	Given the reality of the digital divide, most schools may need to provide digital and non-digital access to content.
7	It is still possible and imperative that students access meaningful/high-quality educational materials that align to state standards.
8	It is imperative that students and schools/teachers maintain a personal connection that supports necessary, rigorous academic work in a manner that is respectful of students' contexts (their mindset, feelings, responsibilities, etc.)
9	Simplicity is best during this time, i.e., simplicity of the framework, of communication structures, of expectations.
10	Support the whole child -- their mental health, nutritional needs, and safety needs.
11	Parents/guardians will need access to clear information and ample resources.
12	Teachers may need support, encouragement, and compassion to ensure their success and resilience.
13	Support the whole child -- their mental health, nutritional needs, and safety needs

Purpose

This document was developed using recommendations of the Macomb County Superintendents in collaboration with the Macomb Intermediate School District.

Due to diverse learning needs and resources throughout the county, remote learning plans will include one or more of the following strategies:

Hard Copy Media (hard copy instructional packets/materials)

Mixed Media (hybrid model of instruction using hard copy instructional packets and online learning platforms)

Digital Media (technology-based platform for remote learning)

(See the Appendix B for additional ideas for hard copy, mixed, and digital media.)

UPDATE 04/10/2023 - The Board discussed and reviewed the Academy's Continuity of Learning Plan. The Academy has returned to fully face to face learning and is monitoring transmission and case rates.

Instruction for April – June 2020
As we all begin to manage our "new normal," The Academy is as committed as ever to focusing on students and their futures. Although our building is closed, our administrators and teachers have been tirelessly working on a Continuity of Learning – COVID-19 Response Plan that will allow students and teachers to stay connected while providing students with weekly activities and engaging lessons. We recognize this challenge for students, families and staff. However, in Macomb County we also believe that by working together, a school community can remain connected and continue to thrive even if the school building is closed.

Knowing that students, staff and all of our families are facing a situation that is constantly evolving, we acknowledge that providing education in the same way we normally do during the fourth quarter is not realistic. Likewise, parents working from home cannot be expected to be the sole providers of their children's learning. Our number one goal right now is for your students to feel safe and supported during this time, while offering them the opportunity to advance their learning and create an environment that is predictable and meaningful. Next fall, as we have always done, the Academy's teachers and staff will meet students where they are and provide instruction as needed.

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.

The Academy recognizes that a variety of alternative modes of instruction, other than in person delivery, needs to be provided to meet the diverse needs of all students. These learning options include both technological, non-technological or a mix of multiple methods depending on the tools and resources accessible to each student. Pupil instruction includes, but is not limited to, the continued partnership with the Macomb Intermediate School District, community colleges or institutions of higher learning, use of vendors, use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of printed instructional "grab and go" packets, or a combination to meet diverse student needs.

The alternative modes of instruction will be clearly communicated by the Academy and available to students and parents so they can select the option(s) that best meets the students' needs and their individual situation at home. The Academy will focus its efforts on a Digital Media platform.

Digital Media

The Academy will focus on a technology-based platform for remote learning. For those students who have internet access, but don't have a device, devices will be provided. If students have a device, but do not have internet, our team will support families in accessing free internet options that are available. If families are still unable to access the internet, hot spots will be provided. Schools and county libraries may provide Wi-Fi access from their parking lots while people remain in their vehicles. Basic learning supplies include paper, pencils, and

crayons. If a family does not have access to these basic supplies the district will provide them. All students will have access to grade-level/course textbooks, as needed to complete their instructional packets.

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.

<u>Social-Emotional Learning and Relationships</u>

It is imperative during this time that districts create remote learning that attends to student social and emotional needs. The Academy will implement multiple methods to ensure that all school community members feel connected and informed include

• Providing ongoing communication among all stakeholders

• Provide opportunities for positive feedback/connection between students and teachers

• Acknowledge students' current situation and context

• Provide students with appropriate supports to process events

• Utilize trauma-informed practices, when possible

• Utilize school and community resources to provide mental health supports

• Leverage the use of Guidance Counselors/Social Workers for ongoing support and check-ins

The Academy will use a variety of strategies to maintain regular communication with students that may include phone calls, written letters, email, virtual meetings using technology platforms such as Unified Classroom, Microsoft Office 365, or Google Classroom. This will allow staff to stay connected and maintain supportive relationships with all students. All staff will work together to provide this support, including teachers, principals, counselors, social workers, etc.

