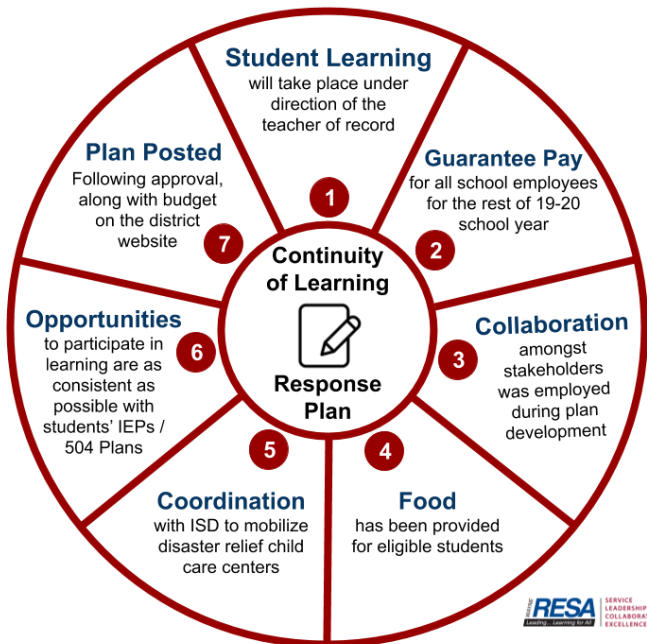


Continuity of Learning and COVID-19 Response Plan

Submission Date April 8 - April 28	4/13/20
District	Southgate Community School District
District Address	13940 Leroy Southgate, Mi 48195
District Code Number	82405
Superintendent Name	Jill Pastor
Superintendent Email Address	pastorj@sgate.k12.mi.us
Intermediate School District	Wayne RESA
Authorizing Body (If Applicable)	



Southgate Community School District Plan

Please describe the methods the district will use to provide alternative modes of instruction other than in-person instruction and a summary of materials each pupil and the pupil's parents or guardians will need to access meaningfully the alternative modes of instruction included in the Plan. If the Plan relies on electronic instruction, the Plan must ensure to the extent feasible that pupils have access to a connected device capable of accessing the electronic instruction and must not penalize a pupil for the pupil's inability to fully participate.

“Alternative modes of instruction” means modes of pupil instruction, other than in-person instruction, that may include, without limitation, partnerships with other districts or intermediate districts or community colleges or institutions of higher education, use of vendors, use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a hybrid of multiple modes of learning that still promote recommended practices for social distancing to mitigate the spread of COVID-19.

District / PSA Response

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Our district may utilize the following alternative modes of instruction in order to best meet the needs of our students during the time when in-person instruction is not an option:

- Utilizing telephone communications such as InTouch by Edulink or Google Voice to share pertinent instructional information with students and families
- Utilizing email to share pertinent instructional information with students and families
 - using MISTAR-Q email, InTouch by Edulink
- Utilizing virtual instruction
- Utilizing videos for instruction
- Utilizing podcasts for instruction
- Utilizing slideshows for instruction
- Implementing project-based learning opportunities
- Utilizing instructional packets

Our teachers will be encouraged to utilize the modes of learning that will work best for their students with considerations given to the age of the students and their overall familiarity with the tools needed to actively engage in the learning. Most students will be receiving supplemental material; however, some material may be new to some students.

We will work to assure special education students have access to learning lessons and materials and will do your best to meet the goals outlined

in IEP's.

The following steps have been taken to ensure that grade 9-12 and all students with Speech IEPs, have access to the forms of electronic instruction indicated.

- Student devices will be distributed April 20-22, 2020 (as determined through a survey), at Davidson Middle School through the drive-up food service method.
 - This information was shared via email and through recorded phone calls to each family on Tuesday, April 14, 2020.
 - This information is provided on all district and school websites.
 - Please note that precautions were taken to ensure that CDC guidelines regarding social distancing were followed.
- Information regarding opportunities to obtain free or low cost Internet access was shared with families via inserts in all district provided lunches on 4/14/20 and is posted on all district and school websites and social media.
- Whenever appropriate, teachers are asked to share instructional packets with students who may not otherwise have access.

Although our district is making every effort possible to ensure that all students have access to high quality remote instruction, students will not be penalized if they are unable to complete the course work or participate in remote learning for any reason.

The district plans to use a hybrid model of instruction using hard copy instructional packets for Young 5s-8 and online learning platforms for 9-12. For those students that have internet access, but don't have a device, devices will be made available. Students in grades Young 5s-8 will receive self-paced content workbooks/packets Resources may come from digital and non-digital content. All students will need access to materials such as paper, pencils, and crayons, which will be made available to families if needed.

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

District /PSA Response

Teachers will be expected to attempt contact with every student (Young 5s-5: homeroom teacher, 6-8: 1st hour, and 9-12: 6th hour) at least one time during the week. After 2-3 times of no contact, the teacher will notify the building administrator. This will be done through the contacts in the instructional platform or other forms of district approved and secured media such as Remind, Class Dojo, Google Hangout, Zoom, email, postcards, google classroom, etc. In some cases, phone calls may be a better option to connect with students personally. Zoom or Google Hangout will be utilized for student interaction as appropriate. The focus will be on two-way communication. We will be [Addressing Social Emotional Learning \(SEL\)](#) using these strategies:

1. Student Connection Planning
 - a. Flipgrid spirit week
 - b. Clubs, teams
 - c. Staff/student check in-office hours

Elementary teachers: Homeroom class

Middle School teachers: First period and/or a mixture of students in other periods if teacher does not have a first hour (Notify 1st hour teacher)

High School teachers: 6th hour students

Special Education Teachers: Caseload (Notify classroom teacher of planned time to contact)

Social Workers: Caseload (Notify classroom teacher of planned time to contact)

Counselors: Students as needed (Office hours M-W-F or T-Th, groups)

Enrichment/Reading Specialists/Title 1 Interventionists/PBIS Interventionists/MTSS Coordinators: Students as needed (off-track or at-risk students?) (Notify classroom teacher of planned time to contact or Office hours M-W-F or T-Th)

Two-way communication will be documented weekly as defined by grade level and tracked by building: (Google Sheet with individual sheet for every staff member or in MiStar)

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Staff will keep weekly office hours as defined by grade level and tracked by building: (2 hours per week.)

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

District /PSA Response

For Young 5s-8 students, the main mode of delivery will be through hard copy instructional packets/workbooks. This may be supplemented with teacher conferencing to support instruction by: Google Classroom, Remind, Google Hangouts, Flip Grid. The instructional packets and workbooks will be mailed home.

For 9-12 students, content will be delivered through an online platform, email, and other social media sites (Facebook, Google Classroom, Remind, etc.), as allowed by the district and approved by parents. Teachers will be accessible for synchronous instruction multiple times per week and asynchronous instruction multiple times per week. For grades 9-12 students who do not have internet access, we will provide resources for internet access with limited numbers of hotspots, as well as devices. If they cannot use online materials, we may include work to be mailed home or made available for pickup. Teachers will have defined office hours on a weekly basis where they will be available online for questions or needed supports for students.

Students with identified disabilities will receive support through a collaboration of general ed and special ed staff to ensure instruction meets individual student needs.

To engage families, weekly communication will be sent to parents/guardians.

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

District /PSA Response

Although children will not be penalized if they are unable to fully participate in the online learning opportunities, we still believe that monitoring student learning through a variety of assessments is essential. The content provided may include completing online lessons, hard copy materials, mixed media, projects or other appropriate content. The data collected will be used to determine next steps including:

- Planning necessary supplemental lessons and/or follow-up instruction.
- Determining the potential need for summer learning opportunities.

Despite the challenges of remote learning, teachers will still monitor student learning and check for understanding throughout the learning process. Additionally, teachers will ensure that comprehensive, actionable feedback is provided to students in a timely manner. In order to meet these expectations, teachers will engage in the following:

- Purposeful planning with department and/or grade level colleagues using a [common planning template](#) when appropriate.
- Implementation of effective feedback practices and ongoing formative assessments will guide reflection to determine next steps for student learning.
 - Grade level and content area teams will be encouraged to participate in weekly planning and debrief sessions where successes and opportunities for growth are discussed and instructional plans are created and revised to better meet the needs of students.
 - Special education and/or EL teachers will work closely with teacher teams in order to modify course work and scaffold instruction in order to better meet the needs of all students.
 - Special education and/or EL teachers will actively monitor and assess the learning of children on their caseload in order to provide suitable accommodations based on individual needs.
- Teachers will provide families with weekly updates regarding their child's academic progress. This may include:
 - Weekly summaries of content covered, current level of student understanding, and suggestions for extending the learning using evidence of learning.
 - Student attendance for the week may be documented weekly.
 - Contact types include but are not limited to MiStar, Remind, Class Dojo, email, Google Classroom, Seesaw, Google Meet,

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	text message, phone call, Zearn.

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

District /PSA Response

General Fund

Off-site Filtering	\$ 3000.00
Hotspots	\$ 2000.00
Printing materials	\$ 1000.00
Postage	\$ 2512.00
School supplies for students	\$ 3000.00
Replacement of lost/damaged tech	\$25,000.00

Food Service

Food Service Delivery	\$ 483.01
Stipend for Food Service	\$35,000.00

Title 1 Funds

ThinkStretch Workbooks Young 5s-5	\$15,000.00
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ACT 18 Beacon Day Treatment Center

ThinkStretch Workbooks K-7	\$ 1200.00
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Total	\$88,195.01
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6	<p><i>Please describe the manner in which district administrators, board members, teachers, and any representatives of teachers collaborated in development of the Plan.</i></p>
	<p>District /PSA Response</p>
	<p>The District and Building Administration collaborated with staff members across the district and grade levels to address each component of the Plan. The union leadership and Board of Education members were provided this document requesting feedback. The last input and feedback will be incorporated to complete the final version of the Plan that will be then reviewed the final time by the District Admin members.</p>

7	<p><i>Please describe the methods the district will use to notify pupils and parents or guardians of the Plan.</i></p>
	<p>District /PSA Response</p>
	<p>The plan will be dispersed through email to those that have access. The plan will also be posted to the district website and other social media platforms as well. To ensure that everyone is aware that the plan has been developed and released, a phone call message will be sent to all parents.</p>

8	<i>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.</i>
	District /PSA Response
	The district will begin the plan on April 22, 2020.

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 MCL 388.1913, in completing the courses during the 2019-2020 school year.

District /PSA Response

For our students in dual enrollment courses, we will be working with the provider to determine next steps. We will ensure that the students have the appropriate materials and support to complete those courses. The students will be given the option to convert their grade to credit or no-credit.

For students in CTE programs, we will work with the ISD CTE Director as well as state level CTE directors to ensure our students have the ability to complete these courses. When needed, the district will ensure the student has the necessary resources.

- a. DCTC has confirmed with the State of Michigan that a pass/fail option is a viable option for CTE classes with regards to reporting requirements. This includes schools on a trimester schedule. For these classes, will be able to assign full credit for the following years CTE funding. We will also be able to declare these students “Completers” of the program to be awarded any supporting certifications.

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

District /PSA Response

Within our district six of the eight buildings are CEP and qualify for free or reduced lunch. During the public health crisis, all students have been eligible for food distribution, To date, we have served 41,342 meals.

Our current distribution plan includes utilizing Davidson Middle School on Tuesdays. Students are provided with 7 breakfasts and lunches at a time.

Steps have been taken to ensure social distancing and protect district staff and families.

We will continue our food distribution at the following site: Davidson Middle School on Tuesdays.

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	<i>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.</i>
	District /PSA Response
1 1	<p>We confirm that we 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 unit.</p> <p>An example of our redeployment of staff could include having our support staff to the extent that they can do so safely, assist with the copying and mailing of instructional materials to the residences of Young 5s-8 students or possibly include the use of these staff members for individual student follow-up or phone calls/connection with students, material delivery, food packing and distribution, online support-emailing, tracking, check-ins. We will redeploy staff if deemed this is helpful and/or necessary to implement the Continuity of Learning Plan.</p>

1	<i>Please describe how the district will evaluate the participation of pupils in the Plan.</i>
	District /PSA Response
2	<p>In order to evaluate the participation of the students, teachers will engage in the following activities as appropriate:</p> <ul style="list-style-type: none"> • Take attendance at all virtual meetings <ul style="list-style-type: none"> ○ Teachers and/or designated district personnel will connect to any family of a child who did not participate in the session or

learning experience, using the platforms discussed earlier.

- During this follow-up, staff will focus first on the basic needs of the child and the family in order to determine additional opportunities for the school to support the whole child.
 - Identify and remove roadblocks.
 - Ensure that the family understands the importance of the learning experience and that their child was missed.
- Task/assignment submission would verify attendance.
 - Any contact with a staff member would verify attendance.
 - Contact: email, phone call, remind, google classroom response, survey, etc.
 - Use MiStar for attendance documentation.
 - Grading:

Grading for Semester 2/Trimester 3 for 19-20 School Year

The time away from school during Semester 2/Trimester 3 will NOT cause a student to fail or cause their grade to drop.

Staff of Students in Grades 6-12

- Any work that was assigned after March 13 can help students improve their grade, but it will NOT hurt their grade.
- Quarter 3 should be posted according to the above descriptions.
 - The grade the student had as of March 13
 1. Determine which students that are NOT passing the grade level/course as of 3/13/20
 2. Students should be provided additional opportunity and support to improve their Q3 grade through make-up, exemption of non-essential grades, or completion of additional learning activities for content that was taught/assigned prior to 3/13/20. These additional learning opportunities could be completed beginning 4/22/20-6/12/20.
- Do NOT post a Quarter 4 grade
- And the end of the year, post a Semester 2 grade
 - Semester 2 grades will be assigned as Credit (CR) or No Credit (NC)
 - A student may elect to have a grade reported rather than CR/NC
 - The Student must notify the teacher that they want to have a grade reported in place of CR/NC
 - This can be the same grade entered for Q3
 - This could be an improved grade from Q3, if students complete assignments
 - This can NOT be a lower grade than Q3

- There may be some situations where it is appropriate to use an “Incomplete” in place of CR/NC grade.
 - “Incomplete” option must be accompanied with a student-driven plan to earn credit
 - Students will have the opportunity in the fall to address what is needed to earn credit
- Counseling staff will update all graduation audits for students once final grades-CR/NC or grades are posted
- Please be reasonable and understanding. There will be many unique, individual situations that will need to be addressed.
- We understand that some students may “catch a break” because of this situation. That is okay.

Staff of Students in Grades Young 5s-5

- Staff of students in grades Young 5s-2:
 - Choose one of the statements for each of the content areas on the report card (you will NOT be documenting Standards-Based Grades on report cards for trimester 3)
 - Met Expectations
 - Attempted
 - Not Attempted
- Staff of students in grades 3-5:
 - You will select either Pass or Incomplete for each of the content areas on the report card
 - “Incomplete” option must be accompanied with a student-driven plan to earn a Pass
 - Students will have the opportunity in the fall to address what is needed to earn a Pass for the content area
 - (you will NOT be documenting Standards-Based Grades on report cards for trimester 3)

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

We are committed to providing ongoing mental health supports to pupils affected by our state of emergency or state of disaster prompted by COVID-19. We will provide several modes of support to all students. Staff and Parents will be provided a variety of resources that can be used with students to help explain our current reality, while easing fear and anxiety where possible.

Other means of supporting students will include, but will not be limited to, the following:

Social and Emotional/Wellness Support Line/Email – reviewed by a social worker, counselor, Teachers, Program Assistants, etc.

Regular check-ins with students (telephone calls/virtual conferences by teachers, social workers, counselors, administrators, etc.)

The school social worker or counselor will consult with teachers as needed about students and/or families who may need guidance/assistance with accessing different resources including, but not limited to, food, shelter, mental health, clothing, substance abuse intervention, financial, and/or medical needs.

Host groups with students (virtual circles to allow opportunities for students to have voice with a trained professional and/or facilitator weekly).The school social worker or counselor may provide weekly social/emotional lessons that will be available for students to utilize virtually through Google classroom or other accessible virtual platforms that will include teaching children a variety of coping strategies to alleviate feelings of anxiety, tools to help children understand COVID-19, how to express their feelings about COVID-19 in a healthy manner, meditation and other calming strategies, etc.

The school social workers may also add SEL lessons, activities, and discussion topics into the virtual classrooms that teachers have set up.

Social workers may also offer an “individual” hangout for students who may have a need for more support. Social workers may add in a peer of their choice to continue to work on relationship skills and help to combat loneliness caused by the current quarantine.

Social workers may evaluate the needs of their families and supply a list of resources (or put them in contact with agencies) that can help the student and their families.

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Social workers may conduct personal adjustment groups with 3-10 kids at a time to address any questions or concerns that the student might have and work on peer relationship skills.

- [COVID-19 Resources for School Staff and Parents](#)

This list has been compiled by Southgate Social Workers and Counselors to better assist our students and families during the COVID-19 crisis: [Resource List for Parents](#) - This should be a comprehensive list which includes (but not limited to) Suicide Hotline, 211, food distribution sites, Mental Health offices, local shelters, substance abuse resources, etc.

MDE's Guide to Supporting the Social and Emotional Needs of Students

http://www.michigan.gov/documents/mde/COVID-19_EDUCATORS_GUIDE_686373_7.pdf

1 4	<i>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.</i>
	District /PSA Response
	Southgate Community School District stands ready to mobilize disaster relief child care centers by opening classrooms, when called upon for support, if necessary. We are aware of the coordinated efforts of Wayne RESA and are in contact regularly regarding the needs.

Optional Question	
1 5	<i>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?</i>
	District /PSA Response
	We are not considering a balanced calendar for the 2020-2021 school year.

* Please forward completed forms to Wayne RESA Superintendent Dr. Randy Liepa by April 28, 2020.

