



# ROSEVILLE COMMUNITY SCHOOLS

ADMINISTRATION BUILDING  
18975 CHURCH ST.  
ROSEVILLE, MICHIGAN 48066-3900  
(586) 445-5500 • FAX (586) 771-1772

SUPERINTENDENT  
Mark Blaszkowski

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

Date Submitted: April 9, 2020

Name of District: Roseville Community Schools

Address of District: 18975 Church Street  
Roseville, MI 48066

District Code Number: 50300

Email Address of the District: mblaszkowski@roseville.k12.mi.us

Name of Intermediate School District: Macomb Intermediate School District

Name of Authorizing Body (if applicable):

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

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

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

1. 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 childcare 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.

# Macomb County's Continuity of Learning and COVID-19 Response Plan Template

**WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD**  
*A collaborative approach to learning and health*



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

*The goal of a Continuity of Learning Plan and COVID-19 Response Plan is to ensure that each District or Public-School Academy is providing, to the best of its ability, each student with alternative modes of instruction to help them stay on pace in their learning. This application recognizes that there is no “one-size-fits-all” solution; multiple means of engaging students and supporting families may be necessary that may vary by grade level, school building, or student population served.*

For the purposes of the Plan, “district” refers to school districts and public-school academies.

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## 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.

## **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)

**Mixed Media** (hybrid model of instruction using hard copy instructional packets and online learning platforms)

**Digital Media** (technology-based platform for remote learning)

(See the Appendix B for additional ideas for hard copy, mixed, and digital media.)

Click on this link for additional information: [Hard Copy Media MAISA](#)

Click on this link for additional information: [Mixed Media MAISA](#)

Click on this link for additional information: [Digital Media MAISA](#)

## **Instruction for April – June 2020**

As we all begin to manage our “new normal,” Roseville Community Schools 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 third term 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, Roseville Community Schools 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.**

The district recognizes that a variety of alternative modes of instruction, other than in-person delivery, needs to be provided to meet the diverse needs of all students. These learning options include both technological, non-technological or a mix of multiple methods depending on the tools and resources accessible to each student. 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, use of printed instructional “grab and go” packets, or a combination to meet diverse student needs.

The alternative modes of instruction will be clearly communicated by the district and available to students and parents so they can select the option(s) that best meets the students' needs and their individual situation at home.

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 have been made available. Students without internet access will have access to instructional materials through a bi-weekly instructional packet. Basic learning supplies include paper, pencils, and crayons. If a family does not have access to these 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.

- Kindergarten through 2<sup>nd</sup> grade students will have individual iPads provided, while 3<sup>rd</sup> through 12<sup>th</sup> grade students will use provided laptops.
- Schoology will be the learning management system platform used by all grades.
- Tier 1 instruction resources will be available to students through digital and hard copy if necessary. Including Everyday Math, Wonders, Reading Mastery, Science Weekly, Social Studies Weekly, Collections (ELA), Open Sci Ed, Big Ideas Math, Illustrative Math et.al.
- Online tiered intervention materials will include Lexia Core 5, i-Ready, and Renaissance Star 360.
- Other digital resources for our students include Khan Academy, Discovery Education, Mobymax, Code.org, 21Things4Students, Ascend Math, College Board/AP Classroom, and Scholastic.

**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
  - Support staff such as Counselors, Restorative Justice Personnel, SAS (I don't know what this stands for), Early Literacy Specialists, and Instructional Aides will work with teachers and administrators to identify students in need of social emotional support.
  - Families will be provided with a list of resources to support mental health on the School website.



Districts 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 Google Classroom, 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 two days/week with an additional office hours day to allow for students to reach out one day/week.

Tier 2 – When a student has not responded in four days, teachers pass those names on to the Tier 2 team. Tier 2 team attempts to contact those students in a different way.

Tier 3 – When a student has not responded to Tier 2 intervention, the team passes that name on to the Tier 3 team. Tier 3 team contacts students in a different way.

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 Conferences or other form of virtual meeting 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 (Moby Max, Schoology, Class Dojo) 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. We will encourage relationships between students by having students write letters to classmates and returning them with their weekly instructional packet. Those letters will be mailed to students by the school.