<u>The Academy's tiered student communication system will utilize all staff members:</u>

> **Tier 1 – The Academy's administration will communicate expectations to families via the Academy's website and email, text, and phone messaging via School Messenger each week. Each teacher will reach out to an assigned group of less than 15 student/families at least once per week and documents the family response or lack thereof in a Google Spreadsheet.**

Tier 2 – The Tier 2 Team will meet via Microsoft Teams on Fridays to review the Google Sheet to determine which families are in need of additional support. Tier 2 team attempts to contact those students/families who the teachers have been unable to contact in Tier 1.

Tier 3 – When a student has not responded to Tier 2 intervention, the team pass that name on to Tier 3 team. Tier 3 team contacts students in a different way or coordinates with other community members to reach out to families.

Digital Media

Teachers will be expected to make regular contact with every student. This will be done through the contacts in the Unified Classroom platform or other forms of media such as Microsoft Teams which is available to all the Academy's staff and students. In some cases, phone calls may be a better option to connect with students personally. Microsoft Teams or Google Classroom will be utilized for student interaction as appropriate. The focus will be on two-way communication.

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

Academy's Minimum and Maximum Times of Engagement for Remote Learning Activities

Grade Level	Minimum	Maximum	Recommended Length of Sustained Attention
6-8	Class: 15 minutes/day Total: 90 minutes/day	Class: 30 minutes/day Total: 180 minutes/day	1 subject area or class
9-12	Class: 20 minutes/day Total: 120 minutes/day	Class: 45 minutes/day Total: 270 minutes/day	1 subject area or class

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

A description of plans to deliver content in multiple ways so that all pupils can access learning. The Academy's staff will continue to implement a Universal Design for Learning (UDL) Approach. Our Macomb ISD has provided UDL training throughout our county on this approach.

Though we are very accustomed to a certain amount of conformity in how learning takes place in our classrooms, there can be very little expectations for conformity in how learning happens while students are learning at home. We have the opportunity to embrace the principles of UDL and provide multiple ways for students to access, engage with, and demonstrate their learning. With this in mind, educators will:

> **• Take the opportunity to make time and space to get to know students even better. Connection with our students right now is essential, and the opportunity to build rapport and obtain deeper knowledge of various dimensions of their identities will help teachers be culturally and linguistically responsive and design more meaningful learning experiences.**

> **• Create modules that are structured by goals and essential questions but are also flexible and offer multiple options to accomplish and address such goals. These modules can thus maximize opportunities for students to engage in ways that are most appropriate, interesting, and authentic for them. These modules can be paper/pencil or digital (or a combination of both). It will be based upon the local district's resources.**

> **• Create hyper-docs or learning kits that contain resources in multiple formats and languages and/or prompt students to choose a format and language for their work product. Even when teachers cannot understand student work in languages other than English, there is intrinsic value for the student while articulating their thoughts, ideas, stories, and learning. We will focus on designing instruction for equity and inclusion:**

Digital Media

Using technology, content will be delivered through the online platform, email, and other social media sites (School Messenger, Remind, etc.). Teachers will be accessible for synchronous interaction to facilitate classroom discussion and interactions two times per week. Asynchronous instruction through pre-made videos will be provided multiple times per week. Teachers will have defined office hours on a daily basis where they will be available online for questions or needed supports for students.

Workshop/Conference Schedule:

Teacher Workshop/Conference Hours

Daily	Monday	Tuesday	Wednesday	Thursday	Friday
8:00					
9:00					
10:00 Counseling					
11:00 Counseling		Science	Visual/Digital Art	Science	Visual/Digital Art
12:00 Counseling		Middle School	Music	Middle School	Music
1:00 Counseling	Post lessons, Respond to email or Discussion Board Questions, PLC Team Collaboration	Math	Dance	Math	Dance
2:00 Counseling			Social Studies	Social Studies	Music
3:00 Counseling		Heath/PE	English	Heath/PE	English
4:00			Acting		

Teachers are also available for conferencing by appointment. Please reach out to your teacher to set an appointment.

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

Communication/Feedback

During these unprecedented times, the connectedness and care for our students and one another is our first priority as we maintain a continuity of learning. The recommendations on assessment, feedback and grading below are based upon the principle of no educational harm to any child through a humane approach that is in the best interest of each student. This pandemic, and the statewide suspension of in-person instruction, has impacted our entire society. The emphasis for schoolwork is on continuous learning, supported by monitoring and feedback, not grades.

- **Feedback and monitoring should focus on the continuation of learning and prioritize the connectedness and care for students and staff.**
- **All students have the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work assigned prior to the remote learning period.**
- **A focus on keeping children emotionally and physically safe, fed, and engaged in learning is our first priority during this unprecedented time.**
- **Timely communication by teachers makes a difference in the number of students who complete assignments and in their achievement of the learning tasks.**
- **The Academy has set up channels of communication with students and staff without internet access, such as by phone or by mail.**
- **Students with internet access will communicate with teachers by email or through learning websites.**
- **Teachers have established office hours for availability and check-in with students and families on a regular basis.**

Digital Media

Teachers will monitor student access and assignment completion on a daily basis within the instructional platform. Teachers will provide feedback to students on assignments through the instructional platform as they are completed (or on a daily basis). Teachers will differentiate instruction within the platform to meet each student's needs. Feedback may also be provided in the form of phone conversations as needed.

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

   The District will amend this section as costs become more identified using this outline and will submit an amendment as necessary.

   ### General

   - **Increased use of disinfecting supplies**
   - **Increased medical costs associated with COVID-19**
   - **Increased Unemployment costs**

   ### Food Distribution

   - All districts within the Academy's geographic region are offering programs meal pick up or drop off programs similar to Summer Meal Programs. These are open to all school age people. We do not want to add to the potential for the spread of disease and/or contribute to wasted resources, so we are

not participating, but we are communicating these resources to our community. Our Student Support team is also reaching out to identified families to provide support in accessing food resources within the community.

Instruction

- **Potential increased technology for Students and Staff**
- **Proving Home Internet access for Students and Staff**
- **Increase costs related to Staff phone use**
- **Increased on-line fees due to increased volume**
- **Additional copier costs related to provision of hard copy instructional materials**
- **Transportation or mailing costs of delivering materials**
- **Increased use of PPE for staff and students**

Outreach

- **Increased cost of postage for increased number of mailings**
- **Additional copier costs associated with increased mailings**
- **Increased Mental Health supports for both Students and Staff**

Sources of Revenue

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

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

Given the "stay in place" orders issued by the Governor, districts will use available electronic tools to collaborate, including video conferencing platforms (Microsoft Teams, Office 365, and Google Documents), telephone, and electronic mail. An important tool will be the use of shared word processing documents (through platforms Office 365, and other collaborative type document systems). This affords collaborators the opportunity to discuss aspects of the plan in real time, promoting constructive analysis on issues that affect pupils. On a related note, an important aspect to this process of collaboration is the need for all members to have the opportunity to reflect and revisit aspects of the plan. The

Academy will utilize existing processes, such as District At-Risk team and district school improvement teams to collaborate and finalize the district plan.

A culminating aspect of this collaboration will be to share it with the district Board of Directors to ensure it is in keeping with the mission and vision of the district.

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

At every level of the district hierarchy, including Board of Directors, Administration, Principal, and Teacher, various electronic means, including email, district web pages, social media sites (Facebook and Twitter), text message services (School Messenger), electronic bulletins through student record management systems (PowerSchool & School Messenger). In addition, traditional methods may be utilized, including mail through the United States Post Office, and telephone (e.g., robocalls or personal calls). The Academy's notifications also reflect the needs of Non-native English speakers by providing appropriate and applicable translation where possible.

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.

The Plan will be implemented the week of April 13, 2020, coinciding with the conclusion of the county wide spring break in accordance with the required state common calendar for Macomb County.

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.

Dual enrollment classes are being facilitated by the colleges via on-line in most instances. Counselors and administrators are communicating with participating families to determine how these students are progressing with their classes and assist in problem solving any issues that have arisen with teachers at the college level. Early College students continue to participate in college classes online and are receiving ongoing virtual support from the Early College Counselors. The Academy does not provide CTE classes, but our Arts courses will be supported in many ways as noted below with on-line resources through national and local arts organizations and the Academy's Dean of the Arts. Arts teachers will directly communicate with students (via Unified Classroom, Microsoft Teams, or phone)

as to completion of class assignments. Given that many Art classes are project-based, there will need to be flexibility provided to students in completion of some assignments.

Digital Media

For our students in dual enrollment courses, we will be working with the provider to determine next steps. We will ensure that the students have the appropriate materials and support to complete those courses. The students will be given the option to convert their grade to credit or no-credit. When needed, the district will ensure the student has the necessary resources.

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

- Most districts within the Academy's geographic region are offering programs meal pick up or drop off programs similar to Summer Meal Programs. These are open to all school age people. We do not want to add to the potential for the spread of disease and/or contribute to wasted resources, so we are not participating, but we are communicating these resources to our community. Our Student Support team is also reaching out to identified families to provide support in accessing food resources within the community.

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.

- **Every effort will be made to pay all employees and contractors particularly if they would not normally be part of the Continuity of Learning Plan by making every effort to redeploy them where possible.**
- **Employees paid through Grants would be limited by Grant Funds and associated rules/approvals.**
- **Employees/Contractors, whose funding source is temporarily discontinued, are not required to be paid**

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

Digital Media

Teachers will use Unified Classroom 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 Tier 2 Team to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections.

Grading

Student work completed during the mandated statewide school closure will not negatively impact a student's grades or otherwise impact a student's academic standing. As we do not yet know the full extent of the closure and want to minimize any negative effects on students, we will allow student work to count during the closure only to increase a student's academic standing.

The Academy will consider a student's grade at the time of closure as the lowest grade to be awarded and designated on a transcript for that course credit. In place of a failing grade, the recommendation is to designate credit as "incomplete" (I). All students should be provided additional opportunity and support to improve their grade through make-up, exemption of non-essential grades, or completion of additional learning activities. The Academy will offer all coursework to be recorded as Credit/Incomplete (CR/I) designation on transcripts. All students with an "I" will be provided an opportunity to complete learning and earn the credit upon return to school or completion of credit recovery. Upon recovery of credit, the "I" on transcript will be changed to "CR."

Third Quarter Grades will be letter grades only in order to ensure that we are accurately communicating current student progress.

4th Quarter Learning for all Students Grades K-11

All grades may be offered as Credit/Incomplete for 4th Quarter. In order to receive credit, students need to achieve an average of 60% on at least 60% of all assignments in each course. Students may be experiencing varying mental and physical health challenges at this time and may have very different access to supports and technology at home. Our goal is that no student is negatively impacted by the closure and that no school district policy or procedure should widen the equity gap. Equity issues are a top concern.

Fourth Quarter and Semester grades will be credit/incomplete. Students who have demonstrated proficiency on the identified, essential learning goals for the second semester will earn credit. Students who have not demonstrated proficiency will not earn credit. The Academy's staff does not currently have a definitive answer to how this will occur, but will continue to collaborate on how these students will recover/earn those credits.

We look forward to offering the first week of the Continuity of Learning:

- **Lessons will be released each week, starting April 13 through June 12, 2020. Lessons may remain online in Unified Classroom through the end of the school year.**
- **Web-based and packet-based options are available to families with similar activities in each option. The packet-based option will be available online to print, as well as in a printed form that may be picked up at the Academy's main office during office hours, by appointment**
- **Students thrive on a schedule. Recommended home schedules are listed under each grade level on the website.**
- **The Academy's teachers will continue working to create weekly lessons in all academic content areas, including a comprehensive section of additional resources available for students and families. Students will continue to have opportunities to engage in learning, extending their knowledge of all subject areas.**
- **In addition to academic content, lessons in physical fitness, social-emotional well-being, and Art will be available each week through the online resources.**
- **If you have questions about the content available online or in the learning packets, please feel free to contact your child's classroom teacher by email. All emails will be responded to within 48 hours (Monday through Friday).**
- **Individual student engagement or disengagement will be addressed locally. There are factors outside of the control of the school system with learning being moved off site; therefore, the aim is that student grades are not lowered as a result of remote learning. It is recommended that a student who is not able to be engaged, or who chooses to disengage, in remote learning should receive an incomplete or no grade. Document every attempt made to engage the student; it is very possible the student is experiencing circumstances out of their control.**
- **Remote student learning during this pandemic may be formatively assessed (where possible and practical). We acknowledge that it may need to be assessed during the transition back to in-person instruction. Remote learning is designed to support student learning and continuity of education. Grading is providing feedback to students regarding their learning and an important piece of communication to students and parents. The aim, emphasis, and focus for schoolwork assigned, reviewed, and completed during remote learning is on learning, not on compliance.**
- **Where possible, the content from remote learning should be made up after the transition back to regular in-person school attendance resumes (or perhaps summer school, etc.).**
- **Students who are completing online courses (i.e., Michigan Virtual, Edgenuity, Apex, etc.) be evaluated/graded in accordance with the grading explanation above, so as to not negatively influence grade point average.**

Grades and Teacher Contact – Seniors Class of 2020

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

We want to assure all seniors in the Class of 2020 that if you were in good standing and passing all your required courses for graduation before schools closed on March 13, 2020, you will graduate on time. Graduating seniors will be given the opportunity to engage in remote learning methods to earn a passing grade in a mandatory course which is required for awarding a diploma by June 13, 2020.

