



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

### **Guiding Principles**

Lake Shore Public Schools is utilizing the following principles to guide our 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

Lake Shore Public Schools (LSPS) hereby provides assurance it will follow the requirements for a Plan for the remainder of the 2019-2020 school year:

1. LSPS assures that all student learning will take place under the direction of a teacher of record for each student enrolled in the district.
2. LSPS 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. LSPS assures that the Plan was developed in collaboration with district administrators, school board members, teachers, and local bargaining units.
4. LSPS assures that food distribution has been arranged for or provided for eligible students.
5. LSPS assures coordination between applicant and Intermediate School District in which the District/PSA is located to mobilize disaster relief child care centers.
6. LSPS 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. LSPS assures that Continuity of Learning and COVID-19 Response Plan, Assurance Document, and Budget Outline will be posted following approval to the District's website.

# Lake Shore Public Schools Continuity of Learning and COVID-19 Response Plan



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

### Purpose

This document was developed by Lake Shore Public Schools with guidance and in collaboration with the Macomb Intermediate School District.

### Instruction for March – June 2020

As we all begin to manage our “new normal,” LSPS 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 LSPS we also believe that by working together, a school community can remain connected and continue to thrive even if the school building is closed.

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

LSPS plans to use a digital media approach to learning with technology-based platforms for remote learning. LSPS will continue to use SeeSaw for grades K-2 and Schoology for grade 3-12. LSPS and county libraries provide Wi-Fi access from their parking lots while people remain in their vehicles. For students who do not have access to the Internet, hot spots will be provided if available. If a family does not have access to basic supplies (pencils, paper, crayons, etc.) the district will provide them. All students will have access to grade-level/course material, if available, as needed to complete their assignments and activities. Pupil instruction includes, but is not limited to, the continued partnership with the Macomb Intermediate School District, community colleges or institutions of higher learning, use of vendors, use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, or a combination to meet diverse student needs.

- 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 we 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

Teachers will be expected to make regular contact with every student.

This will be done through the contacts in Schoology, SeeSaw or other forms of media such as Remind, Class Dojo, Google Hangout, Zoom, etc. In some cases, phone calls may be a better option to connect with students personally. Schoology Conferences, Google Meet or Zoom are some examples of technology that may be utilized for student interaction as appropriate. The focus will be on two-way communication.

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

The Minimum and Maximum Times of Engagement for Remote Learning Activities are the guideline for both creation and delivery of learning experiences to students, as well as expectations for student and family engagement. LSPS understands that during this time it may be difficult to maintain a daily routine. These time guidelines are an example and will be considered when developing *weekly* plans for engagement and learning.

Grade Level	Recommended Minimum	Recommended Maximum	Recommended Length of Sustained Attention
PreK	20 minutes/day	60 minutes/day	3-5 minutes
K	30 minutes/day	60 minutes/day	3-5 minutes
1-2	45 minutes/day	90 minutes/day	5-10 minutes
3-5	60 minutes/day	120 minutes/day	10-15 minutes
6-8	Class: 15 minutes/day Total: 90 minutes/day	Class: 20 minutes/day Total: 120 minutes/day	1 subject area or class

9-12	Class: 20 minutes/day Total: 120 minutes/day	Class: 30 minutes/day Total: 150 minutes/day	1 subject area or class
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Source: Illinois State Board, (2020) *Remote Learning Recommendations during COVID-19 Emergency* . Amended by LSPS 4/15/2020

Using technology, content will be delivered through the online platforms SeeSaw (Grades K-2) and Schoology (Grades 3-12). Email, and other social media sites (Facebook, Remind, Class Dojo, etc.) will be used in efforts to connect with students and families who are not participating with the learning activities through the online platforms. Learning activities will be planned on a weekly basis, with asynchronous instruction through pre-made videos and other modes of instruction, provided multiple times per week. Teachers will be accessible for synchronous interaction to facilitate classroom discussion and interactions multiple times per week at the elementary level. At the secondary level (middle school and high school) teachers will have defined office hours on a weekly basis where they will be available online for questions or needed support for students.

**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 will focus on the continuation of learning and prioritize the connectedness and care for students and staff.
  - All students should have the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work.
  - A focus on keeping children emotionally and physically safe, fed, and engaged in learning will be our first priority during this unprecedented time.
- There will be timely communication by teachers to students who complete assignments regarding their achievement of the learning tasks.
- LSPS will use channels of communication with students and staff without internet access, including phone, email, Class Dojo, Remind, etcl.

- Students are expected to communicate with their teachers through the established learning management systems/platforms (Schoology or SeeSaw, district email)
- Teachers will establish weekly office hours for availability and check-in with students and families on a regular basis.

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

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

General

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

Food Distribution

- Increased use and volume of prepackaged shelf stable foods
- Bags and container supplies to distribute food
- Increased use of Personal Protection Equipment (PPE)
- Rental of refrigeration units/trailers to store increased volume of milk and other perishables
- Transportation costs to deliver food to various pick-up or drop-off points
- Potential increased pay for those participating in Food Distribution

Instruction

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



- Print, hands on learning and game activities to support students on IRIPs and receiving services for Academic At Risk interventions and exceptional students support.

## Outreach

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

## Sources of Revenue

- CARES Act Funding
- Redeploy existing Grant resources (ie. MDE - Title 1-March 27, 2020 Flexibility letter and USDOE April 3, 2020 Waiver Letter to State School Officers)
  - Title 1, Title II, Title IV, 31a, 35a(5), 41(a)
- General Fund Subsidy
- Food Service Fund Subsidy
- Sinking Fund Subsidy

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

Given the “stay in place” orders issued by the Governor, LSPS used available electronic tools to collaborate, including video conferencing platforms (Zoom, etc.), telephone, electronic mail, Google form surveys and Google documents. This afforded collaborators the opportunity to discuss aspects of the plan in real time, promoting constructive analysis on issues that affect pupils. The plan was shared with the LSPS Board of Education through email communication as well as an agenda item at the April 27th, 2020, Board of Education meeting.

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

District notification, including Families, Board of Education, Superintendent, Administration, Principal, and Teacher, will be communicated through various electronic means. Primary communication examples include official district website, email, district learning management systems (SeeSaw and Schoology), social media sites (eg. Facebook, Twitter, and InstaGram), and electronic bulletins through student record management systems (eg. PowerSchool, School Messenger). In addition, traditional methods may be utilized, including mail through the United States Post Office, and

telephone (eg. robocalls or personal calls). District notifications can be provided in different languages as necessary.

**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 week of March 16th, 2020 was the initial implementation of the plan. April 13, 2020, the plan was officially approved by Macomb Intermediate School district, coinciding with the conclusion of the county wide spring break in accordance with the required state common calendar for Macomb County. The Plan will be subject to amendment as the needs of students, staff, and community evolve.

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

Dual enrollment classes are being facilitated by the colleges via on-line in most instances. Counselors and administrators 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 as noted below with on-line resources through MDE and the MISD. CTE teachers will have to directly communicate with students (via Schoology, email, video conferencing, or phone) as to completion of class assignments.

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

Lake Shore Public Schools will provide bulk meals to all school aged children on Tuesdays and Fridays from 10am to 1pm. All meals will be picked up at Lake Shore High School. Food Service, Custodial, and Administrative support will be utilized to distribute meals.

- See existing plan for all 21 Local School Districts and Macomb ISD

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

- Number of weekly days of distribution to be modified as needed to meet demand and to minimize exposure.
- Supplemented with Gleaners and other County resources

**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.**

All district staff will continue to be compensated for the remainder of this school year. Custodians, Maintenance & Operations, and Food Service staff are paid double time for hours worked on-site. Support staff and contracted substitute staff are assigned by principals to facilitate online learning for students.

**12. Describe how the district will evaluate the participation of pupils in the Plan.**

Teachers will use the instructional platforms, SeeSaw and Schoology, to monitor student wellness, engagement, and completion of assignments. They will also keep a log of communication with students and families. Inconsistent completion and/or participation will be monitored by the teacher and reported to an administrator to develop a plan to connect with the student and family. Support staff will be used to support and engage and check the well-being of our students and families. Additional support agencies may be sought to make these connections.

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

Grading during this period of school closure is to only award credit for participation. In place of a grade, the transcript will designate credit or incomplete. All students will be provided additional opportunity and support to improve their standing. In the event an incomplete is issued, upon recovery of credit, the "I" on transcript should be changed to "CR".

All grades will be offered as Credit/Incomplete for the third trimester. In order to receive credit, students need to achieve an average of 60% on at least 60% of all assignments in each course. Students may be experiencing varying mental and physical health

challenges at this time and may have very different access to supports and technology at home. Our goal is that no student is negatively impacted by the closure and that no school district policy or procedure should widen the equity gap. Equity issues are a top concern. Any student receiving an Incomplete is able, and encouraged, to share circumstances contributing to lack of success for consideration in changing the “I” incomplete to a “CR” credit. Students issued an Incomplete may appeal this based upon COVID-19 related, directly or indirectly, circumstances.

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

To maintain connection to existing supports that were in place prior to the closure of school buildings, school personnel will facilitate the ability for families to connect with professional, certified staff who provide support services to families. This support will utilize, as appropriate, the numerous communication vehicles as reflected previously. Additionally, schools will provide pupils and parents or guardians direct access to school and community mental health support services.

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

Counselors, Social Workers, and Administrative staff will continue to work directly with families and monitor contact and provide support.

**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.**

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

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: 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.