## Suggested Ways to Engage Families

Suggestions for Additional Activities				
Mind	Body	Spirit	Environment	Family
<ul style="list-style-type: none"> <li>• Reading, e.g., independent reading, listening to someone else read, audiobooks</li> <li>• Puzzles, Word Searches</li> <li>• Write a story or in a journal</li> <li>• Count money</li> <li>• Draw a map of your neighborhood</li> <li>• Building with blocks or Legos</li> <li>• Listen to a podcast</li> <li>• Watch a documentary</li> </ul>	<ul style="list-style-type: none"> <li>• Take a walk</li> <li>• Dance</li> <li>• Exercise</li> <li>• Fine/gross motor activities</li> <li>• Stretch or do yoga</li> <li>• Play a sport</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to music or sing</li> <li>• Playing (inside or outside)</li> <li>• Creative arts</li> <li>• Coloring or drawing</li> <li>• Imaginative play</li> <li>• Meditate</li> <li>• Do something you've been avoiding</li> </ul>	<ul style="list-style-type: none"> <li>• Clean up your room</li> <li>• Do age-appropriate chores</li> <li>• Gardening</li> <li>• Fix something broken</li> <li>• Take care of pets or plants</li> <li>• Cook or bake</li> </ul>	<ul style="list-style-type: none"> <li>• Write a letter to someone</li> <li>• Play board games with a family member</li> <li>• Tell jokes or riddles</li> <li>• Build a fort and tell stories in it</li> <li>• Offer to help someone</li> </ul>

Source: Illinois State Board, (2020) *Remote Learning Recommendations during COVID-19 Emergency*

(See Appendix C for Whole Child consideration for remote learning.)

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

#### Sample Minimum and Maximum Times of Engagement for Remote Learning Activities

Grade Level	Minimum	Maximum	Recommended Length of Sustained Attention
PreK	20 minutes/day	60 minutes/day	3-5 minutes
K	30 minutes/day	90 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: 30 minutes/day Total: 180 minutes/day	1 subject area or class
9-12	Class: 20 minutes/day Total: 120 minutes/day	Class: 45 minutes/day Total: 270 minutes/day	1 subject area or class

Source: Illinois State Board, (2020) *Remote Learning Recommendations during COVID-19 Emergency*

It is critical that we take on a Universal Design for Learning (UDL) Approach. Our Macomb ISD has provided UDL training throughout our county on this approach.

Though we are very accustomed to a certain amount of conformity in how learning takes place in our classrooms, there can be very little expectations for conformity in how learning happens while students are learning at home. We have the opportunity to embrace the principles of UDL and provide multiple ways for students to access, engage with, and demonstrate their learning. With this in mind, educators will:

- Take the opportunity to make time and space to get to know students even better. Connection with our students right now is essential, and the opportunity to build rapport and obtain deeper knowledge of various dimensions of their identities will help teachers be culturally and linguistically responsive and design more meaningful learning experiences.
- Create modules that are structured by goals and essential questions but are also flexible and offer multiple options to accomplish and address such goals. These modules can thus maximize opportunities for students to engage in ways that are most appropriate, interesting, and authentic for them. These modules can be paper/pencil or digital (or a combination of both). It will be based upon the local district's resources.
- Create hyper-docs or learning kits that contain resources in multiple formats and languages and/or prompt students to choose a format and language for their work product. Even when teachers cannot understand student work in languages other than English, there is intrinsic value for the student while articulating their thoughts, ideas, stories, and learning. We will focus on designing instruction for equity and inclusion:

MISD Tool kit to support these principles:

<https://sites.google.com/udl-irn.org/misd-designing-for-access/home?authuser=0>

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. The instructional packets will be delivered during meal delivery and 1:1 distribution. Packets will be mailed to the student if they do not participate in meal delivery. For students with technology, content will be delivered through Schoology, email, district web page, and other social media sites (Facebook, Remind, etc.). Teachers will be providing synchronous instruction multiple times per week and asynchronous instruction through pre-made videos multiple times per week.

Sample Schedules from MAISA:

[Click here for a Pre K - Elementary Schedule Example](#)

[Click here for a Middle School Schedule Example](#)

[Click here for a High School Schedule Example](#)

#### **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.

For students without technology access, completed learning packets should be digitally photographed and sent to the teacher via Schoology or email. Teachers will review the learning packet and provide feedback to the student during their weekly phone call, virtual meeting, or email. Feedback will be provided 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 examples with the steps. A phone call would also be used as a follow-up if needed. 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.**

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 online 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 student 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 (i.e. MDE - Title 1-March 27, 2020 Flexibility letter and USDOE April 3, 2020 Waiver Letter to State School Officers)
- 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, Roseville will use available electronic tools to collaborate, including video conferencing platforms (Microsoft Teams, Zoom, etc.), telephone, and electronic mail. An important tool will be the use of shared word processing documents (through platforms like Office 365, and other collaborative type document systems). 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.

The Roseville Community School District used the Instructional Coaches (eight member teachers representing all three levels), an elementary P.E. teacher who also serves as the Roseville Federation of Teachers Vice President, The Assistant Superintendent of Curriculum and Instruction, The Assistant Superintendent of Human Resources, the Food Service Director, the Executive Director of Business and Finance, the Special Education Director, and building administrators to collaborate on this document before sending it to the Superintendent for final draft input.

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.

Saberr (2020) states that: “Reflection provides an opportunity for members of a team to express their thoughts, feelings and opinions about a shared experience. Team members generally reflect first as individuals, share those reflections with the group, then collective thought is encouraged to discuss the insights and potential actions to take out of the session.”

**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 (e.g. Facebook and Twitter), text message services (e.g. Remind 101), electronic bulletins through student record management systems (e.g. PowerSchool, School Messenger). In addition, traditional methods may be utilized, including mail through the United States Post Office, local district cable television access channels, radio stations, and telephone (e.g. 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 week of April 13, 2020, is the estimated date of implementation, 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 2019-2020 school year.**

Dual enrollment classes are being facilitated by the colleges via online 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 as noted below with online resources through MDE and the MISD. CTE teachers will have to directly communicate with students (via email, Zoom, or phone) 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. Shannon Williams, the CTE Director for the MISD has already been in communication with CTE Directors and is awaiting clarification and hopefully approval from MDE related to classes that lead to certification.

1. In Governor Whitmer's most recent EO 2020 – 35, the OCTE staff has developed a [CTE online resources webpage](#). 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.
2. Go to the MISD web site under Career and Technical Education. Shannon Williams and the County CTE Directors are listing out online resources you can use. If there are any resources you are using that are not listed, please email Shannon Williams or Dave Rice @ [drice@roseville.k12.mi.us](mailto:drice@roseville.k12.mi.us) so we can get them on the MISD web site to benefit everyone in the County.
3. The MISD has purchased online content on the ACTE web site. Shannon Williams will be sending you information in the coming weeks on how you will be able to take advantage of this.
4. Those programs/instructors being audited and attending the CTE 101 workshop on April 23<sup>rd</sup> have automatically been signed up for a virtual version of the training. Since it is going Virtual, Shannon is opening the training up to others up to 100 people. Shannon will open the training up if you want to attend. It will also be recorded and made available at a later date, if you are interested or unable to sign up. It will eventually be posted on the MISD web site.
5. If you attended the March 10th Advisory meeting at the MISD, the information you need for Navigator will be available soon from the MISD. Once we receive the information, it will be placed on our Navigator Google Drive.
6. In the coming weeks, the MISD will be setting up Zoom Meetings with like CTE programs where possible. The purpose of these "optional" meetings is to see what other instructors in the county are doing to deliver their CTE online instruction and share best practice.
7. If your program involves Certification (Cosmetology, CNA, ASE, EMT, Certiport etc...) we will have to be patient. There are many questions. Remember the students are still scheduled and will be scheduled in school until May/June in the online format. Certain things can, and cannot, happen in an online format. Decisions will be made when it is possible. In the meantime, everyone should be focused on delivering CTE content, the best way you can, online.

## **CTE Update/Plan**

### **Online/Offline Resources**

- MISD posted resources – [www.misd.net/careerteched/cteupdates.html](http://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](mailto:swilliams@misd.net).
- OCTE posted resources - [https://www.michigan.gov/mde/0,4615,7-140-28753\\_65803-522648--,00.html](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 is 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.

- Paraprofessionals – Districts are encouraged to utilize their CTE paraprofessionals to help connect with CTE students who appear to be offline. They can help with mailing, calling, emailing, and/or other methods of communication the district has chosen.

### **Certification Testing/Assessments**

- Dr. Brian Pyles, State CTE Director, has submitted a request for industry certification requirements to be waived for this year. However, we do not have clarity on this. Districts should plan for student assessments to be administered when buildings open, even if during the summer, or look for ways that students might test online (if vendor allows). For instance, Certiport is working on making certification tests available to students at home. The MISD will communicate all updates regarding certification testing as it becomes available.