- **Seniors.** Unless a Senior is behind in credits and it had already been determined they would not graduate in June, the process could require that all Seniors complete a project-based portfolio, a resume or other activity determined by the teacher designated in their schedule to accept and review it. The Personal Curriculum option for the Michigan Merit Curriculum will also be considered as Seniors credits are reviewed. Counselors will be involved in assisting Seniors in final submission of their college applications.

- **According to Governor Whitmer's Executive Order: A district shall implement a process to issue grades to pupils in grades 12, award credits needed for graduation, provide for completion of the Michigan Merit Curriculum, issue diplomas to pupils in grade 12, and continued learning by pupils in grade 12 pursuant to this order.**

Professional Development

Professional Development and support will be provided to develop staff capacity to meet the remote learning goals for each district. Districts have a variety of ways to support staff and will focus on the essential skills needed for daily success. Some of this training will include:
- **Getting Started with Online Learning; Getting Started with Schoology; Special Education Design; Accessibility;**
- **Other Considerations when Providing Enrichment; Meeting Your Classroom Online: Options for Virtual Connections; Discovery Education Experience; Coaching and Intervention Collaborative Meetings;**
- **Trauma Informed and Resilience Professional Learning;**
- **New Teacher Academy: Wellness and Resiliency during the COVOID 19 Outbreak.**

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

Establish Consistency for Remote Learning

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

• Clearly articulated goals

• Cross-curricular collaboration to focus instruction

• Options for students that tap into students' interests, readiness levels, and learning styles while providing families flexibility

• A mix of real-time, flexibly timed, technological, and non-technological options, that avoids penalizing students for their choice

• A common platform where students can access work and find support and resources (for both online and non-online work).

• A clear plan of communication involving the school, teachers, students, and families.

• Genuine interest and effort in supporting students' social, emotional, and academic growth.

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

To maintain connection to existing supports that were in place prior to the closure of school buildings, the Academy has created a path for families to connect with professional, certified staff who provide support services to families at the school

level. This support will utilize, as appropriate, the numerous communication vehicles as reflected in II. B. 13, additionally providing pupils and parents or guardians direct access to school and community mental health support services.

The Academy will also provide access to the information related to COVID-19 provided by the county, state, and federal resources, including the Center for Disease Control (CDC), the Michigan Department of Health and Human Services (MDHS), and the Macomb County Health Department (MCHD). An overarching concern that districts should be mindful of is the mental health and well-being of students and make deliberate attempts to support students and families.

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

   The Academy will offer assistance and/or space in implementing the Macomb ISD Guidance Regarding: Governor Whitmer's Executive Order on Expanded Child Care Access during the COVID-19 Emergency– See Appendix A

*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:

   The Academy does not utilize a balanced calendar and does not intend to do so.

Resources

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

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

MAISA *Hard Copy Media*, (April, 2020)

MAISA *Mixed Media*, (April, 2020)

MAISA *Digital Media*, (April, 2020)

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

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

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

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

Name of District Leader Submitting Application:

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

APPENDIX A

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

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

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

Child care sites have been determined based on the 3 hospitals in Macomb County
- Ascension Macomb, Warren
- Henry Ford Macomb, Clinton Twp.
- McLaren Macomb, Mt. Clemens

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

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

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

Phone

Call Kelly Adamek or Sherine Katba at the Macomb ISD 586.412.2676

Email
Email a Macomb ISD Emergency Child Care Coordinator
- Kelly Adamek   kadamek@misd.net
- JoAnne Elkin   jelkin@misd.net

- Sherine Katba   skatba@misd.net

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

Child care requests for Essential Workers will be prioritized in the following manner Step 1
We are currently and will continue to support existing local child care centers, including some local districts, who have the capacity and staff to provide care for the essential workforce.

Step 2
We will utilize additional local school districts that are strategically placed throughout the county as emergency child care sites as needed. This will include the possibility of using Head Start classrooms or space in your buildings.

