



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

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

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

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

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

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

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

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

Keep Students at the Center

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

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

Design Learning for Equity and Access

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

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

Assess Student Learning

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

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

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

Date Submitted: April 20, 2020

Name of District: Galesburg-Augusta Community Schools

Address of District: 1076 N. 37th Street, Galesburg, MI

District Code Number: 39050

Email Address of the District: wendy.somers@garams.org

Name of Intermediate School District: Kalamazoo Regional Educational Service Agency

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 20, 2020

Name of District: Galesburg-Augusta Community Schools

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District Code Number: 39050

Email Address of the District Superintendent: wendy.somers@garams.org

Name of Intermediate School District: Kalamazoo Regional Educational Service Agency

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

“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:

Galesburg-Augusta Community Schools conducted two surveys to determine access to devices and connectivity both for staff and for students/families. The survey that was conducted with staff was to determine home technology capabilities and what might be needed to support students using a mixed media delivery system. The survey intended for students and families was a way to determine access to WiFi and devices, and ability to pick up instructional packets

through the food delivery systems. In addition, this survey collected data on other needs that students/families might need such as SEL support or additional food. We had families sign up to get a chromebook if they didn't have a device for their student. We have used our buses to deliver those chromebooks. Students who are School Of Choice had to come get them. We have handed out about 380 so far. We are going to do a second round of Chromebooks, now going down to 2nd grade (so in total it will be grades 2-12) and we are going to start working on iPads to hand out to K-1.

The district administrative team, in compliance with State guidelines, has developed a plan of action premised on meeting the needs of the whole child, creating and maintaining equitable access to learning, acknowledging the diverse needs of our families, and promoting positive communication among students, families, and school. The district will utilize the “Mixed Media Delivery” system--a combination of media for all students; a combination that provides hard copy media to some students and internet-based media to others. Henceforth, in addition to providing online learning opportunities, teachers are expected to provide weekly, hard copy packets with materials relevant to the same Essential Learning Outcomes focused upon for online learning. These packets should include answer documents to assist parents as they guide their students. Crayons, markers, and books were sent with Elementary packets. Math books and journals were sent for Middle School. In high school novels, graphing calculators as needed, and art paper. For those students at the high school level that didn't have access to WiFi their instructional packets included textbook pages that are also available online. Additionally, the district is working on the implementation of a bus that would be used to provide WiFi access in areas of the district where connectivity was a barrier.

Primary School: Pre-K-3rd Grade:

Primary Distance teaching will begin the week of April 21st- June 12th

- A standards based approach. All video lessons and packet or online work will be in relationship to those [Power standards](#). One per week for ELA / Math
- Using a combination of online learning and packets that will be sent home.

Minimum teaching and learning for each grade.

- Expectations - These may be in the form of packets or through Seesaw / Google Classroom, YouTube video, or Facebook posts
- Prior to starting- Reestablishing Norms and expectations for each class - Each grade level has the same letter and expectations to be shared with students and parents.
- Putting out expectations for students
 - 1 short 20 minute max of explicit instruction video for an ELA Standard per week
 - 20 min max of practice for that standard per day - this can be from the packet as well as an additional website or app
 - 1 short 20 minute max of explicit instruction video for a Math Standard per week
 - 20 min max of practice for that standard per day -this can be from the packet as well as an additional website or app
 - Writing - 2 to 3 writing lessons per week
 - 1 science or social studies exploration lesson per week

- Grade level teacher will be providing a letter for teachers to read in terms of expectations and guidelines for students and parents

Specials Teachers

- One lesson per week of each - Art, Music, STEAM, PE
 - Teachers will provide one lesson per week about 15 min one for K-1, 2-3
 - Example K-1 will get Art on Monday, PE - Tuesday, Music- Wednesday, STEAM - Thursday

Assessing Practice - A verification form for the parent that work is complete will be in each packet. A picture that is signed by the parent is fine. Packets including a cover sheet are available for Math and ELA. Students, not expected but certainly can, post work to Seesaw or Google Classroom where that has already been an expectation.

- We will be giving a complete vs incomplete for their work based on the standard that was being practiced. That is what we will report out on at the end of the school year, no students will be penalized for not fully participating.

Primary School Teacher will be available for help hours via Zoom or google meet....2 days per week.

	PRE-K	K	1	2	3
Day/Time #1	Tuesday 10:30-11:00	Monday 9:30-10:00	Tuesday 9:30-10:00	Tuesday 10:00-10:30	Monday 10:30-11:00
Day/Time #2	Thursday 10:30-11:00	Wed. 9:30-10:00	Thursday 9:30-10:00	Thursday 10:00-10:30	Wed. 10:30-11:00

- By Grade Level - Educators will document each time a student participates in these meetings via a Google Doc.

Middle School Band (Grades 4th-7th): Lessons will be based on Essential Learning Objectives (ELOs) identified by each department.

- A lesson (ELO) might be introduced on Monday (or Tuesday for Science) and the remainder of the week should be practice, projects, and assessments relative to the lesson (ELO). (Sample Schedules are below for the grades that are within the building.)

ELEMENTARY (Grades 4th-5th)				
Independent reading expectations and enrichment options are allowed beyond the 30 minutes of instruction.				
Monday	Tuesday	Wednesday	Thursday	Friday
15-30 min. ELA 15-30 min. Math 15 min. Social Studies	15-30 min. ELA 15-30 min. Math 15 min. Science 15 min. Special	15-30 min. ELA 15-30 min. Math 15 min. Social Studies	15-30 min. ELA 15-30 min. Math 15 min. Science 15 min. Specials	15-30 min. ELA 15-30 min. Math 15 min. Specials (PE, Tech, Music, Art.)

	(PE, Tech, Music, Art)	15 min. Specials (PE, Tech, Music, Art)	(PE, Tech, Music, Art)	
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Middle School (Grades 6th-7th)				
Independent reading expectations and enrichment options are allowed beyond the 30 minutes of instruction.				
Monday	Tuesday	Wednesday	Thursday	Friday
30 min Math 30 min ELA 30 min Social St. 20 min Specials (Art, Band, PE)	30 min Math 30 min ELA 30 min Science 20 min Specials (Art, Band, PE)	30 min Math 30 min ELA 30 min Social St. 20 min Specials (Art, Band, PE)	30 min Math 30 min ELA 30 min Science 20 min Specials (Art, Band, PE)	30 min Math 30 min ELA 25 min Science 25 min Social St.

- The lesson will be delivered by the teacher. Educators can use supplemental video clips, tutorials, etc. may be used to enhance student learning, but the initial instruction will come from the classroom teacher.
- Teachers are encouraged to use Google Classroom (GC) for instruction; many teachers have been using GC and students are familiar with the format. In addition, Zoom or Google Meet may be helpful formats.
- Teachers may come to the building to record their lessons if they are more comfortable in the classroom setting. PPE will be provided to ensure safety for all individuals.
- If more than one teacher is teaching a course, staff are encouraged to coordinate their efforts and share the lesson with each other's students.
- Formative assessments will be provided to guide instruction and/or recognize gaps in learning; this can be a simple writing prompt (exit-type ticket, embedded questions, etc.)
- Teachers will provide feedback using comments and narrative feedback, yet no students will be penalized for not participating fully in the instruction.
- Teachers will also provide support of students' mental, emotional, and physical well-being through their contacts.

High School Band:

All high school and 8th grade teachers will be asked to deliver their lessons via Google classroom. Teachers are also asked to use Zoom or Google Meet to engage in face-to-face interaction with their students during their office hours.

Students with Limited/No Internet Access

****Any student who is not able to access online learning will be provided the content via printed materials and/or a textbook. In addition, students may access their teachers for assistance during their assigned office hours.****

If they DO need hard copies, they will need to pick up copies from a bin sitting under the awning of the HS building some time between Monday, April 20 at 3:00 pm and Tuesday, April 21 at 12:00 pm. Any packets that are not picked up during those times will be sent out on the bus with the food delivery routes. If the family is not a part of the delivery route their packets will be in the administration office, they will need to call and make an appointment to retrieve them. If students/families were not able to pick these materials up, those materials are going to be sent out on buses on 4/23/20.

Student Lesson and Grading

Students will be taught one Essential Learning Standard (ELO) each week.

Students will see the ELO listed in the gradebook

Z = No student response

R = Remediation

D = Developing

M = Mastery

The final grade will be an override of CR/NC/I

Grades

Grades will be produced for students based on their effort and engagement in the class. Teachers will provide feedback for students throughout the remainder of the year. Students are expected to work toward mastery of the assigned ELO as shown through their efforts on the assessments provided by your teachers. Students may be asked to submit digital assignments/assessments. Again, the goal is to show effort and continued learning. Students will not be penalized for their inability to fully participate. Students will be awarded the following grades:

CR = Credit, the student showed effort over the course of the third and fourth marking period and worked on the ELO to the level of Developing or Mastery as described by the department
NC = No Credit, the student did not show effort over the course of the third or fourth marking period in a way that demonstrated Developing or Mastery of content as described by the department

I = Incomplete, the student was not able, for reasons related to the Covid-19 crisis, and has been identified by the teacher as a student who needs to extend the class through the first semester of the 2020-2021 school year, in order to show Developing or Mastery of the content as described by the department

True Letter Grade = Students may request to have a true letter grade assigned. If students elect this method of grading the student must submit that request in writing by May 22, 2020. Student letter grades will be calculated using a formula of 70% third marking period and 30% fourth marking period.

GPA = Grades for the second semester of 2019-2020 will not be calculated into the cumulative GPA of students as recommended by MASSP and MAISA in their guidance documents.

All Non Seniors Grading Practices:

- Students will be granted CR/NC for their classes when complete
- CR/NC will be determined by weekly assessment that the student can demonstrate mastery of the ELOs
- CR/NC will not have any bearing on GPA
- All online courses will continue as determined by the provider
- Credit granted for all elective classes based on teacher assessment to date. (If the child has been truant and/or not completed any work the teacher may elect to have them continue to show mastery of content.)

Seniors:

- Any student currently behind in credits should be placed in credit recovery immediately
- Seniors must be given an opportunity to go back and make up work they may have missed in the MP.
- Credit granted for all elective classes based on teacher assessment to date. (If the child has been truant and/or not completed any work the teacher may elect to have them continue to show mastery of content.)
- Core academic that are MMC CR/NC based on work completion and mastery of ELOs
- All online courses will continue as determined by the provider.

Alternative Education

- Students will continue their courses as determined by the online provider.

Students with Disabilities:

- Director of Special Education and Supervisor of Special Education will organize and coordinate the delivery of Special Education services and Section 504 accommodations to eligible students in Galesburg Augusta Community Schools. These services are intended to provide students an opportunity to maintain and continue their learning outside the classroom with flexible and reasonable expectations. Compliance with legal requirements will be ensured. Students eligible under IDEA will be provided services per their individual educational plan or through a distance learning plan.
- Students who are served with disabilities will be contacted by their case manager to monitor progress and/or struggles they may be encountering.
 - Students/families will receive weekly contact from a minimum of one provider, even though their plan may include multiple providers.
 - 504 providers will provide contact if the plan includes criteria that speaks to academic or SEL supports.

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

English Language Learners (EL)

- English Language Learners will continue to receive hybrid instruction (digital learning and instructional packets as determined by access to both device and connectivity) by the General Education teacher. In addition, EL learners will also receive support from the WIDA Coordinator in conjunction with support staff/service providers as needed with the distance learning plan in regard to academic and SEL services when applicable.
- WIDA Coordinator will organize and coordinate the delivery of ELL services to eligible students in Galesburg Augusta Community Schools. These services are intended to provide students an opportunity to maintain and continue their learning outside the classroom with flexible and reasonable expectations.
 - Students who are eligible for ELL services will be contacted by the WIDA coordinator bi-weekly to monitor progress and/or struggles they may be encountering and to monitor social/emotional needs.

There will be an intentional connection initially and then follow-up as needed with general education teachers.

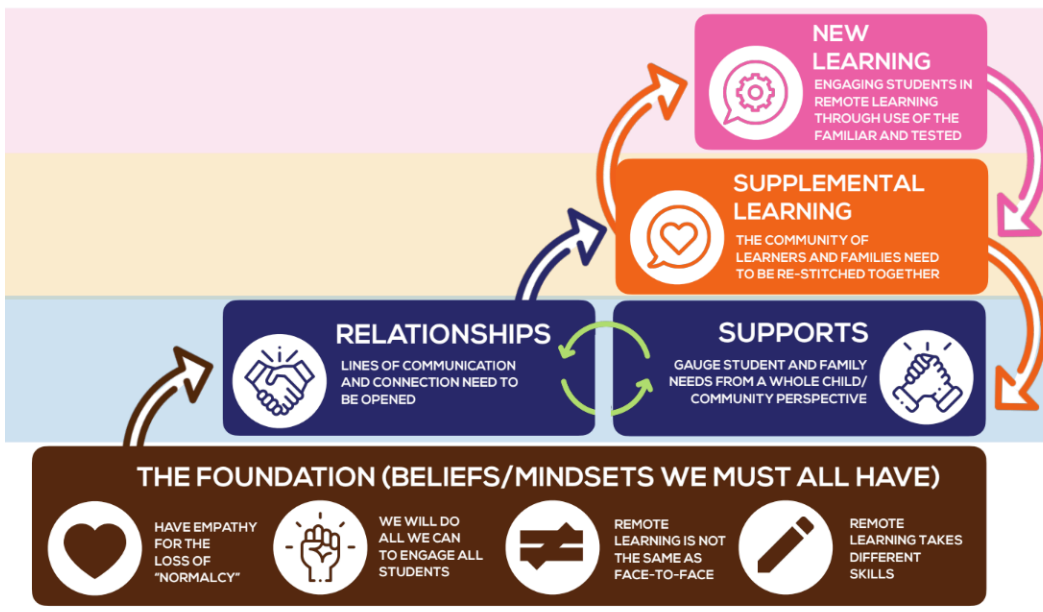
- WIDA coordinator has been added in many cases to digital platforms to support the implementation of the remote learning plan.
- WIDA coordinator will provide support for general education instruction, in online or instructional packets if needed. Some are providing both platforms in certain cases to support hands-on learning.
 - WIDA coordinator and general education teacher will keep logs to determine the participation of students engaging in the learning.
 - WIDA coordinator will provide translated documents to families as needed.

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.

a. District/ PSA Response:

Primary Mission:

1. Consistently connect with ALL Galesburg-Augusta students and families.
2. Effectively communicate resources, strategies and services to students, families, and district staff.
3. Explicitly communicate self-care strategies and wellness checks for district staff.



1. Consistently connect with ALL Galesburg-Augusta students and families.

- a. District created Google Form on the front page of the district website designed for families to confidentially communicate needs.
 - i. Including e-mail contact information for each building.
- b. Student Direct Connections Plan
 - i. Primary School
 1. Classroom teachers offer a Zoom meeting twice a week for classroom students
 2. Primary SEL staff connect directly with students deemed “at risk”
 - ii. Middle School
 1. Community Circles will be offered Tuesday and Thursday from 9:00 am to 9:20 am through Zoom.
 - a. Individual Community Circles will be hyperlinked on the middle school’s distance learning page on the district website. The Zoom meeting passwords for each Community Circle will be communicated to families by phone, as Community Circle Facilitators communicate the overall distance learning plan and available resources.
 2. Teachers will open a Zoom meeting to their classroom students during office hours Monday through Friday. Students can ask for assistance, direction or connection.
 3. Middle School SEL staff will connect directly with students deemed “at risk.”
 - iii. High School

1. SEL team will contact students weekly using a platform that works best for each student (Zoom, FaceTime, Google Meet, phone, etc.) and complete Google Doc survey titled “SEL Weekly Contact Survey.” SEL team will communicate/refer to relevant staff or redirect students to appropriate resources based on student feedback.
2. Specials teachers will post SEL related lessons/activities to supplement SEL support.
3. Grade level virtual lunches will be held each day (8th- Monday, 9th- Tuesday...12th Friday)
4. HS SEL staff will connect directly with students deemed “at risk.”

2. Effectively communicate resources, strategies and services to students, families, and district staff.

- a. Google Document on the front page of the district website cataloging community resources and services. The resource document will also be printed and included along with the lunches for delivery.
- b. SEL and Wellness Google Document created with resources and ideas for community families that are building level appropriate. The Google Document will be linked at each building’s distance learning page.
- c. There will be an intentional connection initially and then follow-up as needed with general education teachers and Special Education providers.
 - i. Special Education teachers and Special Education Supervisor have been added in many cases to digital platforms to support the implementation of the remote learning plan.
 - ii. English Learners will be supported as defined in Part 1.

3. Explicitly communicate self-care strategies and wellness checks for district staff.

- a. Building principals contact staff members for a “check and connect” with building staff.
- b. A weekly email on Monday will be sent to district staff with self-care resources and a wellness check in.

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

District/ PSA Response:

As described above, our educators will be using a hybrid model of instruction using digital media platforms that are in alignment with what was used in individual classrooms prior to the

start of remote learning. These platforms include but are not limited to: Google Classroom and SeeSaw. For students that didn't have devices we provided a Chromebook pickup for grades 3-12. We are currently working on getting devices available for 2nd grade with a plan in the future of getting Ipads distributed to families of Pre-k through 1st graders. For students that do not have access to WiFi, we are working on getting a bus to support connectivity barriers in our district in addition to hot spots that were ordered, but are currently back ordered. Students that do not currently have access will be provided access to learning by what is in the instructional packets that are in alignment to the Essential Learning Standards that were selected as grade levels. Special Education providers will provide online instruction if possible, or are using instructional packets if needed. Some are providing both platforms in certain cases to support hands-on learning as defined by Special Education Supervisors for Galesburg-Augusta Community Schools.

English Language Learners will continue to receive hybrid instruction (digital learning and instructional packets as determined by access to both device and connectivity) by the General Education teacher. In addition, EL learners will also receive support from the WIDA Coordinator in conjunction with support staff/service providers as needed with the distance learning plan in regard to academic and SEL services when applicable. Students who are eligible for ELL services will be contacted by the WIDA coordinator bi-weekly to monitor progress and/or struggles they may be encountering and to monitor social/emotional needs. There will be an intentional connection initially and then follow-up as needed with general education teachers. WIDA coordinator has been added in many cases to digital platforms to support the implementation of the remote learning plan. The WIDA coordinator will provide support for general education instruction, in online or instructional packets if needed. Some are providing both platforms in certain cases to support hands-on learning. The WIDA coordinator will provide translated documents to families as needed.

4. Please describe the district's plans to manage and monitor learning by pupils. District/ PSA Response:

All educators, including Special Education providers, will keep logs to determine the participation of students engaging in the learning. Students will receive feedback from teachers through the media platforms such as Google Classroom and office hours. Office hours will be conducted through media platforms, emails, or phone calls. Schedules of when teachers are available will be published so that parents have access and awareness to those hours. The district will engage in a bi-weekly process review both at the building level and district level to determine if the needs of parents and students are being met, engaging with KRESA if additional supports are needed.

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:

- Wifi access point at the High School so that students who do not have online access to work at a distance could use the parking lot to continue their learning = \$2,500.
- Food Service delivery since March 16, 2020: two times per week @ 8 buses * 37.00 per run/per bus, approximately 980.00 per day x 2 = \$1,960 per week. Starting 4/23 is 16 weeks for a total of: \$31,360.

- Chromebook/Package Delivery: 6 days (3 CB's and 3 packets) : 6 days x \$980 day = \$5,880.00
- 60 Ipad for grades K-1 at \$300 each = \$18,000
- Chromebooks for 2nd-12th grades at \$225 each = \$18,000
- Tech support for setting up 1:1 devices; 2 individuals @ \$542.00 per day x 6 days = \$3,252.00

Grand total: \$78,992.00

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:

The District Superintendent began meeting with administrators responsible for general education and special education and those who lead the SEL district programming. We reviewed the planning documents and talked through each question. We discussed how to redeploy support staff in ways that would allow them to support the plan and still work virtually from home. Those administrators then began working with their various staff teams-all who would be involved in creating and implementing the plan.

Additionally, three meetings with our teacher's association to go through expectations, delivery of instruction and engagement with families and students. Modifications were made to the plan based on feedback. And finally the superintendent presented the plan to Board of Education members. They were given the highlights of the Executive Order's expectations and how each level was going to meet the individual needs of students and families. As a result of the online resources and information we have on our district website, they felt the plan was well articulated and impressed at how much had been created and implemented so quickly. The thanks the staff and administrators for their work and commitment to providing this distance learning plan.

Multiple meetings have been held at various levels to create a collaborative plan that will best support the students and families of Galesburg-Augusta Primary. Some of the collaborative meetings included personnel such as: Superintendent meetings, building administration, Special Education administrators and providers, and Kalamazoo RESA. We conducted surveys for staff and teachers to determine needs and supports to support the creation of an implementation plan that would best support the needs of various stakeholders. Additionally, principals met frequently with their steering committees, integration of educators and instructional supports, and created building implementation plans that support the mission of reaching ALL students.

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

District/ PSA Response:

- Goals:
 - To ensure continuity of learning for ALL Galesburg-Augusta Primary students.
 - To ensure that all families/students are able to access both academic and SEL supports as needed.

- To provide accessible and effective remote learning resources for ALL families and students during this unprecedented time.
- To ensure on-going communication about the plan and to have a process in place to take feedback from students and families to make revisions if necessary.
 - Some of these strategies include, but are not limited to:
 - Have two half hour virtual meetings with students to help support and meet their needs for academics and social emotional needs. Students with disabilities will be provided services per their IEP or their individual distance learning plan, based on student goals.
 - Teachers must attempt to make personal contact with parents/guardians once every two weeks. This can be the best possible form of communication via phone, text, messenger, seesaw, etc.
 - Robo Calls from Superintendent, providing updates and additional information as needed.
 - Principals utilizing Facebook posts, letters, and phone calls as needed to ensure communication of the plan and any updates that might be made through the process review of that plan.
 - Each Staff member funded by Title 1 has been assigned a group of students who were identified as needing additional support this year. Staff members will be making weekly phone calls to ask if support academically or emotionally. They will be using a google form to track.
 - Teachers will submit a follow up form after completing their daily office hours that connects the SEL team with students of concern.
 - School social worker, psychologist, counselors, onsite therapists, Pathways to Potential worker, Dean of Students, contracted providers through 31n6 and community resources are available to support families identified as in need/crisis.

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 district has already completed Tier 1 in which each family was called by a G-A staff member in order to determine their needs. This survey was conducted over the phone with every child's family in order to determine not only how learning would need to be delivered, but also any needs related to the health and welfare of the student and family. By Thursday, April 23, 2020, Tier 2 will be implemented. While some staff have already held meetings to check in with students, these classroom teacher meetings/emails (individualized in alternative methods for those who cannot access wifi) will be about continuing to build relationships, what the next two months will look like, expectations for learning, when lessons will be posted, how to use packets for learning and daily/weekly schedule.

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:

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

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

- Teachers will **communicate** with students on a regular (weekly) basis to ensure social, emotional, educational and physical needs are being met while building stronger relationships with students and families.
- Ensuring to the best of our ability that seniors will (1) be **eligible to graduate** this Spring, especially those who planned to use the CTE class to fulfill MMC requirements, and (2) be ready for 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.

While the plan for CTE Continuity of Learning Plan will start the week of April 27, GA HS started on 4-20-20, 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.

KRESA administration will communicate and provide oversight for the following expectations to EFE/EFA teachers regarding remote learning for the remainder of the year:

Communication

- 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 communicate in a timely manner with all student/parent questions, concerns, etc. Teachers will hold **virtual office hours of 1-2 hours per week**.
- Teachers will alert EFE/EFA administration to students who they are not able to contact with or who are not engaging in weekly lessons and assignments. The administration will follow up with students, parents, and school district administration concerning these students.
- Teachers will provide students with timely feedback on assignments. Feedback can be communicated through Google Classroom, Google Hangout, email, text or phone.

Grading

- Letter grades earned as of March 11, 2020, will be frozen and reported to the local districts. A student cannot earn any score lower than this recorded grade.
 - All students *must* have an opportunity to make up work assignments (if possible due to nature of remote learning) that were due prior to March 11 to improve the recorded grade. That work will be graded in a timely manner and the grade adjusted as appropriate. Missing work must be submitted prior to May 8, 2020.
- From March 11, 2020 to the end of the school year, any work completed will be scored as credit/no credit. Feedback will be given to students on assignments.
 - *Semester schools*: Students cannot receive a semester two grade lower than the grade they earned on March 11. However, students can still earn semester two credit through participation in remote learning.

Support for students with IEPs and 504s

- To every extent practicable, teachers must continue to follow accommodations in IEP/504 plans and will make adjustments to remote learning as necessary.
- CTE teachers will contact the EFE Student Services Coordinator concerning any issues with students' IEP/504 plans. EFA teachers will contact EFA Director with student concerns.

Course Content

- Beginning the week of April 27, 2020, teachers will provide students with **30-60 minutes per week of course content/work** through June 5, 2020.
- To the best of their ability using available resources, teachers will provide content and/or reinforce learning towards certification and *to prepare students for their next steps in life* -- post-graduation for seniors, or classes next fall for juniors. Teachers should determine essential content to be covered for the remainder of the school year.
- Teachers will contact the EFE Program Administrator or EFA Director with the purchase request of any additional curriculum needs related to distance learning.

- Administrators will meet with the respective community college administration to discuss how best to award articulated credit or assist students to award credit for dual enrollment classes embedded in course curriculum.

KRESA EFE/EFA Dual Enrollment and EMC

- EFE/EFA, EMC and local district students dual enrolled in winter 2020 semester courses with our post-secondary partners have participated in online and remote learning March 11, 2020 and will continue to do so through semester end April 27, 2020. Some EMC students are also continuing the process for enrolling in the post-secondary Summer Session beginning May 11, 2020. The Summer Session is all virtual learning. Post-secondary student services are available via phone, email and virtual meetings. EMC mentoring services are conducted via phone, email and virtual meetings as well. Students will continue to get assistance for college assessment placement, advising and scheduling for Fall Semester 2020 through post-secondary student services, EMC mentors/coordinators, EFE/EFA support staff and local district counselors.

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

District/ PSA Response: The District began delivering food during the first shutdown three times per week, Monday, Wednesday and Friday. Due to an increase in food supplies from our vendor and due to the number of volunteers available, we have consolidated to two food deliveries per week, Mondays and Wednesdays. We will continue to do so until June 12, 2020, our scheduled last day of the school calendar. We are utilizing our 3rd party transportation company who run their morning routes to deliver food beginning at 10:00 a.m.. We also have two pick up sites on those same days from 11:00 - 12:00; one is at our Primary School in Galesburg, the other is at the Augusta Child Development Center. Students receive enough breakfast and lunch for the five days of the school week.

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: All district employees who could be deployed virtually have been re-deployed and are continuing to receive their regular pay. Those who cannot work virtually and for whom their reason is Covid 19 related, will be paid according to the relative EPSLA and/or EFMLA acts.

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

District/ PSA Response:

Teachers will use contact logs to evaluate participation of pupils, both in attendance on the digital learning platform and the completion of instructional packets. Principals will make contact with teachers to determine the level of participation of students and how to best utilize

academic and SEL services to best support students with varying levels of needs. The district will meet periodically using a framework of questions to evaluate the level of participation of students and parents across the district. Additionally, we will work with Kalamazoo RESA to help evaluate the implementation of our plan.

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

District/ PSA Response: The District will use the services of its 31n6 service providers that we already had working for the district: Kari Vesey, LPC, LLP and Brandan Mitchell, LMSW. These individuals will provide teletherapy to students that were already on their caseloads from the district as well as newly identified students. Those students may be identified by the SEL team or referred to the building counselor (who serve on the SEL team) as a result of a conversation they may have during their office hours or a family member reaching out to them. Integrated Services of Kalamazoo will continue to have a partnership, by way of the district liaison, to support individual families with mental health resources. Additionally, as referenced above students and families have full access to the SEL supports that can be found on the Galesburg-Augusta Community Schools website.

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 follows it.

District/ PSA Response:

Governor Whitmer's Executive Order No. 2020-16 requires childcare access for children of the essential workforce during the COVID-19 emergency. To that end, Kalamazoo RESA has created a list of emergency childcare locations in Kalamazoo County. That list is regularly updated and can be found at: https://docs.google.com/document/d/1_4zSgNXRhFiH4aEL4iuJCmcp_XNH_VMrVoub0ioD3II/edit?usp=sharing .

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

Optional question:

15. Does the District 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 District will be able to meet its required days/hours for the 2019-2020 school year without adopting a balanced calendar. We also do not intend to adopt a

balanced calendar for next year. The District was already planning to start the school year the week before Labor Day as a waiver has already been received.

Name of District Leader Submitting Application: Wendy Maynard-Somers

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website: