



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

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

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

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

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

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

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

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

Keep Students at the Center

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

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

Design Learning for Equity and Access

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

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

Assess Student Learning

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

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

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

Date Submitted: April 8, 2020

Name of District: Cassopolis Public Schools

Address of District: 725 Center Street

District Code Number: 14010

Email Address of the District: apiazza@cassopolis.org

Name of Intermediate School District: Lewis Cass ISD

Name of Authorizing Body (if applicable):

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

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

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

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

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

The goal of 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.

Date Submitted: April 8, 2020

Name of District: Cassopolis Public Schools

Address of District: 725 Center Street, Cassopolis, MI 49031

District Code Number: 14010

Email Address of the District Superintendent: apiazza@cassopolis.org

Name of Intermediate School District: Lewis Cass ISD

Name of Authorizing Body (if applicable):

In accordance with Executive Order 2020-35 a Plan must include all of the following parts:

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

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

District/ PSA Response:

Cassopolis Public Schools is a New Tech Network District that implements project (PBL) and problem-based (PrBL) learning utilizing the Network's learning management system, ECHO. This learning

management system is used daily to facilitate in-person instruction for K-12 students and it will continue to be used to provide instruction ensuring continuous learning through online learning.

ECHO is a web-based learning management system that is designed to support innovative instructional practices providing personalized learning and high levels of differentiation. Unlike a traditional LMS, ECHO has features that are specifically designed to support collaborative and student-centered learning. Additionally, ECHO has specific tools to support teachers by providing a robust resource library with access to shared content and developed projects, and a connection to collaborate with a larger PBL community.

Because of the strong features that ECHO provides and because these features were already in use by teachers, students, and parents, we are confident that the continuity of quality instruction and learning will continue at Cassopolis Public Schools throughout the remainder of the 2019-2020 school year.

Utilizing ECHO every teacher has a daily agenda with integrated lessons/activities with embedded links for activities and videos. Through the ECHO platform course resources and assignment types will include the following:

- **Folders** allow teachers to organize course materials into units or projects. Sub folders allow additional organization options.
- **Assignments** allow teachers to post a task with instructions, links and attachments. Students will submit their work digitally.
- **Assessments** allows teachers to create auto grades tests and quizzes using a variety of question types (multiple-choice, matching, fill in the blank, etc.)
- **Peer Feedback** tools allow students to score and comment on their peer's performance. Especially helpful when measuring a student's collaboration skills.
- **Practice Questions** are similar to an assessment, but students get instant feedback on their answers and can stop and continue their work as needed.
- **Journals and Blogs** give teachers easy access to student informal writing.
- **Discussions and Wikis** allow students to learn and write collaboratively.
- **Links to Websites and YouTube videos** expand learning opportunities to externally developed content.

All learning software will be linked in the students' daily agenda in the ECHO platform making access to the learning material easy for students and parents to navigate.

Cassopolis students are given feedback on their work through the ECHO gradebook which is a **Multi-Outcome Scoring Gradebook** built specifically to support the assessment of critical life skills (i.e. writing, speaking, collaborating, critical thinking, agency) typically valued in Project-Based learning environments. This grading approach will continue with our online plan with a greater emphasis on utilizing the ECHO tools in which teachers can add text, audio, and even video comments to provide more personalized feedback when scoring student work.

Because we believe that not every student learns the same way or at the same pace, we have a commitment to ensure personalization and differentiation continues to be prevalent in our online learning plan. Echo has specific features designed to help teachers personalize and differentiate course materials to meet each student's needs. Teachers can:

- **Differentiate Course Content by Group** (reading level, IEP, etc.) so that students see only the assignment appropriate for them.
- **Targeted Interventions** allow teachers to select students who might be struggling with a topic or are ready to go deeper and assign tasks just for them.
- **Gatekeeper Tasks** provide hurdles that students must pass before moving on which can help ensure students have mastered important knowledge or skills.

And finally, keeping the standards at the forefront of our online instruction is crucial as mastery is our goal. ECHO allows teachers to associate state, Next Gen Science, and custom standards with assignments. As student work is scored, ECHO tracks student progress on mastering the standards helping students understand what topics students might need more time to learn.

Because Cassopolis Public schools is a 1:1 district that implements technology, including Chromebooks and tablets, in its regular day-to-day instruction, immediately upon the, March 13th notice of school closure, CPS secured 100 WIFI hotspots to ensure that continuous learning would occur for our families without connectivity. A survey to identify connectivity and device needs was conducted through various modalities such as social media, Twitter, Facebook, District's website, and in person during food distribution was given to ensure all families were reached. Cassopolis implemented a two-stage roll-out to distribute hotspots and devices to ensure that all families had connectivity capabilities and a minimum of one device per family. With the implementation of the extended learning plan, Cassopolis will conduct a second round of device distribution for families with multiple students to increase accessibility to learning content. Every family will be personally contacted by the student's classroom or advisory teacher to confirm device accessibility and connectivity adequacy. Schools are working to provide access points at each school in order to provide families, who are remote, access to WIFI in the parking lot. If WIFI services, hotspot services, or online services etc. are interrupted and students cannot access information, they will not be penalized for not completing work assigned.

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:

As described above ECHO is the platform that will keep teachers, students and parents connected. ECHO serves as the link to keep all stakeholders involved and students the center of learning. Student voice and choice is an integral part of PBL and Cassopolis Public Schools has a commitment to maintain communication, creativity, critical thinking and collaboration throughout the online learning plan. Teacher instruction will occur via one-way communication (pre-recorded instructional video) with student interaction, with the teacher and other students, occurring through participation in discussion posts, journaling activities, written, audio or video files, and response through task completion. Teachers will continue to have daily discussion posts that are centered on topics that allow for students to share their thoughts, ideas, feelings and opinions. Teachers will respond to students and provide academic feedback in a consistent and timely manner. Teachers will be required to respond to students during the school hours, within a 12-hour timeframe during the week and/or the next school day. All Cassopolis students have a school issued Google email account. If a student is not participating throughout the week or responding to the teacher through ECHO or email, the teacher will make a personal call to the student's home each week. In addition to ECHO, Cassopolis teachers use a variety of modalities and methods to stay connected to their students. These include:

- **Class Dojo:** is a school communication platform that teachers, students, and families use every day to build close-knit communities by sharing what's being learned through photos, videos, and messages.
- **Class Tag:** is a communication platform that teachers use to communicate with students and families. Announcements, pictures, and messages can be pushed out to help communicate information in real time.
- **Google Voice:** gives our educators a phone number for calling, text messaging, and voicemail. It works on smartphones and computers. This allows our educators to have two-way communication with families. Families are contacted weekly when necessary, all calls are recorded in a communication log. Phone calls once per week?
- **Remind:** is a communication platform that is used by educators to reach students and parents where they are. Messages are sent in real time to an entire class, a small group, or just a single person. Announcements are scheduled ahead of time and photos and other files can be attached. With Remind, you can send text messages to any phone, including flip phones. To reach every family, messages can be translated into more than 90 languages before they are sent. Delivery receipts can be used to track who is reading the messages.
- **FlipGrid:** is a social learning platform that allows educators to ask a question, then the students respond in a video. Students are then able to respond to one another, creating a "web" of discussion. This platform is embedded into projects and activities. This platform allows two communication between students and teachers, as well as feedback between students.

- **YouTube Unlisted Channel:** Teachers create an unlisted (private) channel and share the link with their administration and class.
- **Zoom-** A communication platform that can be used for one- or two-way communication. Teachers can pre-record lessons, read alouds, instructions on Zoom and then link it in the students ECHO.
- **Screencastify:** is a Chrome browser extension that records your screen, face, voice, and more.

Staying connected to our students and providing social emotional support during this unsettling time is more important than ever. Utilizing the elementary Student Support Specialist at Sam Adams Elementary, and the School Counselor at Ross Beatty Jr./Sr. High School, will keep students at the forefront by continuing to provide on-line social-emotional resources. This will be delivered to students and parents through their grade level ECHO agendas (online learning platform).

Tier 1 support will be provided to all students and families by continuing Second Steps, a social-emotional program, to help students and families through the emotional transitions they are currently experiencing due to COVID-19. The focus of the Second Step lessons will be Using Emotion-Management Strategies, Asking for Help and Getting Support, Showing Empathy and Kindness, and Brain Builder activities that will reinforce skill development. The Second Steps curriculum will be delivered via video and posted to ECHO regularly. Open, regular, two-way communication with students and families will occur through journaling activities for all tiered supports. This allows for continued encouragement and support to students and families, while also providing feedback and answering any questions or concerns on the skills they have learned to help manage their emotions.

The continued social emotional learning support for our students in upper grades will be addressed through the implementation of EduGuide. Our school counselor will help to provide skills to students. EduGuide provides a simple way for every student to be mentored by a caring adult and learn to mentor their peers on key habits that boost student success. Whether students are at home or back in the building, schools can embed EduGuide in classes as a no-prep 15-minute/week online activity to build powerful habits that lead to measurable gains. Each week students learn one skill, then choose someone to mentor with that skill. Teachers benefit too. Research conducted by a control group indicates that implementing EduGuide reduces stress, improves trauma recovery and increases achievement.

Continuing to provide a Multi-Tiered System of Supports for our students is also an important part of our continuous learning plan. Currently, the intervention team services 135 students from Kindergarten through third grade. In order to best service all students the title team will create weekly videos instructing students in phonemic awareness, fluency, morphology and vocabulary, which will be posted on ECHO, our eLearning platform. The students will be assigned a four to six question quiz asking them to apply the reading skills. Students are not asked to view each video, as each video is specific to certain groups of students based on their reading scores from the January NWEA. Students are familiar and used to the assessments and will feel at ease continuing to take them. The familiarity of the intervention instructors' voice and instruction will bridge the gap between home and school, especially for our struggling students. Parents/Guardians will notice how their student's instruction is delivered. This will be used as a tutorial for parents if they struggle with helping students read.

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

District/ PSA Response:

Cassopolis Public Schools believes in educational equity for all students and will put forth our best effort to ensure that all students can access learning successfully. We believe that we have the foundational structures in place to meet this charge. CPS is a 1:1 district that integrates technology with hands-on project/problem-based learning. Since the initial school closure effective March 16, Cassopolis has continued to provide learning opportunities for K-12 students utilizing our online learning management portal, ECHO. As described in detail in response one, ECHO is specifically designed for schools implementing PBL. We believe that best instructional practices provide a combination of hands-on, real-world problem-solving activities and technology is a tool to access and enhance that learning. Our online learning plan has incorporated teachers providing tutorial videos, of hands on science projects and "easy to do at home" experiments that students and parents could do together as well as high school art instruction being conducted on a teacher created YouTube Art channel.

