

CARMAN-AINSWORTH COMMUNITY SCHOOLS



Continuity of Learning and COVID-19 Response Plan

Carman-Ainsworth Community Schools (CACS) is committed to providing, to the best of its ability, each student with alternative modes of instruction to help them stay on pace in their learning during the closing of school buildings following the Governor's Executive Order relative to COVID-19. As a result, the District has developed a Continuity of Learning and COVID-19 Response Plan to ensure the continuation of learning.

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

Date Submitted: April 13, 2020

Name of District: Carman-Ainsworth Community Schools

Address of District: G-3475 W. Court St., Flint, MI 48532

District Code Number: 25080

Email Address of the District: ekindle@carmanainsworth.org

Name of Intermediate School District: Genesee Intermediate School District

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.

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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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.

CACS Alternative Modes of Instruction include, but are not limited to, the following:

- K-5 students will receive enrichment/instruction using Zoom and/or Google Classroom as well as paper based instructional materials to emphasize instruction via telephone communication, e-mail, videos, project-based assignments and other modes of communication applications (ClassDoJo, Remind, and ClassTag).
- 6-12 students will receive enrichment/instruction through the use of Google Classroom as well as paper based instructional materials to emphasize instruction via telephone communication, e-mail, videos, project-based assignments and other modes of communication applications (Remind).
- Our framework to ensure maximum student participation each day is as follows:
 - Providing weekly assignments, projects, video check-ins, for each content area are all ways to assess learning. Once again, our focus is on the critical standards needed for each content area. We are cognizant that families have limited data internet and limited devices that multiple people may share. We understand that some students/families may not have a device at all.
 - Pre-K: 30 minutes
 - Grades K-1: 45 minutes
 - Grades 2-3: 60 minutes
 - Grades 4-5: 90 minutes
 - Grades 6-12: 120 minutes
- Students, 4th through 12th grades, have the option to check out an electronic device. Technology devices will be equipped with the platform for online learning (Google Classroom). Instructional materials K-8 will be available during meal distribution on Monday and Wednesday at Carman-Ainsworth High School and Carman-Ainsworth Middle School, 11:00 a.m. to 1:00 p.m. Additionally, instructional materials will continue to be available on the District website and will be mailed upon parent/guardian request. CACS will be certain to comply with all safety standards including social distancing.
- As of March 11, 2020, grades were suspended and students will not be penalized for their inability to fully participate.
- Anticipated instructional time is as follows:

Carman-Ainsworth High School (11:00 a.m. - 1:30 p.m.)

Periods 1-3 Monday and Wednesday for 40 minutes, Friday for 20 minutes
 Periods 4-6 Tuesday and Thursday for 40 minutes, Friday for 20 minutes

	11:00-11:40	11:50-12:30	12:50-1:30	FRIDAY SCHEDULE
Monday	1 st Period	2 nd Period	3 rd Period	
Tuesday	4 th Period	5 th Period	6 th Period	
Wednesday	1 st Period	2 nd Period	3 rd Period	
Thursday	4 th Period	5 th Period	6 th Period	
Friday	ALL	Classes	20 minutes	

TIME FRAMES are ONLY for the purpose of class Zoom meetings, video conferencing pulse checks or when synchronous instruction cannot be avoided; this is NOT mandatory “stage on the stage” time.

Carman-Ainsworth Middle School

Monday	Tuesday	Wednesday	Thursday	Friday
30 min ALEKS 30 min ELA 30 min SS-TCI 30 min Science	30 min Reveal 30 min ELA 30 min SS-TCI 30 min Science	30 min ALEKS 30 min ELA 30 min SS-TCI 30 min Science	30 min Reveal 30 min ELA 30 min SS-TCI 30 min Science	60 min Elective

Elementary Schools

Monday	Tuesday	Wednesday	Thursday	Friday
Mandatory: Reading GAM Optional: 10-15 min Lexia 15-25 min Reading Positivity Project	Mandatory: Math GAM Optional: 10-15 min Lexia 15-25 min Reading	Mandatory: Science GAM Optional: 10-15 min Lexia 15-25 min Reading Positivity Project	Mandatory: Social Studies GAM Optional: 10-15 min Lexia 15-25 min Reading	Mandatory: 15-25 min Reading Teacher Planning

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.

