

Perry Public Schools

Continuity of Learning and COVID-19 Response Plan

April 10, 2020



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: 4/10/2020

Name of District: Perry Public Schools

Address of District: 2665 W. Britton Rd., Perry, MI 48872

District Code Number: 78080

Email Address of the District: havenl@perry.k12.mi.us

Name of Intermediate School District: Shiawassee Regional Education Service District

Name of Authorizing Body (if applicable):

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

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

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

1. PPS assures that all student learning will take place under the direction of a teacher of record for each student enrolled in the district.
2. PPS 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. PPS assures that the Plan was developed in collaboration with district administrators, school board members, teachers, and local bargaining units.
4. PPS assures that food distribution has been arranged for or provided for eligible students.
5. PPS assures coordination between applicant and Intermediate School District in which the District/PSA is located to mobilize disaster relief child care centers.
6. PPS 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. PPS 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.

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Email Address of the District Superintendent: havenl@perry.k12.mi.us

Name of Intermediate School District: Shiawassee Regional Education Service District

Name of Authorizing Body (if applicable):

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

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

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

PPS Response:

The district plans to use a hybrid/mixed media model of instruction using hard copy learning packets and online learning platforms. For those students that have internet access, but don't have a device, we will look into the feasibility of providing devices based on the number of students impacted. Students without internet access will have access to instructional materials through a weekly learning

packet. All students will need access to materials such as paper, pencils, and crayons, which will be made available to families who don't have them. All students will have access to grade-level/course textbooks as needed to complete their work. Perry Public Schools will meet the needs of all students which include students with IEPs and 504 plans. If an IEP or 504 plan cannot be met through the district continuity learning plan a contingency learning plan will be developed utilizing the template provided by the Shiawassee RESD.

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.

PPS Response:

Teachers will be expected to make contact with every student at least one time during the week. Teachers have already reached out via phone to each student to discuss family needs and resources that will be necessary to support student learning. Elementary teachers will contact their classroom students, Secondary teachers will contact their homeroom/advisory/seminar students individually, and will also connect with their other classes individually as needed. Special education teachers will also be in regular contact with their caseload students and their families. This may be done through the use of technology (for those that have access) such as Google Meet, or other form of virtual meeting, through email, or through weekly phone calls. For students with technology access teachers will also make sure to communicate multiple times each week through the instructional platform (Google Classroom, SeeSaw, etc.), with an emphasis on continuing to build relationships and maintain connections. If students do not have access to technology, teachers will find ways to provide regular, individualized ways to connect with their students that focus on building relationships and maintaining connections. We will encourage relationships between students by emphasizing that although our buildings are closed, our students are still part of their classrooms. Teachers will encourage activities that reinforce student-student connections and relationships. We will also be using the following protocols to report non-academic concerns. Pupils will not be penalized for their inability to fully participate.

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

PPS Response:

For those students without technology, the main mode of delivery will be through hard copy learning packets. This will be supplemented through other avenues, such as phone conferencing, to support student learning. The learning packets will be provided during meal pick-up, or pushed out on buses through the established bus routes. For students with access to technology, content will be delivered through the online platform, email, and other social media sites (Google Classroom, Remind, etc.). Teachers will be accessible for a variety of options to promote and support student learning. This could include options such as pre-made videos as well as live chat opportunities. Such opportunities will be regularly provided and vary based on the need of each set of students within each classroom. Special education support will be provided through itinerant staff as well as resource teachers and teacher consultants. SRESD will develop a plan regarding the best mode to provide services to students, including time and frequency to meet needs. A Contingency Plan will be used to meet the needs of special education and 504 students. This will be a mini version of IEP. Case managers will

review IEPs, SRES D will provide a template that the school IEP team will complete. Good faith effort, documenting efforts, communicating with parents regularly will be the priority.

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

PPS Response:

There will be a variety of methods available for students to show their learning so that teachers can also monitor the progression of their students' learning. Our goal is to provide multiple ways for families to support student learning and have choice that makes sense for their individual situations on how to demonstrate that student learning and share it with teachers. For example, students without technology access, may drop off evidence of their learning each week during meal pick-up or bus drop off of the next week's paper/pencil learning resources. In addition, students may take a picture or somehow share their work with their teachers. Teachers will provide feedback to the student regarding their learning on a timely basis. The teacher will also encourage students to provide feedback on their own learning. Feedback from the teacher will include differentiated work as needed, along with examples to support student learning. For students with technology, teachers will monitor student access to resources as well as evidence of learning on a regular basis within the platform being used. Teachers will provide feedback to students on demonstration of learning through the instructional platform as artifacts are submitted. Teachers will differentiate instruction within the platform to meet each student's needs. Teachers will also be sure to stagger their time providing live online learning opportunities to students at the secondary level so that students may have access to all teachers within their typical schedule as much as possible.

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

PPS Response:

- \$7000-Professional learning for teachers and administrators around how to best provide students with remote learning opportunities and to use this learning to continue the progression of learning for all students as much as is feasible
- \$1500-Purchase of learning supplies such as paper, pencils, crayons, etc. as needed
- \$500-Purchase of masks, gloves, additional cleaning supplies to keep buildings sanitized as staff come in to gather their resources and provide essential duties when necessary
- \$1500-Printing costs (additional paper costs and additional machine use cost)
- Personnel time for printing, preparing and delivering (will track overages)
- \$1000-Cost of online instructional platform and any related software/websites if applicable

Sources: Title I, Title II a, General Fund, 31a

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

PPS Response:

We began this plan with our building principals hosting virtual meetings with their staff to discuss the need for continued student learning from home, and allowed opportunities for staff to share ideas and thoughts on how to best serve our students and families. We provided Google Documents for staff to

ask questions and share additional ideas. The Superintendent met with building principals to review the ideas of staff as well as what currently has been working in reaching our students and their families with educational resources and support. We began professional learning this week with administrators and will provide weekly professional learning for the administrator team as well as teachers within the grade bands K-2, 3-5, 6-8 and 9-12 on a weekly basis for the next six weeks. We will learn about how we focus on student learning and put students at the center of our learning plans, and how this will provide the foundation for long-term improvements in student learning and growth. Before finalizing the plan, we also provided the information to our Board of Education for input through a subcommittee meeting. We will provide additional guidance to staff based on the MAISA categories found in the support document (Whole Child, Equity, Learning, Monitoring Feedback & Grades).

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

PPS Response:

The plan will be communicated through a letter to each family through School Messenger. The plan will also be posted to the district website. To ensure that everyone is aware that the plan has been developed and released a phone call message will be sent to all parents.

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.

PPS Response:

We will implement this plan April 13, 2020.

9. Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act 160 of 1996, as amended, MCL 388.511 to 388.524, and Career and Technical Preparation Act, 258 PA 2000, as amended, MCL 388.1901 to 388.1913, in completing the courses during the 2019-2020 school year.

PPS Response:

For our students in dual enrollment courses we will be with the ISD CTE Director to ensure our students have the ability to complete these courses. We will ensure that the students have the appropriate materials and support to complete those courses. We will hold students harmless for the unanticipated school closure. Our CTE programs function as our typical high school courses, so we will follow the same protocol as our secondary coursework. 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.

PPS Response:

Our food distribution will continue as it began on March 16, 2020. We are providing meals to eligible students every Monday (up to 3 meals-breakfast & lunch) and Thursday (up to 4 meals-breakfast and

lunch). Families may pick up meals between 12 and 1 pm at Perry High School, Countryside Park or Moon Lake/Quiet Cove Parks. This will continue through the last day of school and transition to our Summer Feeding Program, unless we are provided additional guidance from the state and/or MDE. To address students who we believe should be receiving food but haven't come to pick up during at any of the locations during the drop-off times, staff has contacted families directly to encourage participation, and, in some circumstances, have dropped meals off to our most vulnerable children.

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.

PPS Response:

We will continue to pay all employees. We have assigned roles to paraprofessionals and other nonprofessional staff to help support the work of the district in educating and feeding students during this time away from our buildings.

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

PPS Response:

If a student does not have access to technology, teachers will keep track of which students are completing the providing evidence of learning on a regular basis. They will also keep a log of all communication with students and parents. If a student has access to technology, teachers will use the instructional platform to monitor student wellness, engagement, and evidence of learning. They will also keep a log of communication with students and families. Inconsistent submissions, engagement, and/or communication with a parent or student will be noted on a tiered scale: Green-easy to connect, regular 2-way communication (continue connecting as usual), Blue-not hearing back regularly, but still getting some feedback and some 2-way communication (make additional personal contact to gather more information and work to increase the connection to school), Red-not hearing any feedback/acknowledgement (come together as a team-grade level or otherwise, and make a plan to reach out, ensuring someone is connecting and providing necessary support). Teachers will keep the principal and counselors/social worker informed of these situations. Additional support agencies may be sought to make these connections (DHHS, Behavioral Health, etc.).

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.

PPS Response:

Through continued contact with a variety of staff, families have the opportunity to access additional mental health support. If a student or parent alerts a staff member to a need, the behavior specialist (3In, SSW, counselor, principal, etc.) will reach out to individual students and families to determine what they may need. The behavior specialist will help connect the family to outside agencies to help meet their needs. While teachers are connecting regularly with families, they will also provide input if they recognize children are in need of mental health supports. If a need is presented, the teacher will follow the protocols of reporting a non-academic need, and will elevate that need to the principal or superintendent to make the necessary follow-up. Support staff such as SRES social workers as well as building principals will work with teachers regularly to identify any additional students or

families in need. Telehealth may be used when available for students that have technology. In addition, there is a hotline number established through SRES D that will connect families to resources as needed.

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. District/ PSA Response:

PPS Response:

Currently the private childcare centers are providing adequate options for families in need of childcare.

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?

PPS Response:

At this time, we do not plan to adopt a balanced calendar, however, as allowed, we would like to start the 2020-21 school year earlier and/or provide summer school opportunities.

Name of District Leader Submitting Application: Lori A. Haven, Ed.D.

Date Approved: 4/10/2020

Name of ISD Superintendent/Authorizer Designee: David E. Schulte

Date Submitted to Superintendent and State Treasurer: 4/22/2020

Confirmation approved Plan is posted on District/PSA website: Yes