Cassopolis teachers utilize a variety of software to provide various learning modalities for all students. In addition to those listed in question two, online instructional software that is also implemented to provide data driven individualized learning instruction include, but not limited to:

BrainPop, iReady Math, iReady Reading and Writing, Padlet, Khan Academy for all subjects, Edmentum for online classes and credit recovery, Exact Path for Math and English at individual student ability levels, Prodigy (reading), Epic (reading), Discovery Education, Accelerated Reader, HMHCO Dimensions for science, Dual Credit at Southwestern Michigan College, Mystery Science, FastFoward, CommonLit, Study Island, [Cassopolis Public Schools Online Learning Links](#).

MTSS for students needing additional intervention will be provided on ECHO and Cassopolis Public Schools' social media websites. The intervention team will be providing four different types of video instruction consisting of the following reading components: phonemic awareness, fluency, morphology and vocabulary. Students will also have access to online fluency resources. Additionally, intervention students can be provided an instructional fluency and phonemic awareness packet. This packet will provide high quality instruction that students are already familiar with (Haggerty and Texas Reading Fluency passages) and parents can use with or without technology. Students will be assessed individually using a google form, which the RTI coordinator and title team use to develop further instruction.

Example Responsibilities

This is not an inclusive list of recommended responsibilities.
Responsibilities should be appropriate for the context.

District Responsibilities	<ul style="list-style-type: none">• Develop thoughtful, accessible remote learning plans using stakeholder input, when possible.• Support schools in planning and implementing remote learning plans.• Help schools identify needed resources in the community (academic, health, social, emotional).
School Responsibilities	<ul style="list-style-type: none">• Implement remote learning plans• Communicate regularly with all stakeholders.• Support teachers in planning and implementing remote learning plans.• Help families find needed resources in the community (academic, health, social).
Teacher Responsibilities	<ul style="list-style-type: none">• Make remote learning activities available in a timely manner.• Be available at scheduled times to answer student/caregiver questions.• Provide timely feedback on student work.• Communicate regularly with students.• Provide a range of meaningful learning opportunities that meet the needs of all learners during the period of closure.• Provide regular feedback to students on progress related to learning activities.
Student Responsibilities	<ul style="list-style-type: none">• Review assigned work.• Complete your assigned work by the due date.• Ask clarifying questions when you need help or don't understand• Be respectful to yourself, teachers and peers.
Parent/Caregiver/ Family Responsibilities	<ul style="list-style-type: none">• Review work assigned to the student.• Reserve a space for students to complete remote learning work.• Encourage students to get enough sleep.• Set sensible time limits for technology use.• Talk to students about their work every day.• Help students establish and follow regular daily routines.

Students with Special Needs

We understand that in uncertain times, anxiety can cause individuals to feel overwhelmed and stuck. Now is the time to be thoughtful, but not immobilized, when considering the provision of service to students with special needs through continuity of learning plan. While we know remote learning presents challenges, we are tasked with making a good faith effort to provide support for students based on their unique needs.

- All students with special needs will continue to access the Learning Management Platform. All students with special needs have an account in ECHO and are accustomed to accessing the platform. (to my current knowledge auxiliary services are not necessary for non-public residential students (Section 1296 of the School Code, MCL 380.1296))
- District staff will reference information and be provided guidance through the Office of Civil Rights and Office of Special Education and Rehabilitative Services. Here is a guiding document: [Guiding Document](#).
- Annual IEP meetings due during the closure will be held via telephone or virtual meetings in collaboration with all IEP team members. If the parent elects not to participate in the annual IEP meeting, the meeting will be held within 30 school days of the end of the closure. All required IEP team members shall be invited to IEP meetings. Documents will be mailed to parents given normal deadlines.
- Amendments to IEP's will not be held due to this closure, Case Managers will maintain communication to students, families, ancillary service providers, and general education teachers to serve students with disabilities. Two-Way communication that is instructive toward mastery of content and access to general education curriculum is vital while guiding students and families toward utilization of supplemental aids and services. Detailed documentation of all service and communication is also vital.
- Plans will be developed to address the altered educational setting and student needs within the district learning plan when needed.

- Top online resources that will be utilized for students with disabilities:
 - <https://www.ixl.com/>
 - <https://www.funbrain.com/pre-k-and-k-playground>
 - <http://aaamath.com/>
 - <https://www.storylineonline.net/>
 - <https://reading.ecb.org/index.html>
 - <https://www.starfall.com/h/>
 - <https://www.exploratorium.edu/explore>
 - <https://do2learn.com/>
 - <https://www.readingrockets.org/atoz>
 - <https://www.adaptedmind.com/index.php>
 - <https://www.arcademics.com/>
 - <https://learningally.org/Browse-Audiobooks>

English Learner Plan

Cassopolis Public Schools will continue to provide support for EL students through the continuous learning plan.