In order to keep building relationships with students, CACS intends to utilize as many daily/weekly student contacts as possible as it relates to the following themes:

- Focus on essential learning for students (less is more and quality over quantity)
- Flexibility and adaptation to student needs as they arise
- Emphasis on social/emotional relationships in this new learning environment

CACS is committed to acting upon the above-mentioned themes by the use, monitoring, and evaluation of *Student Contact Logs*. At the secondary level, a minimum of one, two-way contacts weekly with every student will be attempted. At the elementary level, a minimum of two, two-way contacts weekly with every student will be attempted.

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

CACS plans to identify and seek feedback from families regarding engagement strategies to support students as they access learning. The emphasis will be on guiding teachers to focus on existing curriculum essentials and determining the need for additional supports. The goal will be to provide varied learning options to accommodate the learning needs of all students. Learning options might include printed learning materials, phone contact, email, apps, technology based virtual instruction, and curriculum based technology programs, or a combination to meet diverse student needs.

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

CACS classroom instructional staff will continue to evaluate student learning within these new alternative modes of instruction. As a part of regular teacher/student contact, instructional staff will note the progression of learning.

Grading Options:

- Provide a Pass/Fail option for students based on an understanding of the Essential Learning Practices and provide multiple methods of contact and support to struggling students during the remainder of the school year. Teachers are required to complete the *Student Contact Log* daily and submit it to the building administrator and the Assistant Superintendent of Instruction weekly.
- Award credit and grades for course status on March 11 with students having the option to improve grades by completing additional assignments to demonstrate competency.

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

<u>Description</u>	<u>Fund</u>	<u>Revenue Source</u>	<u>Amount</u>
Student Devices	General	Title I	\$180,000
Student Connectivity	General	Title I	\$12,000
Staff Devices	General	Title I	\$12,000
Staff Connectivity	General	Title I	\$480
Paper	General	State Aid	\$2,500
Postage & Envelopes	General	State Aid	\$26,400
Cleaning Supplies	General	State Aid	\$5,000
Additional Office Time	General	State Aid	\$4,935
Additional Food Service Time	Food Service	Federal Reimb.	<u>\$4,679</u>
TOTAL			\$247,994

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

CACS created a Continuity of Learning Framework for implementation of our Continuity of Learning and COVID-19 Response Plan. The Framework and Plan were reviewed and input was sought by building administration (04/07/2020), Carman-Ainsworth Education Association (04/07/2020) and Carman-Ainsworth Board of Education (04/09/2020).

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

CACS will notify students and parents/guardians of the Continuity of Learning Plan using the following methods:

- District Website (www.carman.k12.mi.us)
- Mail notification to all families
- District school message phone communication (SchoolMessenger)
- District managed social media accounts (Facebook & Twitter)

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 Continuity of Learning Plan for CACS will be implemented on Tuesday, April 14, 2020.

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

CACS Dual Enrollment Coordinator, Jennifer Thornton, and building administrator, Chris Christensen are working with post-secondary institutions (UM-Flint, Mott Community College and Baker College) and all dual enrollment students to provide necessary supports to assist students in meeting class requirements. Regular student contact is made by email, phone and Remind.

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

CACS will continue to distribute food/meals (breakfast, lunch, and milk) every Monday (three days of meals) and Wednesday (two days of meals) from 11:00 a.m. – 1:00 p.m. at Carman-Ainsworth High School and Carman-Ainsworth Middle School for the remainder of the 2019/2020 school year. CACS will be certain to comply with all safety standards including social distancing.

- 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.**

CACS continues to pay all employees as long as the district continues to receive payments from the State School Aid Fund for the 2019/2020 school year. CACS will continue to review the need to redeploy staff as the need arises.

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

CACS Instructional and Support Staff will document student contact using *Student Contact Logs** to collect student contact data in multiple ways, including, but not limited to the following:

- On-Line Application (ClassDoJo, Remind, ClassTag)
- E-mail
- Phone Call
- Text Messaging
- Zoom
- Google Classroom

**Student Contact Logs* are monitored and summarized weekly to provide additional data to increase the percentage of student participation. Teachers are required to complete *Student Contact Logs* daily and submit logs to the building administrator and Assistant Superintendent of Instruction weekly.

Carman-Ainsworth Continuity of Learning Student Contact Log

Building:		Teacher:				Class:				Week Beginning:						
Student(s)	Subject/ Focus	Monday		Tuesday		Wednesday		Thursday		Friday						
		OW	TW	Notes	OW	TW	Notes	OW	TW	Notes	OW	TW	Notes			
Ex: John Anderson	R, M	X		Remind		X	Phone				X		Email		X	Zoom
1																
2																
3																
4																
5																

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.

Now more than ever, we all must take care of our mental health and well-being. CACS is aware as we protect ourselves against potential exposure to the coronavirus, social distancing does not mean social isolation. Students/parents/guardians may contact CACS Student Support Services at 810-591-6251 to access support from district counselors, psychologists and social workers. Counselors will continue reaching out to families they have been working with routinely, via email and phone calls. Information has been posted on the district website and social media regarding social and emotional strategies. Additionally, the Genesee Intermediate School District is providing a Family Hot Line for extra supports.

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.

CACS is committed to offering support to the Genesee Intermediate School District upon request. This support may include mobile disaster relief childcare centers as described in Executive Order 2020-16 or any other Executive Order requirements that may follow.

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?

CACS does not plan to adopt a balanced calendar instructional program for the remainder of the 2019/2020 school year or the 2020/2021 school year.

Name of District Leader Submitting Application: Eddie L. Kindle, Superintendent

CARMAN-AINSWORTH COMMUNITY SCHOOLS

CONTINUITY OF LEARNING FRAMEWORK FOR INSTRUCTIONAL STAFF

April 14-17: Instructional Staff Continuity of Learning Preparations

April 20–June 10: Remote Learning/Alternative Modes of Instruction

WHAT CAN I ANTICIPATE DURING THE CONTINUITY OF LEARNING PROCESS?

- Focus on essential learning for students -- “Less is More”
- Be flexible and ready to adapt when needs arise
- Emphasize relationships in this new learning environment
- Decisions must support all populations of students
- Encourage use of materials, resources and platforms that are already in use
- Instructional models may be a blending of non-technology and virtual platforms
- Establish a consistent and agreed upon framework of expectations, communication models and practices that all stakeholders share
- Training for staff will occur to support the implementation of the District’s Continuity of Learning Plan
- Promote remote learning/alternative modes of instruction to the fullest extent possible
- Support the whole child—their mental health, nutritional needs, and safety needs

ESSENTIAL COMPONENTS OF THE CONTINUITY OF LEARNING PLAN (CLP)

WHAT STUDENT LEARNING TECHNOLOGY PLATFORM WILL THE DISTRICT SUPPORT?

In an effort to ensure consistency, we are supporting Google Classroom Grades 6-12 and Grades K-5 (if already in place).

HOW STUDENTS WILL BE HELD ACCOUNTABLE FOR LEARNING AND WHAT IS THE EXPECTED TIME FOR STUDENTS TO SPEND LEARNING EACH DAY

Having, at the minimum, weekly assignments, projects, video check-ins, projects are all ways to assess learning. Once again, focus is on the critical standards needed for your content area. Keep in mind that many families have limited data internet and one device, which must be shared between multiple people. Our recommended guidelines for MAXIMUM student commitment each day are as follows:

- Pre-K: 30 minutes
- Grades K-1: 45 minutes
- Grades 2-3: 60 minutes
- Grades 4-5: 90 minutes
- Grades 6-12: 120 minutes

The guidelines above are for any delivery model--packets, on-line, hybrid, etc. Instructional staff may find that they have to scale back and adjust after their first week. Give yourself and students plenty of leniency during this time. Everyone is adjusting and many have multiple roles at home.

HOW AM I COMMUNICATING WITH STUDENTS AND PARENTS?

Suggested forms of communication are Remind; Band; Google Classroom; email; phone calls; text messaging; and Zoom. Be sure to share with students and parents/guardians what platform you will be using for communication.

WHAT ARE MY EXPECTATIONS FOR STANDARDS?

Each grade level and content area will determine the Essential Outcomes.

HOW DO I COLLECT STUDENT WORK? HOW WILL STUDENT LEARNING BE MEASURED?

Keeping with just a few platforms will make both student learning and teacher professional learning more efficient. We support Google Classroom for collecting student work. Students are expected to complete assignments provided by instructional staff. Emphasis will be on completion, providing feedback to students, and informing future practice.