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

APPENDIX B

Examples of Different Types of Media

Hard Copy Media (hard copy instructional packets/materials)

Ideas could include but are not limited to:
- Written letters mailed to student homes, surveys sent to student homes, books and written assignments provided to students.
- Materials can be provided during the food distribution process, mailing, personal delivery, or established times for onsite pickup.
- Districts can assess students' access to tools and resources and provide additional school resources depending on individual student need.
- Alternative modes of instruction may include use of telephone communications, email, slideshows (which could be printed or emailed), providing opportunities for project-based learning, use of instructional packets with a recommended schedule to follow, or any combination to meet diverse student needs.
- Connect with families or caregivers regularly through multiple platforms such as phone calls, email, and US mail, providing translation as needed. Topics of communication could include engagement strategies to support students as they access the learning.

Mixed Media (hybrid model of instruction using hard copy instructional packets and online learning platforms)

Ideas could include but are not limited to:
- A combination of hard copy media as well as digital media strategies for all students. This allows students not only access to online learning, but provides balance by asking students to also engage in hands-on activities, offline reading, and physical activity not connected to a digital device.
- A mixed media combination can provide printed media/materials to some students and internet-based media to others, as well as school website platforms for content distribution.
- This model could include synchronous and asynchronous options for students to engage in online learning, as well as hard copy media options to meet diverse student needs.
- Connect with families or caregivers regularly through multiple platforms such as phone calls, email, and US mail, providing translation as needed. Topics of communication could include engagement strategies to support students as they access the learning.

Digital Media (technology-based platform for remote learning)

Ideas could include but are not limited to:
- Apps on student smart phones, online learning platforms such as Google Classroom, Schoology, Discovery Education, Zoom as well as other online tools, content and various electronic media.
- This model could include synchronous and asynchronous options for students to engage in online learning, as well as hard copy media options to meet diverse student needs.
- This model could include synchronous and asynchronous options for students to engage in online learning, with the flexibility of providing hard copy media options if access capabilities change for students or families.
- Connect with families or caregivers regularly through multiple platforms such as phone calls, email, and US mail, providing translation as needed. Topics of communication could include engagement strategies to support students as they access the learning.

APPENDIX C

Whole School/Whole Community Examples

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

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

Example Suggestions for Additional Activities				
Whole School Whole Community Whole Child (WSCC)				
Healthy	Safe	Engaged	Supported	Challenged
Hold remote interviews with students and families to better understand their needs	Establish remote routines and procedures with students and families for distance learning engagement	Remote classrooms may include: hardcopy, mixed media and digital media delivery	Put students at the center of remote instructional design Use remote check-in moments with students and families	Ensure each child is accounted for when developing remote systems for reaching students
Encourage remote feedback to understand student/family needs	Engage students in a remote learning community	Engage in Digital Fieldtrips, and Online/Facetime Storytime	Set up daily/frequent check-ins Example: establish a staff schedule for contacting students	Customize student learning to meet their remote needs
Engage in remote listening strategies exhibiting empathy and understanding students/families	Attend to tools and devices as well as the ability of the family or support system to interact	Multiple technologies can be utilized to accomplish the same learning goals (phone, paper/pencil,	Staff work in teams to ensure all students receive the support needed to feel connected and supported,	Utilize Zoom, Facetime etc., to offer teacher facilitated, student- to-student chat time

experience in the digital connection	effectively with the tools being used	devices)	both emotionally and in the learning context	
Establish remote communication to foster openness about needs for medical, transportation, clothing, shelter, utilities to support students' physical health	Offer students voice and choice by creating opportunities to co-construct learning	Use projects and student-created products to demonstrate learning (phone calls, videos, blogs, books)	Support cultural awareness in selection of activities and resources	Consider translations, accessibility or variable reading levels are during planning
Utilize remote Social-Emotional/Soft-Skills activities with students	Work with students to establish grading procedures and post grading structure for students and families to view	Adults function as facilitators, utilizing formative assessment strategies to check for understanding	Set up video and closed caption virtual meetings to provide context embedded supports for less proficient students as needed	Use Schoology or school web-based page to support students with access to materials
Post links to websites that consider health and wellbeing	Hold questions and Answers Chat hour for families	Initiate inquiry-based learning options	Utilize multiple forms of communication	Offer project-based learning opportunities
Use remote instructional strategies and classroom management techniques, including those that foster a supportive, caring classroom environment; assess students' social-emotional competencies	Post at least two daily online learning session each day	Consider grouping students across varying proficiency levels in both h synchronous and asynchronous virtual settings		Use student products to determine next steps, considering scaffolding for English Learners, MTSS, and IEPs or 504s

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