### **Professional Development**

- The MISD has purchased online content on the ACTE web site. Shannon Williams will send information in the coming weeks on how CTE teachers and CTE paraprofessionals can access this professional learning.
- The June 3<sup>rd</sup> Pacing Guide PD will be canceled.
- CTE 101 will run virtually

### **CTEIS (Career & Technical Education Information System)**

- There is no extension planned (or expected) for entering student enrollment and completion data into CTEIS. Connect with your CTEIS support staff and make sure everything is entered to date that can be (1<sup>st</sup> semester enrollments/grades, second semester enrollments).
- Students can be granted “credit” (marked as P-pass) instead of a grade for second semester and still progress through the segments as if they received a grade.

### **Funding**

- Added Cost (61a1) - No carry over for added cost (at this time) - if a district feels they will be unable to spend all of their added cost, they should set the unspent funds aside as it will be recaptured next year....unless new guidance is issued by OCTE.
- Perkins – funds that are unspent will be redistributed by OCTE next year, it is unclear whether this will rank our region higher on the Risk Analysis (Shannon Williams has asked OCTE to clarify this in the next FAQ).
  - Districts will have an opportunity to modify their Perkins Grant April 6<sup>th</sup> – April 24<sup>th</sup>.

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.**

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

- The Food Service Department of Roseville Community Schools will continue to provide meals for children until the Unanticipated School Closure Feeding Program is completed. To minimize contact during the critical weeks of April 13<sup>th</sup> and April 20<sup>th</sup>, we will distribute prepackaged breakfasts and lunches. Each box contains five reimbursable breakfasts and lunches. We will add milk to accompany each meal. The boxes will be distributed on Tuesday of each week.
- The week of April 27<sup>th</sup>, we will resume packaging breakfast and lunch. Meals will be distributed on Tuesday, and Thursday. We will pass out two (2) breakfasts and lunches on Tuesday and three (3) breakfasts and lunches on Thursday.

**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.**

- The district will continue to pay school employees while redeploying staff to provide meaningful support for the success of the Continuity of Learning Plan.
- Every effort will be made to pay all employees by making every effort to redeploy them where possible to support essential functions of the district.
- Employees paid through Grants would be limited by Grant Funds and associated rules/approvals pending guidance of Grant.
- Employees whose funding source is temporarily discontinued, are not required to be paid.
- GSRP employees will be paid pending guidance from MDE.

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

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.).

### Grading

#### Will student work be graded during the mandatory school closure?

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.

The recommendation on grading during this period of school closure is to consider a student's grade at the time of closure as the lowest grade to be awarded and designated on a transcript for that course credit. In place of a failing grade, the recommendation is to designate credit as "incomplete" (I). All students should be provided additional opportunity and support to improve their grade through make-up, exemption of non-essential grades, or completion of additional learning activities. It is further recommended that schools provide students the option to elect Credit/Incomplete (CR/I) designation on transcripts. All students with an "I" should be provided an opportunity to complete learning and earn the credit upon return to school or completion of credit recovery. Upon recovery of credit, the "I" on transcript should be changed to "CR" or final grade earned.

All grades may be offered as Credit/Incomplete for 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.

Roseville Community Schools will identify three or four essential standards in every class that will allow students to be best prepared to move on successfully into the 2020-21 school year. These standards will be taught using the methodology previously outlined in this document.

- Presentation of Text material/Articles/Graphs/Narratives/ Exemplars.
- Video attachments related to the essential skills.
- Videos made by the teacher as a method of direct instruction.
- Live online instruction and support
- Packets of hard copy materials available
- Phone

Students will be responsible for completing work and returning it to the assigning teacher via Schoology, email or other digital correspondence agreed upon with that teacher. 60% of the work must be completed successfully by the assigning teacher in order to pass the trimester. Grades will be kept, and feedback provided for each essential or standard. Students will receive a pass/fail for the final grade.

Results of the trimester grades will then be used with previous trimester final grades to determine the status of each student for the 2020-21 school year.

### 3<sup>rd</sup> Trimester Learning for all Students Grades K-11

Platform:

- Schoology

Contact Method:

- Individually or as a class/group

Contact Time: Secondary

- M/W- 1,3,5
- T/Th- 2,4,6
- F- Office Hours

Contact Time: Elementary

- M/W- Social Studies, Math, elective
- T/TH- Reading/Writing, Science, elective
- F- Office hours

#### Curriculum:

- Three or less essential skills that would normally be part of the 3rd trimester curriculum from April 13th to the end of the year.

#### Instructional Delivery Mode:

- Presentation of Text material/Articles/Graphs/Narratives/Exemplars.
- Video attachments related to the essential skills.
- Videos made by the teacher as a method of direct instruction.
- Live online instruction and support
- Packets of hard copy materials available
- Phone

#### Student Work Submission:

- Reflections on a Word doc.
- Simple communication with the teacher.
- Responses to a teacher developed visual instrument, e.g. survey, graph, classroom chat.
- Phone conferencing

#### Accountability:

- Final grade will be pass/fail.(Credit/No Credit)
- Work will be judged cumulatively, e.g. 60% of all work turned in will constitute a "Pass."

We look forward to offering the first week of the Continuity of Learning – COVID-19 Recovery Plan (“The Plan”), beginning no later than April 20. Some key points to know:

- The Plan link will be shared on Monday, April 20 at 9 a.m.
- Lessons will be released regularly, starting April 20 through June 12, 2020. All lessons will remain online in Schoology through the end of the school year.
- Web-based and packet-based options are available to families with similar activities in each option. The packet-based option will be available online to print, as well as in a printed form that may be picked up upon request. Requests should be made to Diane Rogers at [drogers@roseville.k12.mi.us](mailto:drogers@roseville.k12.mi.us)
- Students thrive on a schedule. Recommended home schedules are listed under each grade level on the website.
- Roseville Community Schools teachers will continue working to create weekly lessons in all academic content areas, including a comprehensive section of additional resources available for students and families. Students will continue to have opportunities to engage in learning, extending their knowledge of all subject areas.

- In addition to academic content, lessons in physical fitness, social-emotional well-being, and other special elective content will be available each week through the online resources.
- If you have questions about the content available online or in the learning packets, please feel free to contact your child’s classroom teacher by email. All emails will be responded to within 48 hours (Monday through Friday).
- Remote student learning during this pandemic may be formatively assessed (where possible and practical). We acknowledge that it may need to be assessed during the transition back to in-person instruction. Remote learning is designed to support student learning and continuity of education. Grading is providing feedback to students regarding their learning and an important piece of communication to students and parents.
- Where possible, the content from remote learning should be made up after the transition back to regular in-person school attendance resumes (or perhaps summer school, etc.).
- It is recommended that students who are completing online courses (i.e. Michigan Virtual, Edgenuity, Apex, etc.) be evaluated/graded in accordance with the grading explanation above, so as to not negatively influence grade point average.

Grades and Teacher Contact – Senior Class of 2020

Platform:

- Schoology

Contact Method:

- Individually or as a class/group

Contact Time:

- M/W 1,3,5
- T/Th 2,4,6
- F Office Hours

Curriculum:

- Three or less essential skills that would normally be part of the 3rd trimester curriculum from April 13th to the end of the year.

Instructional Delivery Mode:

- Presentation of Text material/Articles/Graphs/Narratives/ Exemplars.
- Video attachments related to the essential skills.
- Videos made by the teacher as a method of direct instruction.

### Student Work Submission:

- Reflections on a Word doc.
- Simple communication with the teacher.
- Responses to a teacher developed visual instrument, e.g. survey, graph, classroom chat.

### Accountability:

- Final grade will be pass/fail.
- Work will be judged cumulatively, e.g. 60% of all work turned in will constitute a "Pass."

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 the Roseville Community Schools district want you to feel supported. The trusted adults who know you in your school are going to provide you the academic and socio-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 586-445-5500. 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 13, 2020.

- Seniors. Unless a senior is behind in credits and it had already been determined they would not graduate in June, the process could require that all seniors complete a project-based portfolio, a resume or other activity determined by the teacher designated in their schedule to accept and review it. 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 online; however AP teachers should be available via email, Facetime, Google classroom or phone to conference with students for guidance on these options.
- If a student has an F in a course, 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.

- Teachers will respond to all emails from students or parents within one normal school day (Monday through Friday) to confirm receipt. All student work must be completed and submitted to teachers by May 15. Third Trimester grades will be submitted for each senior by May 22.
- According to Governor Whitmer's Executive Order: A district shall implement a process to issue grades to pupils in grade 12, award credits needed for graduation, provide for completion of the Michigan Merit Curriculum, issue diplomas to pupils in grade 12, and continued learning by pupils in grade 12 pursuant to this order.

### Professional Development

Professional Development and support will be provided to develop staff capacity to meet the remote learning goals for Roseville Community Schools. We provide a variety of ways to support staff and will focus on the essential skills needed for daily success. Some of this training will include:

- Getting Started with Online Learning; Getting Started with Schoology; Special Education Design; Accessibility.
- Other Considerations when Providing Enrichment; Meeting Your Classroom Online: Options for Virtual Connections; Discovery Education Experience; Coaching and Intervention Collaborative Meetings.
- Trauma Informed and Resilience Professional Learning.
- New Teacher Academy: Wellness and Resiliency during the COVID-19 Outbreak.
- Wonders elementary reading series
- Reading Mastery online
- Schoology advanced learning
- Discovery Education
- Microsoft Teams

The MISD website will be updated frequently to reflect online professional learning opportunities as district needs are identified. Access to Schoology will be provided to districts. This site will provide additional suggestions for consideration with recommendations and resources for remote learning by content area.

### Establish Consistency for Remote Learning

The Macomb Intermediate School District along with its 21 local school districts recognizes that a school community can remain connected and continue to thrive, even if the physical school building is closed. Macomb County educators support remote learning that emphasizes interaction and authentic and differentiated learning opportunities that help students stay connected to teachers and classmates while easing the transition from traditional to remote learning. Additionally, developing consistency for remote learning on which students can rely is key, as they and their families adapt to these unprecedented changes in education and society; in general. Successful, consistent remote learning includes:



- Clearly articulated goals
- Cross-curricular collaboration to focus instruction
- Options for students that tap into students' interests, readiness levels, and learning styles while providing families flexibility
  - A mix of real-time, flexibly timed, technological, and non-technological options, that avoids penalizing students for their choice
- A common platform where students can access work and find support and resources (for both online and non-online work).
- A clear plan of communication using Microsoft Teams and Schoology involving the school, teachers, students, and families.
- Genuine interest and effort in supporting students' social, emotional, and academic growth.

**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, districts will create a path for families to connect with professional, certified staff that provide support services to families at the school level. This support will utilize, as appropriate, the numerous communication vehicles as reflected on the district's website under "Family Outreach Resources" as mentioned below. This resource additionally provides 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 concern that districts should be mindful of is the mental health and well-being of students and makes deliberate attempts to support students and families.

To make deliberate and meaningful connections and support during the closure of schools, the district has created a process to be shared with all professional staff to address mental health concerns during the COVID-19 Virus Building Closure. While working remotely, teachers and staff will identify mental health concerns and will report concerns according to the process outlined in the District Crisis Protocol. The district's mental health professionals will respond to the needs of students and families by providing known resources and referrals to other known community agencies. At the school level, contacts with students in need of support will be maintained and monitored as appropriate in a shared Microsoft Word document and when appropriate will be added to the district's student record management system (e.g. PowerSchool).

Mental health resources will be made available on the district's website and parents will be notified through district communication and specific information related to the COVID-19 virus will be available for parents to access on the district website (<https://rosevillepride.org/parents/mental-health--family-outreach-resources/>). 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.

**14. Please describe how the district will support the efforts of the intermediate district in which the district is located to mobilize disaster relief childcare centers as described in Executive Order 2020-16 or any executive order that follow it.**

- See Macomb ISD Guidance – See Appendix A
- Consider additional means of targeted communication with hospitals, first responders and grocery stores

**\*Optional question:**

**15. 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?**

To be determined.

### **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: Mark Blaszkowski

Date Approved: April 16, 2020

Name of ISD Superintendent/Authorizer Designee: Michael R. 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 childcare 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.

#### **Childcare 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**

Email a Macomb ISD Emergency Child Care Coordinator

- Kelly Adamek [kadamek@misd.net](mailto:kadamek@misd.net)
- JoAnne Elkin [jelkin@misd.net](mailto:jelkin@misd.net)
- Sherine Katba [skatba@misd.net](mailto: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

## **Childcare requests for Essential Workers will be prioritized in the following manner**

### **Step 1**

We are currently and will continue to support existing local childcare centers, including some local districts, which 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 childcare 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**

**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.



## 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 student's 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 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 well-being	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 sessions 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](#)



## **GSRP ADDENDUM**

### **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 through 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 staffs 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.

### **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 are 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 sub-recipients 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 sub-recipients 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.