Grading Options:

- Provide a Pass/Fail option for students based on an understanding of the Essential Learning Practices and provide multiple methods of contact and support to struggling students during the remainder of the school year. Teachers are required to complete the Student Contact Log daily and submit it to the building administrator and the Assistant Superintendent of Instruction weekly.
- Award credit and grades for course status on March 11 with students having the option to improve grades by completing additional assignments to demonstrate competency.

HOW DO WE SUPPLY STUDENTS WITH TECHNOLOGY AND INSTRUCTIONAL MATERIALS?

The District will provide dates and times for student and parent/guardians to pick-up devices; which will include safety protocols based on COVID-19 recommendations. Instructional materials K-8 will be available during meal distribution on Monday and Wednesday at Carman-Ainsworth High School and Carman-Ainsworth Middle School, 11:00 a.m. to 1:00 p.m. Additionally, instructional materials will continue to be available on the District website.

HOW IMPORTANT WILL IT BE FOR EACH TEACHER TO HAVE “OFFICE HOURS?”

Having designated hours each teacher will be accessible is recommended. This provides consistency and structure. However, be mindful that some households will be sharing a device, so it is important that teacher availability is flexible so all students and parents/guardians can have an opportunity to contact their teacher.

4 DAY - PROFESSIONAL LEARNING PLAN

Day 1 - Tuesday, April 14, 2020

8:00-3:00

The goal is to communicate safety expectations and continuous learning for students to instructional and support teams and answer any questions. A few thoughts to share with them:

- Review Continuity of Learning Plan
- Establish clear communication on your team
 - Team agreements/norms/wellness checks:
 - What will your team do to stay connected moving forward?
 - What time each week will you meet, and how? Band? Zoom? Google Hangout? Private Facebook Group?
 - What are the essential outcomes to be addressed for the remainder of the school year?
 - Develop daily expectations.
- How much time do we expect students to spend each day and how is that broken up?
 - Pre-K: 30 minutes
 - Grades K-1: 45 minutes
 - Grades 2-3: 60 minutes
 - Grades 4-5: 90 minutes
 - Grades 6-12: 120 minutes
- Non loadbearing staff will work with classroom teachers to develop cross-curricular content to meet a variety of standards
- Required completion of the Student Contact Log daily with submission to the building administrator weekly
- Plan for staff pickup of materials on Wednesday, April 15 (created by each building)
- Remember everyone processes differently; this is a traumatic situation
- Show empathy to others
- Have gracious assumptions towards others; people are having different life experiences than normal right now
- Virtual staff professional learning (grade level groups; content areas; specials)
 - 15 minutes to process and list top questions for district administration
 - Answer questions
 - What and when are we sharing with parents
 - Overview of the week
 - Introduction to platforms and applications to be used
 - Communicate plans for student meal distribution, packet pick-up (K-8) and technology access
 - Spend more time checking in on kids rather than delivering content

DAY 2 - WEDNESDAY, APRIL 15, 2020

8:00-3:00

Meet with district/building/grade level teams

- Establish grade level vision
- Determine essential outcomes
- Create schedule of each day
- Plan first three weeks (divide and conquer tasks if possible)
- Develop “responsibilities” and “possibilities” ideas; keeping in mind where everyone is in the curriculum, etc.
- Reflect together on personal teaching schedule, teaching environment, etc.
- Start creating instructional resources (videos, materials, schedules)
- Staff pickup of materials
- Group reflection and problem solving
- Check-in with appropriate supervisor

DAY 3 - THURSDAY, APRIL 16, 2020

8:00-3:00

- Continue creating lessons, videos and materials (including paper copies)
- Begin gathering materials for students as needed
- Collaborate and continue prep work
- Professional development on district platforms/applications
- Check in with appropriate supervisor

DAY 4 - FRIDAY, APRIL 17, 2020

8:00-3:00

- Continue making videos and materials
- Professional development on district platforms/applications
- Work on own or with team as needed

EXPECTATIONS

Provide positive comment on at least one piece of student work each day or call a student each day to check in.

Complete the Student Contact Log daily and submit to your building administrator weekly.

Weekly meeting between building administrator and staff to troubleshoot/promote positive culture/answer questions/help each other.

Weekly meeting with district grade or content team.

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website: