

Kelloggsville Public Schools
Continuity of Learning Plan

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

Date Submitted: **Updated September 2022**

Name of District: Kelloggsville Public Schools

Address of District: 242 - 52nd St. S.E., GR MI 49548

District Code Number: 41140

Email Address of the District: jalston@kvilleps.org

Name of Intermediate School District: Kent

Name of Authorizing Body (if applicable):

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

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

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

1. Applicant assures that all student learning will take place under the direction of a teacher of record for each student enrolled in the district.
2. Applicant assures that it will continue to pay school employees during the balance of the 2019-2020 school year under the same terms and conditions established prior to the school closure order period.
3. Applicant assures that the Plan was developed in collaboration with district administrators, school board members, teachers, and local bargaining units.
4. Applicant assures that food distribution has been arranged for or provided for eligible students.
5. Applicant assures coordination between applicant and Intermediate School District in which the District/PSA is located to mobilize disaster relief child care centers.
6. Applicant assures that to the extent practicable the District/PSA will in good faith provide students with IEPs/Section 504 Plans the opportunity to participate in learning consistent with existing plans.
7. Applicant assures that Continuity of Learning and COVID-19 Response Plan, Assurance Document, and Budget Outline will be posted immediately following approval to the District's/PSA's website.

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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-CD.

District/PSA Response:

Kelloggsville Public Schools has opened a separate virtual school for any student wishing to continue with online learning. All students in our virtual school have been given a Chromebook and access to the internet via routers that can be checked out of our library.

Summary of Materials Used

Elementary Level- (Grades K-5)

ELA- My View- access to digital content and student workbooks

Math- Envision Math- access to digital content and student workbooks

Science and Social Studies- Studies Weekly- access to digital content only

Science- Mystery Science- access to digital content

Handwriting- Handwriting Without Tears student workbooks

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Second Step Social Emotional Curriculum- access to digital content only

Secondary Level (Grades 6-12)

All students access the curriculum supplied by the Apex Learning Platform

Math Grades (Grades 6-8 only) have Envision Math- access to digital content and student workbooks

Second Step Social Emotional Curriculum- (Grades 6-8 only) access to digital content only

2) Please describe the methods the district will use to keep pupils at the center of educational activities, including outreach to continue building relationships and maintain connections, and to help pupils feel safe and valued.

District/PSA Response:

Elementary- Grades K-5

All students take part in a 30 min. virtual "SOAR (Safety, Ownership, Achievement, Responsibility)" time daily to start the day. Lessons focus on Social Emotional Learning, student share time, Be Nice activities, and setting expectations for the day.

Teachers are expected to make contact with every student during their live lessons daily.

Teachers are expected to document a minimum of 2 interactions with each student weekly.

Teachers will focus on building relationships and maintaining connections through offering virtual clubs, intervention small group instruction in the afternoons, and field trip opportunities for families offered throughout the year.

Secondary- Grades 6-12

All students take part in a 30 min. virtual "PRIDE (Prepared, Respect, Integrity, Dependable, Empathy)" time daily to start the day. Lessons focus on Social Emotional Learning, student share time, Be Nice activities, and setting expectations for the day.

Teachers are expected to make contact with every student during their live lessons daily..

Teachers are expected to document a minimum of 2 interactions with each student weekly.

Teachers will focus on building relationships and maintaining connections through offering virtual clubs, intervention small group instruction, and field trip opportunities offered throughout the year.

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

District/PSA Response:

The virtual students have content delivered in multiple ways including daily live lessons for grades K-12 from 8:00 a.m.-8:30 a.m. Plus content specific lesson opportunities daily for one hour. They also have access to digital content for all of their curriculum that can be accessed 24 hours a day. For those that choose, they can come in person and work with their teachers in a school setting. Elementary students have access to in person M-F in the afternoon. Secondary students have access to two in person sessions M-F one in morning and one in the afternoon. Students receiving special education services, counseling, and language services have those available to them daily as well.

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

District/PSA Response:

Elementary- Teachers monitor student behavior and social progress daily and communicate multiple times a week with the at home learning coaches and students. Teachers monitor academic progress during daily email and meet contacts, teachers will answer questions and provide feedback to students and parents as needed. Teachers will also have defined office hours on a daily basis where they will be available online for questions or needed support for students. Parent Teacher conferences are held twice a year for teachers and parents to formally meet. Report cards are given each semester to show progress.

Secondary- Teachers monitor student access and assignment completion on a daily basis within the instructional platform. Teachers provide feedback to students on assignments through the instructional platform as they are completed. Teachers differentiate instruction within the platform to meet each student's needs. Daily feedback may also be provided in the form of phone conversations, emails and in person contact as needed. Teachers have defined office hours on a daily basis where they will be available online for questions or needed support for students. Weekly emails are sent to parents for students whose grades fall below 70% with a mandatory intervention period for students to attend virtually. Parent Teacher conferences are held twice a year for teachers and parents to formally meet. Report cards are given each semester to show progress.

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

District/PSA Response:

In 21-22 we spent \$995,249 out of ESSER II for KVS. We estimate expenses of close to \$750,000 for the 2022-23 school year.

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

District/PSA Response:

An initial committee of District Administrators, Teachers and a Board of Education Representative researched and created a virtual school plan. While searching this school option students in grades 3-12, parents, and community members were surveyed about their ideas for the program. The program was created and approved by the Board of Education. Then state level approval was gained for a separate entity code and the school opened its doors for the 2021-2022 school year with a little over 100 students. District administration continues to work with the Central office administration team and the Board of Education to continue to improve the program for the students with regular updates to curriculum offerings, program highlights, extra curricular additions and student academic scores.

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

District/PSA Response:

Parents, guardians, and students are notified through email, letters, school website, social media, district level call outs, marketing materials, and news outlets. Phone calls and in person meetings have occurred when requested as well.

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, 2020.

District/PSA Response:

Kelloggsville Virtual School opened in August of 2021 and is continuing for the 2022-2023 school year.

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

District/PSA Response:

N/A

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

District/PSA Response:

During the 2021-2022 school year, meals were provided for virtual students through a "Grab and Go" sign up as well as some students would come in person to eat their meal and work in the Virtual space with teachers. For the 2022-2023 school year, all students are eligible for meals, but must eat them in the school building. Students that attend in person sessions for academic intervention or testing have the option to eat meals while at school.

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

District/PSA Response:

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N/A

12)

Please describe how the district will evaluate the participation of pupils in the Plan.

District/PSA Response:

Elementary- Teachers monitor which students are completing daily work and make a weekly contact with the at home learning coach when necessary. Communication is recorded through two way communications for attendance weekly. 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 when necessary.

Secondary- Teachers will use the instructional platform to monitor student wellness, engagement, and completion of assignments. Communication is recorded through two way communications for attendance weekly. 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 when necessary.

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

District/PSA Response:

Initial contacts with families will be used to assess the overall well-being of both students and family members living in the home. Additional contacts, on a weekly basis, will serve to provide both academic assistance and to monitor the mental health of the family. If a need is presented, the teacher will elevate that need to the director who then determines the best course of action, which could include referral to a school counselor, social worker or Mental Health Liaison.

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

District/PSA Response:

Currently, Kent ISD Early Childhood is working to navigate essential worker families to childcare programs around the county. Kelloggsville has not needed to open its own

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classrooms to support this effort, however they are ready if the need presents itself. Families are encouraged to go to <https://www.successtartsearly.org/help-me-grow/> and complete the Essential Industry Child Care form. Families will be contacted within one business day with childcare centers and home providers who have open spaces that are located near their home or place of employment. Early Childhood Directors/Principals have been sent his information. Communications have also come from ECIC (Early Childhood Investment Corporation) navigating families to the centralized site <https://www.helpmegrow-mi.org/> where families can complete a form that will be sent to the ISD or they can click on the county they reside.

15) OPTIONAL QUESTION:

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

No, to both questions.

Name of District Leader Submitting Application: Jeffrey Owen