

Stockbridge Community Schools

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

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

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

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

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

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

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

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

Keep Students at the Center

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

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

Design Learning for Equity and Access

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

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

Assess Student Learning

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

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

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

Date Submitted: April 8th, 2020

Name of District: Stockbridge Community Schools

Address of District: 100 Price Ave STE A Stockbridge, MI 49285

District Code Number: 33200

Email Address of the District: hillam@panthernet.net

Name of Intermediate School District: Ingham ISD

Name of Authorizing Body (if applicable):

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

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

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

1. Applicant assures that all student learning will take place under the direction of a teacher of record for each student enrolled in the district.
2. Applicant assures that it will continue to pay school employees during the balance of the 2019-2020 school year under the same terms and conditions established prior to the school closure order period.
3. Applicant assures that the Plan was developed in collaboration with district administrators, school board members, teachers, and local bargaining units.
4. Applicant assures that food distribution has been arranged for or provided for eligible students.
5. Applicant assures coordination between applicant and Intermediate School District in which the District/PSA is located to mobilize disaster relief child care centers.
6. Applicant assures that to the extent practicable the District/PSA will in good faith provide

students with IEPs/Section 504 Plans the opportunity to participate in learning consistent with existing plans.

7. Applicant assures that Continuity of Learning and COVID-19 Response Plan, Assurance Document, and Budget Outline will be posted immediately following approval to the District's/PSA's website.

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

The goal of 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 8th, 2020

Name of District: Stockbridge Community Schools

Address of District: 100 Price Ave STE A Stockbridge, MI 49285

District Code Number: 33200

Email Address of the District Superintendent: heidrick@panthernet.net

Name of Intermediate School District: Ingham ISD

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.

District/ PSA Response:

The district plans to 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 made available. Students without internet access will have access to instructional materials through an instructional packet. All students will need access to materials such as paper, pencils, and crayons, which will be made available to families that don't have them. All students will have access to grade-level/course textbooks as needed to complete their work. The District is committed to providing learning from a distance for all students including eligible students in applicable programs, including Early on Service, GSRP, preK12 students with IEPs, students with 504 plans and students (18-26) in post-secondary transition programs. Learning may be provided in coordination with partner programs (e.g. GSRP, Wilson Talent Center, The Early College, HSDCI, Graduation Alliance, E2020, MVU...). The District is committed to making a best faith effort to provide support for those students with specialized needs. The District will not penalize a pupil for the pupil's inability to fully participate. All programming listed above will conclude at the end of the year on June 4th, 2020.

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.

District/ PSA Response:

Teachers will be expected to make an attempt at two way communication with every student at least two times during the week. This may be done through the use of technology (for those that have access) such as Google Hangout, Zoom, email or other form of virtual meeting or through weekly phone calls. For students with technology access teachers are encouraged 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 include notes to students in their instructional packet that focus on building relationships and maintaining connections and they will continue to contact those students via phone call once per week. GSRP teachers will be holding a year-end conference with each family. This conference will include a discussion about Kindergarten transition.

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

District/ PSA Response:

For those students without technology, the main mode of delivery will be through hard copy instructional packets. This will be supplemented with phone conferencing to support instruction. Packets will be delivered to students using our transportation system.

For students with technology, content will be delivered through the online platform, email, and other social media sites (Facebook, Remind, etc.). Teachers will also hold office hours throughout the week.

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

District/ PSA Response:

For students without technology access, teachers will review the learning packet with the students and provide feedback to the student/guardian during their weekly phone call. 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 in their next learning packet.

For students with technology, 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.

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

District/ PSA Response:

	Expenditures	Amount	Funding Source
111	Paper/Copier Charges - Smith	2,100	35a
111	Paper/Copier Charges - Heritage	2,550	GF

113	Paper/Copier Charges - JrSr High	4,350	GF
111	Mileage - Smith	1,000	35a
111	Mileage - Heritage	1,000	GF
112	Mileage - Jr High	1,000	GF
113	Mileage - HS	1,000	GF
111	Teaching Supp - Smith	4,000	35a
111	Teaching Supp - Heritage	4,000	GF
112	Teaching Supp - Jr High	3,000	GF
113	Teaching Supp - HS	3,000	GF
113	E2020 Seats	16,500	31a
122	Teaching Supp - SpEd Smith	3,000	GF
122	Teaching Supp - SpEd Heritage	3,000	GF
122	Teaching Supp - SpEd Jr High	3,000	GF
122	Teaching Supp - SpEd HS	3,000	GF
221	IIA PD - Smith	1,000	IIA
221	IIA PD - Heritage	1,000	IIA
221	IIA PD - JrSr High	1,000	IIA
240	Postage - Smith	1,000	35a
240	Postage - Heritage	1,000	GF
270	Postage - JrSr High	1,000	GF
254	Teacher HotSpots	8,000	IA
254	Phone Reimbursement to Staff Personal Phones	1,000	IA
255	Fuel - to deliver Instructional Packets	2,500	GF
625	Transfer to Cafeteria Fund	25,000	GF
	GRAND TOTAL	98,000	
Revenue Source	General Fund	61,400	
	IA	9,000	
	IIA	3,000	
	31a	16,500	
	35a	8,100	

	SUB TOTAL	98,000	
	CHECK	0	

GSRP

Stockbridge Community Schools		
Budget Outline - GSRP CLP Plan		
May 7, 2020		
118	Paper/Copier Charges - GSRP	500
118	Mileage - GSRP	250
118	Teaching Supplies	1,000
240	Postage - GSRP	250
254	Teacher HotSpots	1,500
	GRAND TOTAL	3,500
	GSRP - Revenue Source	3,500

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

District/ PSA Response:

All stakeholders were involved in the development of the plan. Building administrators first met with their building leadership team for initial input. The district then formulated a COVID-19 Response Team. The team was composed of district leaders, board members, food service, maintenance, teachers, parents, paraprofessionals, and IT. The team worked in sub groups to develop the plan.

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

District/ PSA Response:

The plan will be communicated through a letter to each family. The plan will also be dispersed through email to those that have access. The plan will be posted to the district website and other social media platforms as well. 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 28th, 2020.

District/ PSA Response:

Estimated Date: Wednesday, April 15th

Staff preparation and professional development days will include Friday, April 3rd, Monday, April 13th and Tuesday, April 14th

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

District/ PSA Response:

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 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.

District/ PSA Response:

Starting March 17th, Stockbridge Community Schools will offer breakfast and lunch to any child 18 years of age or younger who attends SCS or lives in the community. This includes children who are younger than 5 years of age, as well as students with disabilities ages 18-26 with an active education plan.

Current Pick-up Location is at the Jr/Sr High School back parking lot. Meal distributions include 4 or 5 days worth of meals.

For families who are unable to pick up food or have special dietary needs, please call or text us at (517) 214-5552 or email carpenterk@panthern.net. In your message/email please include the following:

- Name

- Address
- Number of children
- Dietary restrictions

As a reminder, children do not have to be present with their parents to pick up food. In short, we are able to offer up to 2 meals per day for every child in our district through specific funding from the State of Michigan and USDA Funds. Please do not hesitate to participate in this opportunity.

11. Please confirm that the district will continue to pay school employees while redeploying staff to provide meaningful work in the context of the Plan, subject to any applicable requirements of a collective bargaining agreement.

District/ PSA Response:

The district will continue to pay all employees. We plan to utilize all staff in the following ways:

PK-12th Grade Teachers - Teachers are directed to carry out all functions of the continuity of learning plan as approved by Ingham ISD and MDE. Teachers are expected to work at home.

PK-12th Grade Paraprofessionals and Title I Interventionists - Paraprofessionals will continue to support the function of the teacher. Paraprofessionals will take direction from their teacher and principal.

Secretaries - All Secretaries are expected to be available to work April 13th until the conclusion of the school year. Secretaries will continue to support the function of the school building and school district from home.

Food Service - All food service employees are expected to work beginning April 13th through the remainder of the school year. The main focus is to continue with the efficiency of the food service distribution program. Food service employees will make themselves available during their regular work day when needed. Generally, the food service program runs two times per week with additional prep days. All employee safety rules will apply. A schedule will be developed by your supervisor.

Bus Drivers - All bus drivers are expected to contribute where practical from April 13th until the conclusion of the year. Bus drivers may be assigned to the following: food service distribution program, custodial support, dropping off resources, assisting teachers where needed. All employee safety rules will apply. A schedule will be developed by your supervisor.

Early Childhood Education - Paraprofessionals and teachers will have the same responsibilities as outlined above.

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

District/ PSA Response:

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 the instructional platform to monitor student wellness, engagement, and completion of assignments. They will also keep a log of communication with students and families. Inconsistent completion and/or communication with a parent or student will be raised to the principal or counselor level to develop a plan to connect with the student and family. 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.

District/ PSA Response:

Teachers will continue to complete two-way communication with families/students and refer families/students to their principal, school counselor or social worker if there is a need. The principal, school counselor, or social worker will reach out to individual students and families to determine what they may need. They will help connect the family to outside agencies to help meet their needs. As teachers continue making weekly phone calls they will monitor and assess the needs of students and families. If a need is presented, the teacher will elevate that need to the principal, school counselor or social worker to make the necessary follow-up. The principal will hold weekly meetings with teachers to identify any additional students or families in need.

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:

In agreement with the assurances, our District is committed to keeping all staff employed. Expenses associated for programs such as tuition based daycare or community recreation will be documented for potential future reimbursement. At this moment our district programs are closed. We have submitted the survey to the Ingham ISD for disaster relief child care. All child care families were emailed the link to the Ingham ISD regarding essential worker childcare options and were asked to contact our programs if they were in need. We will be contacting all child care families throughout the month of April to monitor need. We intend to re-open as families are going back to work

Optional question:

Does the District plan to adopt a balanced calendar instructional program for the remainder of the 2019-2020 school year? Does the District plan to adopt a balanced calendar instructional program for the 2020-2021 school year?

District/ PSA Response:

The district does not plan on adopting a balanced calendar at this time. However our projected start date for the 2020-2021 school year is scheduled before Labor Day in August. The district plans on starting school on August 24th.