

**Anchor Bay School District
Continuity of Learning and COVID-19
Response Plan**



April 29, 2020

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: Anchor Bay School District

Address of District: 5201 County Line Road, Suite 100, Casco Twp, Michigan 48064

District Code Number: 50040

Email Address of the District Superintendent: lwoodside@abs.misd.net

Name of Intermediate School District: Macomb ISD

Name of Authorizing Body (if applicable):

COMMITMENT TO LOCAL CONTROL

These recommendations are grounded in a commitment to local control. The information presented is meant to support districts and schools in making decisions that honor their local needs. Districts should weigh these in relationship to considerations of opportunities for professional development, access to technology, and the needs of their 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 by Macomb County Superintendents in collaboration with the Macomb Intermediate School District. This document serves as a common frame of reference and resource, as local districts develop and customize their individual Continuity of Learning Plans. A sub-committee worked to identify common language, components, and expectations based on resources and capacity throughout Macomb County.

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)
 - Click on this link for additional information: [Hard Copy Media MAISA](#)
- **Mixed Media** (hybrid model of instruction using hard copy instructional packets and online learning platforms)
 - Click on this link for additional information: [Mixed Media MAISA](#)
- **Digital Media** (technology based platform for remote learning)
 - Click on this link for additional information: [Digital Media MAISA](#)
- See the Appendix B for additional ideas for hard copy, mixed, and digital media.

Instruction for April – June 2020

As we all begin to manage our “new normal,” Anchor Bay School District is as committed as ever to focusing on students and their futures. Although our buildings are closed, district 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, Anchor Bay 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.

Mixed Media

The district will use a hybrid model of instruction using hard copy instructional packets and online learning platforms. For those students that have internet access, but don't have a device, devices will be provided, if available. Students without internet access will have access to instructional materials through a weekly instructional packet. If a family does not have access to basic supplies the district will provide them. All students will have access to grade-level/course textbooks, if available, 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.**

Social-Emotional Learning and Relationships

It is imperative during this time that districts create remote learning that attends to student social and emotional needs. Some of the ways districts will 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

Anchor Bay 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 Schoology or Zoom. 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.

Example of a tiered student communication system that utilizes all staff members:

Tier 1 – Each teacher reaches out to every student 2 times per week.

Tier 2 – When a student has not responded at least once a week, teachers pass those names on to the Tier 2 team. Tier 2 team (Counselor/Social worker) attempts to contact those students in a different way.

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 (Building administration) contacts students in a different way.

*All Tiers involve documentation of the communication attempts and results of the communication.

Use of mixed media for communications:

Teachers will be expected to make regular contact with every student. This may be done through the use of technology (for those that have access) such as Schoology or 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 Schoology with an emphasis on continuing to build relationships and maintain connections. If students do not have access to technology, teachers will include weekly notes to students in their instructional packet that focus on building relationships and maintaining connections.

Elementary Student Schedule

WEEKLY CONNECTION				
Teacher will set one (1) Schoology Conference or Zoom meeting weekly for the purposes of social emotional connection. The teacher will choose the days and times. <i>Once established the schedule should be consistent.</i>				
INSTRUCTION				
Weekly asynchronous lessons and assignments provided <i>(Teachers will provide an age appropriate learning targets/activities that will provide total daily instructional time of 60-90 minutes)</i>				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Focus Areas: Literacy Social Studies Mandarin	Focus Areas: Math Technology	Focus Areas: Literacy Science Music	Focus Areas: Math Physical Education	Focus Areas: Literacy Art
ACADEMIC SUPPORT				
Feedback and support provided through Office Hours				
Teachers will set one (1) Office Hour per week. Teacher will choose the day and time. <i>Once established the schedule should be consistent.</i>				
PLANNING AND COLLABORATION				
<i>Teachers will hold grade level planning and collaboration meetings weekly for staff and/or grade level meetings/building staff meetings as designated by building administrator.</i>				

Elementary Instruction (Grades PreK-5)

Teachers will provide:

- All elementary classes will engage in learning in Schoology.
- Hard copies will need to be made available for students who do not have access.
- Lessons will have clear learning targets aligned to the critical skill/concept.
- Each lesson has an assignment for the student to complete and submit.
- Feedback will be given on assignments submitted on the critical skill/concept.

Asynchronous Lessons delivered weekly in Schoology:

- Will be posted weekly on Monday with assignments for the week.
- 2 Literacy lessons + assignments
- 2 Writing lesson + assignment
- 2 Math lessons + assignments
- 1 Science lesson + assignment
- 1 Social Studies lesson + assignment

Asynchronous lessons could be:

- On-demand video
- Slideshow with/without voiceover interactive web-based materials
- Reading selection with discussion board prompt/response

Office and Conference Availability:

- Each office hour session is to support your students with academic support and help
- Can be a Schoology Conference meeting
- Consistent schedule established by teacher with students/parents
- This is an opportunity to engage kids and parents to support learning and provide feedback

(Grades 6-12) 120-180 min total daily instructional time.

WEEKLY CONNECTION
All secondary classes will engage in learning in Schoology.
INSTRUCTION Weekly asynchronous lessons* and assignments provided. Hard copies be made available for students who do not have access.
One Asynchronous/live instructional lesson per week, per course. These lessons: <ol style="list-style-type: none">1. Will be posted weekly on Monday with assignments for the week.2. Will be the same for all sections of the same class.3. Lessons will have clear learning targets aligned to the essential skill/concept.4. Each lesson has an assignment for the student to complete and submit.5. Feedback will be given on assignments submitted on the critical skill/concept.
ACADEMIC SUPPORT Live office hours by teacher twice a week for academic support and help
<ol style="list-style-type: none">1. Each office hour session is to support your classes2. Using Schoology Conference or Zoom.3. Consistent schedule established by teacher/building administrator.4. This is an opportunity to engage kids to support learning5. Varying times of the day between AM and PM
PLANNING AND COLLABORATION Teachers will need to work with their grade level/PLC team/building staff meeting to plan lessons, create videos and assignments.

* Asynchronous lessons could be:

- On-demand video
- Slideshow with/without voiceover Interactive web-based materials
- Reading selection with discussion board prompt/response

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

For those students without technology, the main mode of delivery may be through hard copy instructional packets. This will be supplemented with phone conferencing to support instruction. The instructional packets will be made available for parents to pick up. Packets will be mailed to the student if they are unable pick up. For students with technology, content will be delivered online through Schoology. Teachers will be accessible through pre-made videos and other assignments and links that will be posted each Monday for the entire week.

For students with technology, teachers will monitor student access and assignment completion daily within the instructional platform. Teachers will provide feedback to students on assignments through the instructional platform as they are completed (or daily). Teachers will differentiate instruction within the platform to meet each student's needs.

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.
 - [Guiding Principles To Help Meet The Assessment Need of English Learners](#)
 - [Recommended Actions To Support The Assessment of English Learners](#)
- All students should 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 should be 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.
- Districts will 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 will establish office hours for availability and check-in with students and families on a regular basis.

Mixed Media

For students without technology access, learning packets may be collected each week during meal pick up. Teachers will review the learning packet and provide feedback to the student during their weekly phone call, virtual meeting, or email. Learning packets with written feedback will be returned to the student the next week. Feedback from the teacher will include differentiated work as needed, along with examples to support student learning. An example of this may be providing a student that is struggling with double-digit subtraction additional practice and several written examples with the steps. A phone call would also be used as a follow-up if needed. For Students who are unable to pick up the packets, they will be mailed. The mailed packets will have two weeks of work at a time.

For students with technology, teachers will monitor student access and assignment completion on a daily basis within the instructional platform.

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

The following plan has been developed by our District to address the additional expenditures associated with the Continuity of Learning and COVID-19 Response Plan in accordance with Executive Order 2020-35, and sources of revenues identified to pay for those expenditures.

Anchor Bay School District is committed to navigating the processes during the district closure to achieve student success by providing, to every extent possible, the resources, materials and services necessary to ensure continued academic growth and learning.

Anchor Bay Schools will track additional expenses and sources as additional Covid-19 related expense is incurred.

Facilities

The District anticipates additional expense for the following:

- Increased cleaning supplies for deep cleaning of buildings
- Increased costs for PPE Equipment
- Additional supplies for Covid-19 Response Plan
- Increased personnel costs

Food Distribution

- Increased cost of purchasing pre-packaged foods
- Increased costs associated with packaging the breakfast and lunches served
- Transportation costs for delivery of food
- Additional personnel costs to incent participation

Technology

- Purchase additional hotspots for those without internet
- Reconfiguration of devices for home use
- Additional device repairs
- Purchase of additional devices for remote instruction

Instruction

- Additional postage costs for hardcopy instructional materials mailed to students
- Additional copying costs for hardcopy instructional materials mailed to students
- Additional supply costs for hardcopy instructional materials mailed to students
- Increased licensing costs associated with remote learning
- Additional Professional development costs to train staff for remote learning
- Possible additional summer school/remediation expenses for students

Human Resources/Business Operations

- Additional expense associated with the federal paid leave requirements under the Family First Coronavirus Response Act and CARES Act.
- Additional unemployment costs

Sources of Revenue

- CARES Act Funding
- General Fund Subsidy
- Food Service 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, the Anchor Bay School District has used all used available electronic tools to collaborate, including video conferencing platforms such as Zoom, telephone conference calls, and electronic mail. We have shared documents through email and Zoom and Office 365. 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.

Anchor Bay School District used our District Curriculum Council to gather input from teachers and administrators. Our Curriculum Council is comprised of a cross section of elementary and secondary teachers, regular and special education, core subjects and elective. The Curriculum Council also includes administrators from all levels. After input was taken from the Curriculum Council, that information was shared with the Board of Education Curriculum Committee. The draft plan was edited after all input was gathered. A culminating aspect of this collaboration will be to share it with the district Board of Education 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 Education, Superintendent, Administration, Principal, and Teacher, various electronic means, including email, district web pages, social media sites (eg. Facebook and Twitter), text message services (eg. Remind 101), electronic bulletins through student record management systems (eg. PowerSchool, School Messenger, Intouch). In addition, traditional methods may be utilized, including mail through the United States Post Office, and telephone (ex. robocalls or personal calls). District notifications should 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 2019-20**

Dual enrollment classes are being facilitated by the colleges via on-line in most instances. Counselors and administrators should have a plan of communication 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.

CTE classes can be supported in many ways with on-line resources through local district, MDE and the MISD. CTE teachers will have to directly communicate with students (via email, Schoology) as to completion of class assignments. Given that many CTE classes are project-based, there will need to be flexibility provided to students in completion of some assignments.

CTE Update/Plan

Online/Offline Resources

- MISD posted resources – www.misd.net/careerteched/cteupdates.html - The MISD has listed several online resources specific to CTE. If teachers are using any other notable resources that they feel other CTE instructors would benefit from please email Shannon Williams at swilliams@misd.net.
- OCTE posted resources - https://www.michigan.gov/mde/0,4615,7-140-28753_65803-522648--,00.html - The resources begin with general resources which include some online professional development for teachers, followed by instructional resources organized by Career Cluster and CIP Codes.
- Teacher Meetings – Shannon Williams, CTE Consultant, will begin scheduling *CTE Teacher Connect Meetings* in order for CIP Code specific lesson ideas to be shared across districts. The purpose of these "optional" meetings are to see what other instructors in the county are doing to deliver their CTE online instruction and share best practice. Meetings will begin after spring break.

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.

For students in CTE programs we will work with the local district director, ISD CTE Director as well as state level CTE directives to ensure our students have the ability to complete these courses. 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.

The District will continue to offer free bagged breakfast and lunches to all children 18 years old and younger. The District will follow strict sanitation and safety protocols while preparing the meals and will observe the social distancing requirements to the extent possible.

Meal preparation and distribution will occur on Monday, Wednesday and Friday. The meals will be distributed at the following locations between the hours of 12:00 pm and 1:00 pm. Please continue to check our website as days, times and locations are subject to change.

- Anchor Bay High School
- Anchor Bay Middle School North
- Anchor Bay Middle School South
- The Shores of Anchor Bay
- Americana
- Sugarbush Elementary
- Lottie Schmidt Elementary

The District is continuing to partner with Feed the Bay to promote our backpack program. That program provides much needed food to our students and distributes the backpacks every Friday.

See existing plan for all 21 Local School Districts and Macomb ISD
[Macomb County Meet Up and Eat Up Locations March-April 2020 UPDATED04.07.2020.pdf](#)

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, through the end of the school year, who are assisting the District in the execution of its Continuity of Learning Plan. Many staff will be redeployed, where possible, to support the Continuity of Learning Plan so that they may also continue to be paid.

Employees paid through Grants would be limited by Grant Funds and associated rules/approvals.

Employees, whose funding source is temporarily discontinued, are not required to be paid.

GSRP employees will be paid pending further guidance from MDE.

Employees, covered under collective bargaining agreements, will be paid for the days and/or hours that they would have worked, as regularly scheduled. Compensation will be issued as planned on a bi-weekly basis. Employees positions not covered by a collective bargaining agreement will be paid for the days and/or hours that they would have worked, as regularly scheduled. Compensation will be issued as planned on a bi-weekly basis.,

EDUStaff employees serving the District in a long-term capacity will be paid for the days and/or hours that they would have worked, as regularly scheduled between April 13, 2020 and the end

of the school year, 2020. Compensation will be issued in accordance with the EDUStaff pay calendar.

Benefits - Employee benefits will be maintained through the end of the 2019-2020 school year

12. **Provide a description of how the district will evaluate the participation of pupils in the Plan.**

Mixed Media

If a student does not have access to technology, teachers will keep track of which students are completing the weekly instructional packets. They will also need to keep a log of all communication with students and parents. If a student has access to technology, teachers will use Schoology to monitor student wellness, engagement, and completion of assignments. They will also keep a log of communication with students and families.

Grading

Second semester grades will consist of work completed from January 20 to March 11 and work from April 20 to June 11. Credit will be issued for the third quarter for those who were passing on March 11th. Students who were not passing will be given an I for incomplete and they will be given an opportunity to make up the work needed to receive credit. Credit or Incomplete will be issued for the work completed from April 20th until June 11th. There will not be final exams in any secondary class. Final semester grades will be issued as Credit (CR) or Incomplete (I) rather than a letter grade. Consistent with the current grading policy, CR and I grades will NOT be calculated into the overall GPA. Since CR and I grades are not included in GPA, AP classes will not receive the .5 weight for the second semester.

For the 2019-2020 second semester grades only, secondary students can replace an I with CR by successfully completing a summer school course or in the fall of 20/21 school year as needed and available.

During the week of 4/27 students who are not currently passing will be contacted by the teacher to outline a plan on what work will need to be completed to earn credit. If the student has an I, he/she will have time to bring up their grade. Your student can also reach out to his/her teacher to find out how to improve their grade. Teachers will transition from enrichment and review to new instruction this week and will begin assigning online work on April 20. The goal of this change is to make sure everyone continues to make progress toward graduation while not reducing their GPA.

It is the expectation that **every** student in our district actively participates in the lessons that are provided by their teachers. Students who are completing online courses (i.e. Michigan Virtual, Edgenuity) be evaluated/graded in accordance with the grading explanation above, so as to not negatively influence grade point average.

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.

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 in Anchor Bay School District want you to feel supported. The trusted adults who know you in your school are going to provide you the academic and social-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 586-648-2525 or www.anchorbay.misd.net. 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 11, 2020.

- Seniors. Are expected to complete all assignments and activities determined by the teacher. The Personal Curriculum option for the Michigan Merit Curriculum should also be considered as Seniors credits are reviewed. Counselors at the High School should be involved in assisting Seniors in final submission of their college applications. AP exams are being administered on-line, however AP teachers should be available via email, Schoology or phone to conference with students for guidance on these options. The school year for seniors will end as planned on May 21st
- If a senior has a failing grade in a course at the time of shut down, the student and parent will be contacted by the teacher via email. If the course is required to fulfill the Michigan Merit Curriculum, the teacher will copy the counselor and the assistant principal. Counselors will play an active role in communicating with teachers of seniors who need a class for graduation. If the student has an IEP, the teacher will also copy the provider on the email. The student will have the opportunity to make up work to earn a passing grade until June 11th. Any student that is still deficit credits at this point will be able to make up credits on line or in subsequent semesters.

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.

The Anchor Bay School District will make deliberate and meaningful connections with students and families, as well as offer support, during the closure of schools while working remotely. Teachers and staff will identify and report mental health concerns according to the procedures outlined in District Protocol. Anchor Bay School District's mental health professionals will respond to the needs of students and families by providing known resources and referrals to community agencies. At the school level, contacts with students in need of support will be maintained and monitored as outlined by District Protocol (as detailed in Part 2 above).

Mental health resources, including guidelines and information specific to COVID-19, will be made available on the district's website and parents will be notified through district

communication. This will include resources for parents to talk with children at home to learn about the virus as well as health and safety tips to follow in the home setting.

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.**

Anchor Bay Schools will refer families that are essential workers to the MISD:

- See Macomb ISD Guidance – See Appendix A
- Consider additional means of targeted communication with Hospitals, First Responders and Grocery Stores

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: N/A

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: Leonard Woodside

Date Approved: April 20, 2020

Name of ISD Superintendent/Authorizer Designee: Mike DeVault

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 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 experience in the digital connection	Attend to tools and devices as well as the ability of the family or support system to interact effectively with the tools being used	Multiple technologies can be utilized to accomplish the same learning goals (phone, paper/pencil, devices)	Staff work in teams to ensure all students receive the support needed to feel connected and supported, both emotionally and in the learning context	Utilize Zoom, Facetime etc., to offer teacher facilitated, student-to-student chat time
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 synchronous and asynchronous virtual settings		Use student products to determine next steps, considering scaffolding for English Learners, MTSS, and IEPs or 504s

[Macomb County Meet Up and Eat Up Locations March-April 2020 UPDATED 04.07.2020.pdf](#)



Macomb County GSRP Remote Learning Plan Updated May 4, 2020

Below is guidance that will be followed by all GSRP programs. Our priority is keeping children emotionally, socially, and physically safe during this unprecedented time.

Simple is best! Young children need two main things to thrive in uncertain times: a regular schedule and a caring adult. It is important that GSRP teaching teams are working with each family to create a consistent daily routine for the child to engage in play and learning.

- Talk - Children need to interact and hear the words and sounds of language from people they love.
- Read - Children need to hear book language - build reading aloud to children in their daily routine.
- Play - Children need to explore, investigate, create, and innovate!

GSRP Teaching Team Requirements

- Share the remote learning/lesson plan and daily activities with families using a variety of methods. Examples may include sending home learning packets though the mail, porch deliveries to the homes of families, distributing lesson and activities during breakfast and lunch distribution, or communicating the lessons electronically.
- Connect with each of the students in your class twice a week to promote the social and emotional well-being of the children. This may be done through Zoom, Seesaw, Class Dojo, phone calls, Google Classroom, etc.
- Send out a weekly video of you or your associate teacher doing a read aloud.



- Provide strategies for families to use during play and reading that encourage critical thinking. These may include open ended questions or prompts to encourage families to talk with children about their interests, plans, and experiences.
- Establish a consistent weekly “Check In” time for communication with each of the families. During this time staff are available to answer questions and provide support, guidance, and resources.
- Share what you do in the classroom that families can do at home (for example, children can serve themselves during meal times or have simple jobs at home).
- Encourage families to take pictures of what the children are doing and send to you to showcase learning.
- Encourage families to read daily with their children.
- Provide simple activities (for example, the educational activities sent through CRN list serve) that families can do with their child each week. Simple is best!
- Provide meaningful alternatives to screen time: children between the ages of 2-7 are still in the preoperational stage, and it is developmentally inappropriate to expect their learning to be entirely screen-based.
- The minimum amount of time for engagement in remote learning and activities is 30 minutes/day with a maximum of 60 minutes/day.
- Families are your partners and are instrumental to supporting children’s learning at home. If a family has not responded to your remote learning efforts follow-up with an email or phone call to check-in. If the family should turn down the option to participate in the plan, the date of the parent opt out should be documented and the information shared with your Early Childhood Specialist.



- Document observations during live contacts (virtual/phone) or from anecdotes, pictures, or work samples shared by families.
- Teaching teams will do a virtual conference. The conference will take the place of the face-to-face end of the year conference/home visit. Teaching teams will review previous assessment data and provide individual learning suggestions to families. Teaching teams will share kindergarten enrollment information, resources, and activities to support the transition into kindergarten.

GSRP Required Remote Learning/Lesson Plan for Teaching Teams

GSRP teaching teams will complete a weekly learning/lesson plan. The plan will be submitted to their Early Childhood Specialist for review and feedback every week. The Early Childhood Specialist will submit all lesson/learning plans to the Early Childhood Contact and GSRP Coordinator at the Macomb Intermediate School District.

For your convenience we have provided an example of a blank learning/lesson plan template for you to use. It is a word document and can be edited and emailed electronically to your Early Childhood Specialist. You can certainly use your own learning/lesson plan.

GSRP Required Documentation for Early Childhood Specialist

In place of classroom visits, the Early Childhood Specialist will provide virtual support at least every two weeks to support teaching teams. Virtual meetings will include opportunities for staff from multiple classrooms and/or programs to work together.

The Early Childhood Specialist is responsible for collecting and reviewing their teaching teams lesson/learning plan. Responsibilities include completing a weekly summary for each team, documenting how they are supporting and communicating with each of their teaching teams, and indicating how transition to kindergarten plans are being shared with families. The Early Childhood Contact and GSRP Coordinator at the Macomb Intermediate School District is responsible for reviewing and monitoring the information.



GSRP Fiscal Guidance

The expectation is for GSRP funding to continue to pay for expenditures through the end of the 2019-2020 school year such as staff, utilities, leases, and rent space that was used for GSRP programs prior to COVID-19. Use of GSRP funds to purchase materials, supplies, and technology to carry out the Macomb County Remote Learning Plan is allowable and the Macomb Intermediate School District will be allowing subrecipients to amend their 2019-2020 GSRP budgets. In addition, the final expenditure will still need to be completed in the fall.

For those programs that utilize transportation dollars GSRP transportation funds can be used to pay a proportionate share of transportation costs for materials delivered to GSRP children. Lease payments for GSRP should continue in the same manner as before COVID-19. It is advised that the transportation funds are fully expended and subrecipients keep in mind the following:

- Ongoing costs (e.g., lease payments for busses, staff costs);
- Upcoming proportionate share costs for delivering materials;
- Recoding transportation expenditures for the regular “slot” budget to the transportation budget

After these points are considered, if funds remain, they may be carried over for 2019-2020 grant year **ONLY**.

Macomb Intermediate School District Book Distribution

Reading to young children provides a great opportunity to set up a daily shared event for children and fosters a lifelong love of books. Reading aloud for children at least 15 minutes per day is one of the best ways to provide learning tools for life. The Macomb Intermediate School District in partnership with its 21 local school districts, public school academies and community based partners are reaching out to children in GSRP by providing free books to families. Teaching teams will deliver books by mailings, porch deliveries, and distribution at meal pick-ups.