<p>Programming</p>	<p>What type of programming is your program offering during this time? How long will this type of program structure remain in place?</p> <p>EL Director will conduct weekly two-way communication in the form of phone calls, emails.</p> <p>Weekly newsletter to parents, providing suggestions, ideas to implement and support their students at home.</p> <p>Based on student’s English language proficiency levels, state and local assessment data Brain POP ESL and NWEA reading fluency will be implemented and weekly monitored</p> <p>EL students with disabilities- If a student has been identified with a disability in which they also require an Individual Education Plan (IEP), the English language development program will be used in coordination with the student’s existing IEP in these special circumstances.</p> <p>Working collaboratively as a community is the key to success</p>
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<p>Staffing</p>	<p>Which essential staff are still working and what are their assigned roles?</p> <p>El director maintains a record of students’ online progress/gains/need of assistance in programs used.</p>
<p>Staff Reporting Hours</p>	<p>In what ways are staff responsible for reporting hours during this time?</p> <p>8:00 am to 4:00 pm to maintain communication, monitor progress and maintain documentation</p>
<p>Instruction</p>	<p>In what ways are participants still able to participate in online instruction?</p> <p>Programs used will collect/record data of progress and monitor students’ times login and activities worked on</p>
<p>Student Reporting Hours and Contacts</p>	<p>In what ways are student digital learning hours being recorded?</p> <p>Programs used will collect/record data of progress and monitor students’ times login and activities worked on</p> <p>If staff are working with students or contacting participants for follow up, what is the procedure for documenting contact hours?</p> <p>EL director will maintain a contact log documenting progress and two-way communication</p>
<p>Next Steps</p>	<p>Have you considered or established how you will communicate with participants about next steps or changes in long term programming? How will you communicate this with staff, participants and community partners?</p> <p>District will communicate details to the community in general via social media.</p>

Adult/Alternative Education Plan

Cassopolis Public Schools will address the needs of the Adult/Alternative learners through the following plan:

<p>Programming</p>	<p>What type of programming is your program offering during this time? How long will this type of program structure remain in place?</p> <p>Edmentum online curriculum will continue to be used by Adult/Alternative Ed students.</p> <p>Weekly platform (Edmentum) messages for all students and parents, providing suggestions, ideas to implement and support their students at home. Weekly social media posts to the community.</p> <p>Students with disabilities- If a student has been identified with a disability in which they also require an Individual Education Plan (IEP), specific modifications/accommodations will be used in coordination with the student’s existing IEP in these special circumstances.</p>
<p>Staffing</p>	<p>Which essential staff are still working and what are their assigned roles?</p> <p>Special Program director- oversees structure and functionality of Adult/Alternative program, make pertinent decisions about programs.</p> <p>Lead teacher- oversees structures and daily students’ progress. Oversees work, support and any questions students may have. Directs teachers, tutor and support teacher to support students' specific needs that may arise (eg specific subject area tutoring)</p> <p>Para- monitors documentation needed to keep up with program mandated requirements.</p> <p>Support teacher- establishes weekly communication with students, reaches out to students who may be falling behind in logging hours. Bring to attention underlying issues students may encounter during this time.</p>

	<p>Tutor/Content area teachers will maintain a contact document log record contact with students</p>
<p>Staff Reporting Hours</p>	<p>In what ways are staff responsible for reporting hours during this time?</p> <p>All staff are required to maintain communication, monitor progress and maintain updated documentation.</p> <p>Hourly staff clock their times in/out as they work their assigned times.</p> <p>Contractual staff continues to provide service logs and reach out to students to provide support needed.</p> <p>The Special Programs Director and Lead teacher will oversee documentation weekly two-way communication in the form of phone calls, emails and message center via Edmentum. (support teacher-Ms. Hoover & Ms. Larkin) wil conduct calls/communication.</p>
<p>Instruction</p>	<p>In what ways are participants still able to participate in online instruction?</p> <p>Edmentum online curriculum will continue to be used by Adult/Alternative Ed students. Program records login times and what specific assignments/time students work on.</p> <p>Hard copied materials drop off/pick up as needed for students (guided notes, glossaries, reference sheets) when allowed back into the building.</p>

<p>Student Reporting Hours and Contacts</p>	<p>In what ways are student digital learning hours being recorded?</p> <p>Edmentum collects/records data of progress and monitors students' times login and activities worked on by students.</p> <p>Adult/Alternative programs will require students to login to the system weekly and to communicate with staff on a weekly basis via Edmentum messages, and/ or email for documentation purposes.</p> <p>Staff is available to students between 8:00 am to 4:00 pm to maintain communication, monitor progress and maintain weekly documentation. After hours as needed per students and their families' needs.</p> <p>If staff are working with students or contacting participants for follow up, what is the procedure for documenting contact hours?</p> <p>Support teacher will maintain a contact log documenting progress and two way communication on a weekly basis.</p> <p>Tutor/Content area teachers will maintain a contact document log record contact with students.</p>
<p>Next Steps</p>	<p>Have you considered or established how you will communicate with participants about next steps or changes in long term programming? How will you communicate this with staff, participants and community partners?</p> <p>District will communicate details to the community in general via social media. Adult/Alternative program will establish communication via email, Edmentum message and a personal phone call with students (over 18 years old) and parents (students 17 years of age and younger).</p>

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

District/ PSA Response:

Cassopolis Public Schools will manage and monitor online learning through its learning management system, ECHO. Teachers will provide feedback to students on assignments through Echo as they are completed. This feedback will assist students in developing mastery of learning. Teachers are able to differentiate instruction within ECHO to meet each student’s needs. Academic Feedback through Echo will be provided in written form, with audio, or in video form. Teachers will be required to respond to students during the school hours, within a 12-hour time frame during the week and/or the next school day.

Online learning is most effective when combined with hands-on learning activities. We believe movement, exploration and application are essential for mastery of content. We believe that effective online learning should be flexible and time on task variable dependent on student age, interests, and ability. Integrating content allows the most efficient way for students to master content and master multiple learning objectives at one time. Teachers will focus on essential standards that will allow students to be prepared for the next grade-level. Therefore, we propose the following guidelines and sample framework:

Grade Level	Minimum	Maximum	Recommended Length of Sustained Attention
Pre-K	20 minutes per day	60 minutes per day	3-5 minutes
Kdg	30 minutes per day	90 minutes per day	3-5 minutes
1-2	45 minutes per day	90 minutes per day	5-10 minutes
3-5	60 minutes per day	120 minutes per day	10-15 minutes

**Class is defined as a combination of instruction and worktime either with technology or without.*

Elementary	
Grades K-1: Daily Learning Time: 5-10-minute time spans, a total of 20-60 minutes daily	
Daily learning time may include but not limited to:	
Reading	<ul style="list-style-type: none"> Utilize independent reading, reading to family, family reading to child(ren), or listening to a story online. Practice word work with high-frequency, or sight words. Read, trace, write words on cards or pieces of paper. Hide words around the room for children to find and read. Create sentences using words.

Writing	<ul style="list-style-type: none"> • Retell a story by drawing pictures of the beginning, middle, and end. Be sure to include labels or sentences of each section. • Keep a log or journal of daily activities or routines.
Math	<ul style="list-style-type: none"> • Count collections (e.g. coins, rocks, buttons) and sort by shape, color, size, or value. Create patterns with the collections. • Play or create games that encourage counting and/or recognizing patterns (e.g. tic-tac-toe, Connect Four, Chutes and Ladders, dominoes). • Measure amounts for a recipe using teaspoons, tablespoons, and cups • Add or subtract items (e.g. adding two groups of Legos together and give the total amount or eating one piece of orange and tell how many are left).
Science	<ul style="list-style-type: none"> • Build using available items (e.g. Legos, blocks, cans, cups, etc.). • Experiment with colors using water. Try mixing food coloring in water to create new colors.
STEAM	<ul style="list-style-type: none"> • Sort objects or information in a useful order or in various ways. • Design problem solutions using a block-based programming language. • Use different modes to create art- shadow painting, bubble painting.
Social Studies	<ul style="list-style-type: none"> • Use a calendar to keep track of days of the week, months of the year, and activities. • Talk about community helpers and their roles.
Additional Considerations	<ul style="list-style-type: none"> • Various online interactive learning software: Starfall, BrainPop, iReady Math, Reading, and Writing, Lalio, Exact Path, FastFoward, Study Island, ReadWorks, Accelerated Reader • Provide multiple ways to demonstrate learning and thinking (checklists or choice boards). • Collaborate with cross-curricular content areas to maximize efficiency.

Grades 2-4: Daily Learning Time: 10-15-minute time spans, a total of 30-60 minutes daily

Daily learning time may include:

Reading	<ul style="list-style-type: none"> Utilize independent reading, reading to family, family reading to children, or listening to a story online or audio book. Practice word work with high-frequency vocabulary words or vowel patterns.
Writing	<ul style="list-style-type: none"> Respond to a story or text through drawing and writing. Create a book review for family or classmates. Write why you would recommend or not recommend a book. Keep a log or journal of daily activities or routines.
Math	<ul style="list-style-type: none"> Estimate the heights of nearby objects. Measure to check your estimation. Discuss how to regroup household items (e.g. eggs, juice boxes, cans). For example, a dozen eggs can be regrouped into three groups of four. Write out a number from hundreds to millions. Have students round that number to the nearest hundred, thousand, hundred thousand, etc.
Science	<ul style="list-style-type: none"> Build 3-D objects using available items (e.g. Legos, blocks, cans, etc.). Create a sequential search algorithm for searching for something that you lose all the time. Make a list of all the places you could look for the item. Test out your sequence and see if it works!
STEAM	<ul style="list-style-type: none"> Identify where computers exist in the home (i.e. beyond the device being utilized to complete remote work). Design problem solutions using a block-based programming language. Offer students a platform to collaborate on projects to either solve problems, conduct extensive research, or design artifacts.
Social Studies	<ul style="list-style-type: none"> Create a timeline of events. Explain the role of citizens at the state and national levels.
Additional Considerations	<ul style="list-style-type: none"> Various online interactive learning software: BrainPop, iReady Math, Reading, and Writing, Exact Path, FastFoward, Study Island, ReadWorks, Accelerated Reader Provide multiple ways to demonstrate learning and thinking (checklists or choice boards). Collaborate with cross-curricular content areas to maximize efficiency.

Grades 5-6: Daily Learning Time: 20-25-minute time spans, a total of 60-120 minutes daily

Daily learning time may include:

<p>Reading</p>	<ul style="list-style-type: none"> • Utilize independent reading, reading to family, or listening to an audio book in a variety of genres. • Read an article from ReadWorks or NewsELA
<p>Writing</p>	<ul style="list-style-type: none"> • Annotate a text or article. • Respond to a text or article. • Create a book review for family or classmates. Write why you would recommend or not recommend a book. • Keep a log or journal of daily activities or routines.
<p>Math</p>	<ul style="list-style-type: none"> • When making a recipe that needs to be halved or doubled, have students help with conversions. • Use length, width, and depth to design a garden in your backyard. • Research a city that experiences temperature extremes. Create a number line with the five coldest and five hottest days of the year.
<p>Science</p>	<ul style="list-style-type: none"> • Build 3-D objects using available items (e.g. Legos, blocks, cans, etc.). • Build your own kite. Go outside and test the best way to fly it.
<p>STEAM</p>	<ul style="list-style-type: none"> • Design problem solutions using a block-based programming language. • Offer children a platform to collaborate on projects to either solve problems, conduct extensive research, or design artifacts. • Evaluate online sources of information for accuracy and relevance.
<p>Social Studies</p>	<ul style="list-style-type: none"> • Read about the American Revolution and discuss the impact it made on America. • Create a map that includes landmarks, states, and major geographical features.
<p>Additional Considerations</p>	<ul style="list-style-type: none"> • Various online interactive learning software: BrainPop, iReady Math, Reading, and Writing, Exact Path, FastFoward, Study Island, ReadWorks, Epic, Accelerated Reader • Provide multiple ways to demonstrate learning and thinking (checklists or choice boards). • Provide forum for students to communicate as a class or in groups. • Collaborate with cross-curricular content areas to maximize efficiency.

Middle School (sample schedule)				
Monday	Tuesday	Wednesday	Thursday	Friday
30 min Math 30 min ELA 30 min Elective	30 min SS 30 min Science 30 min Elective	30 min Math 30 min ELA 30 min Elective	30 min SS 30 min Science 30 min Elective	30 min Math 30 min ELA 30 min Elective

HIGH SCHOOL				
Maximum online Instructional Minutes Additional time may be assigned for "off line" work, not to exceed 30 min. per class per day. Independent reading expectations and enrichment options are allowed beyond the 30 minutes of instruction.				
Monday	Tuesday	Wednesday	Thursday	Friday
30 min. Math 30 min. ELA 30 min. AP if applicable	30 min. Science 30 min. Social Studies 30 min. AP if applicable	30 min. Math 30 min. ELA 30 min. AP if applicable	30 min. Science 30 min. Social Studies 30 min. AP if applicable	30 min. Elective 1 30 min. Elective 2 30 min. AP if applicable

Secondary	
Grades 7-12: Daily Learning Time: 30-minute time span per class, a total of 90 minutes daily	
Recommended times	<p>Middle School: 30 minutes for each class, breaks every 15-20 minutes</p> <p>High School: 30 minutes for each class, breaks as necessary</p>
Daily learning time may include:	
Reading	<ul style="list-style-type: none"> Utilize online platforms like Newsela or Readworks to read nonfiction articles and engage with the discussion questions. Read a novel students already have or choose a book from an online library or audiobook. Practice increasing the amount of time the student reads. Start with 10 minutes and increase in five-minute intervals. Talk with the student about what they are reading. Consider using the Lexile Framework for Reading as a resource to generate questions.

<p style="text-align: center;">Writing</p>	<ul style="list-style-type: none"> • Encourage students to keep a journal or blog where they can write about what they are experiencing. Consider writing in any form: sentences, poetry, song lyrics, or a comic strip. • Pose fun and engaging questions in online discussion boards and require students to respond using evidence from resources or personal experience. Encourage students to comment on responses of their peers to create a dialogue.
<p style="text-align: center;">Math</p>	<ul style="list-style-type: none"> • Engage students in meaningful mathematical discourse through social media, online discussion boards, or video recording platforms such as FlipGrid. • Develop quantitative literacy while giving students the opportunity to communicate their critical thinking and analysis through writing and discussion with Turner’s Graph of the Week. • Problem-Based tasks for students to complete that are real-world. Three-Act Tasks. Encourage students and families to see math in everyday things. • Provide Open Middle tasks to build students’ number sense and computation skills. • Make connections between geometry and functions through visual pattern recognition. • Students and families can email, call, or chat for free math homework help or tutoring sessions through AskRose.
<p style="text-align: center;">Science</p>	<ul style="list-style-type: none"> • Challenge students to ask a question about how the world around them works and then apply the scientific method to answer that question. • Research how scientific discoveries led to various technological inventions such as the internet, smartphones, or social media. • Identify common misconceptions or poor interpretations of scientific facts and dispel them through scientific research and valid arguments. • Connect science to ways students can learn how items at home or outside are related to science. Using the Science Menu as a guide.
<p style="text-align: center;">Social Studies</p>	<ul style="list-style-type: none"> • Utilize current event articles and news sites to have children write about themes from social studies content areas (e.g. for geography: “What is the impact on place, movement, location, region, and human interaction with the environment?”) • Propose problems from COVID-19 that may appear to be in conflict with the Constitution, laws, and tradition. • Compare global issues to the current pandemic situation. • Use the Social Studies Learning Menu to help guide students. • Review the social studies literacy standards and design instruction that encompasses the academic standards.

<p>Additional Considerations</p>	<ul style="list-style-type: none"> • Provide multiple ways to demonstrate learning and thinking (checklists or choice boards). • Provide forum for students to communicate as a class or in groups. • Collaborate with cross-curricular content areas to maximize efficiency. • Encourage student self-advocacy. • Exact Path, iReady Math, Reading, and Writing • Xello
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Specials/Electives

<p>Visual Arts, Music, PE, Health, Languages, etc.</p>	<p>The time allotted for specials or electives will vary greatly by school district and grade level. Suggested time frames for specials should be considered part of the total continuous learning load for all classes. Consideration should be given for the fraction of the school day or year this class might normally represent. Encouraging daily student physical activity will be critical, while also providing opportunities for meaningful activities in other specials or electives.</p> <p>Children are accustomed to daily, structured movement (such as Physical Education) as well as unstructured movement (such as recess).</p> <ul style="list-style-type: none"> • Resources for PE- Options for creating an active at home environment while meeting PE standards using Open PE resource.
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Options without digital learning:

- Distribute fitness calendar or art prompts to give a broad “menu” of options using little to no home equipment.
- Consider creating art packs to distribute to families (pencils, crayons, scissors, etc.).
- Create a document with familiar songs for children to sing at home.
- Create lessons for world language instruction that focus on the Five Cs: Communication, Culture, Connections, Comparisons, and Communities.
- Create a list of projects or skills that can be completed to meet required competencies.

Options with digital or online learning:

- Provide links to projects online (practice tracks for music, video demonstrations, project resources shared through a content management platform, and world language conversations).
- Follow copyright expectations as outlined by school’s policies.
- Use technology such as Flipgrid, Screencastify, Screentcast-O-matic, and Screentastic to record short practices and provide feedback.
- Consider focusing on providing opportunities to encourage art behaviors or “studio habits of mind” as outcomes, rather than specific art content.
- Consider strategically embedding digital citizenship concepts within lessons and remind children how to be safe and responsible online.

Project-Based Learning

- Challenging Problem or Question: [Parlay Ideas](#), [Advanced Google Search](#), [Three Act Tasks](#).
- Sustained Inquiry: [Insert Learning](#) and [Webjets](#)
- Authenticity: [SketchUp/AutoCAD](#) and [Nepris](#)
- Student Voice & Choice: [Flipgrid](#), [Padlet](#), [Voicethread](#), [Glogster](#), [ThingLink](#), and backchannels such as [YoTeach](#).
- Reflection/Critique & Revision: [SeeSaw](#), [Write About](#), and [Kaizena](#).
- Public Product: [Canva](#), [Adobe Spark](#), and [Soundtrap](#)

Other Options for PBL at home

- Offer specific types of activities that are engaging, hands-on and contribute to the larger project goals, such as collecting data, or a daily "get outside" mindfulness observation routine.
- Provide students with a package of sample articles, data sets, or open-ended problems (with graphic organizers or project checklists) that they could use with the design process to build empathy, define the problem, and ideate solutions.
- Ask students to prototype designs for project products with whatever materials they had available or write proposals for solutions to problems.
- Have students interview family members or neighbors, or make phone calls to distant people, to get additional expertise and feedback for prototyping or proposal-writing.
- Assign art-based projects or project-related books they can read at home.
- Ask students to do an individual project, where they pick a topic of interest and explore it on their own (e.g., family history; the physics of baseball or skateboarding; the science of cooking) then create videos, podcasts, or a written product.
- The Passion Project. Essentially a former NTN coach and others developed this at home project for students to choose their own topic and driving question and research it at home. This [website](#) links to the teacher guide and provides information on how students can create their own research project and use your school learning platform (Echo, Google Classroom, etc.) to collaborate with peers.
- [Spring is Springing](#) is a project developed by NTN's own Kevin Gant. It is a simple yet engaging project to help students use math and science skills to observe and report out on spring in their communities!

Additionally to be cognizant of the fact that online learning can be overwhelming for learners and challenging for parents to navigate, Cassopolis will institute a weekly pace and structure in which four days are designated for new learning with the fifth day for enrichment, remediation, or tutorial, to allow for deeper mastery of content with teachers still providing an ECHO update; completing one assignment (watching a video, journal, assignment, discussion board, etc.). Continuous feedback from the facilitator is given to the student in order for students to gain mastery of learning.

Monitoring the progress of MTSS:

The title team has had professional development all year long and will continue to over this time. The professional developments ranged from best instructional practices, to curriculum development to monitoring and analyzing assessment data. We will continue to use the data we have while adding our new data to determine the best start place for next school year. This allows us the opportunity to adjust current, ongoing instruction and develop a plan for next year. In terms of attendance and participation, within our ECHO platform there is a way to nest assignments. Upon completion of the assignment student names will appear. This will be used to take weekly attendance, reading intervention was a two to four day a week strategy already implemented, ensuring students check-in once a week will not

burden parents, while providing students an additional familiar resource. Weekly, the RTI coordinator will post and email an assessment analyzing students' application of reading skills, which is linked to a google doc the RTI coordinator oversees and the intervention team also analyzes in order to create the continuation of lessons. Students receive their assessment results immediately and can reach out to the intervention team if they would like further assistance. This assessment can be posted to social media sites, be emailed and found in ECHO. A hard copy will be available and can be provided if requested during food pick up. Assessing skill application rather than direct comprehension gives the intervention team specific skills to tailor instruction around for the remainder of this year and for the beginning of the 2020-2021 school year. Classroom teachers are monitoring written communication skills and reading comprehension. The intervention team is monitoring the direct application of skills, which will show an increase in written communication and reading comprehension. Intervention students can also be provided reading fluency passages, either mailed or picked up at food pick up. Parents will be asked to monitor the fluency assessments, emailing or texting results to the title coordinator, if they do not have access to the ECHO submission.

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:

Cassopolis Public Schools is a 1:1 district already implementing a learning management system; however, devices were kept at school for accountability, management, and monitoring of overall usage, maintenance and care of devices. The district anticipates an unexpected increase in device loss, breakage, and additional maintenance due to increased usage and usage in the homes.

The funding sources used to support the district's 1:1 and PBL initiatives include:

- General Fund
- Title I
- Title IV/V- technology
- 31a
- 35a- Additional Instructional Time Grant

Any additional expenditures incurred will be taken from our General Fund account. Grant allocations have already been determined, mostly to salaries and benefits, which we continue to pay. Additional Title I funds are being disbursed, but at this time, the amount is undetermined.

Additional Expenditures

Part Description	Replacement or Average Repair Cost Ranges- Parts & Labor		
Potential replacement			
Chromebook replacement	150	\$ 300.00	\$ 45,000.00
Sonim 8xp(Wifi device)refurbished	75	\$ 300.00	\$ 22,500.00
Potential repairs			
LCD Panel	150	\$ 70.00	\$ 10,500.00
Bottom Cover	150	\$ 90.00	\$ 13,500.00
LCD Back Cover	150	\$ 75.00	\$ 11,250.00
Keyboard-Palmrest-Touchpad	150	\$ 110.00	\$ 16,500.00
Speakers	150	\$ 50.00	\$ 7,500.00
Motherboard	150	\$ 160.00	\$ 24,000.00
USB Board and Cable	150	\$ 70.00	\$ 10,500.00
Hinge Set	150	\$ 50.00	\$ 7,500.00
DC in-Jack	150	\$ 50.00	\$ 7,500.00
LCD Bezel	150	\$ 65.00	\$ 9,750.00
Charger	150	\$ 75.00	\$ 11,250.00
Monthly costs			
Wifi devices	75	\$ 46.99	\$ 3,524.25
These estimates are based on replacement or repairs to 150 devices			

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

District/ PSA Response:

Since the initial school closure announcement on March 13th, the Cassopolis district team, school administrator, district leadership, supervisors, staff and teachers have been in continual communication and collaboration. The school community immediately came together to meet the needs of our students by planning, coordinating, and providing meals, devices, WIFI hotspots, and continuous learning. District leadership including all departments have met daily via Zoom video conferencing to implement, modify, and refine our plan based on mandated changes and the needs of our students and parents. A large portion of our staff including teachers, bus drivers, custodians, administrators and secretaries were involved in the planning and implementation of our food distribution. The plan is continually modified to limit personal contact and to meet social distancing safety requirements.

Zoom planning meetings have also been held regularly within departments, such as the Special education team, building level with all staff members, tech and support specialists. The intervention team and RTI coordinator have been in frequent communication. On Friday, March 13th, the team created individualized learning packets for each student receiving additional reading services. The team also created an instructional video, a baseline, all students can and have used to continue alphabetic principle and phonemic awareness instruction. The intervention team and RTI coordinator are utilizing the online platform, ECHO, to provide weekly services in phonemic awareness, fluency, morphology and vocabulary. Each intervention instructor will create a video, under the guidance and supervision of the RTI coordinator. The coordinator will create an assessment that will measure application of the reading skills.

Board members on the curriculum committee were part of the Zoom planning meeting to develop the extended online learning plan. Teacher leaders have provided input on the plan prior to its submission.

Teachers have had ongoing collaboration and instructional support specific to online teaching and project development. Ongoing discussion boards are utilized for teachers on ECHO for peer and administration support to assist with learning management concerns, project development and any other questions.

Cassopolis believes that continued collaboration creates a stronger team which in turn benefits all students. Moving forward as part of the continuous learning plan, weekly professional development Zoom meetings will occur at the building level specific to providing ongoing support for teachers and instructional support staff in project development and the production of quality online learning experiences for students. Our teachers have been receiving training in the ECHO platform for the past three years and have been using it for the past two years, however, support and training will continue for best implementation practices. We will continue to support collaborative plan time for teachers to plan and create projects in their grade-level teams and content areas as well as providing regularly scheduled PD for continued teacher growth.

Another example of Cassopolis' commitment to continued professional development embedded in this plan is the continuation of training for our Tier 2 PBIS plan. Tier 2 addresses the FBA or Functional Behavior Assessment which is a process that identifies specific target behavior, the purpose of the behavior, and what factors maintain the behavior that is interfering with the student's educational progress. The FBA Tier 2 team, who is the first in our county in collaboration with our ISD, has been meeting this year and will continue their training hosting the last 3 meetings of the year virtually.

Additional support is provided for our teachers and administrators through our Echo platform which houses a library of our weekly professional development from the last three years and accompanying resources concerning best instructional practices that our teachers can access to support their daily lessons and

activities. In addition, teachers can access the community library of project-based learning resources uploaded from other educators in the network.

Each building in the Cassopolis district has an external New Tech Network Coach that supports our administrative and teacher teams in our continued implementation of project-based and socio-emotional learning for our students. Our coaches are available through video conferencing and email. Coaches continue to meet with our teams and offer continued support.

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

District/ PSA Response:

Our students and parents respond best to information distributed through social media outlets. As stated, the framework of our plan has been implemented since the initial closure so the continuation of instruction through our ECHO platform will be fluid. Although the continuous learning plan will now provide more structure for teachers, students and parents, the communication modes have been established this past three weeks. We will begin communicating our plan to the community at the April 13 virtual Board of Education meeting. Immediately following, information regarding the plan and expectations for student participation will be disseminated via our social media outlets, District Facebook page, Twitter, website, and a mailed letter. Alerts will be sent through our PowerSchool all-call system generating phone, text and email messages. Information will be posted in ECHO, parent and student accounts. The PowerSchool announcement feature will send out detailed information regarding the plan and finally teachers will be reaching out to their students via the students' school issued email accounts, ECHO agendas, personal calls and or any of the platforms listed in question two such as Class Dojo and Remind. Parents will be able to reach out via email or cell phone to any building level or district level administrator, counselor or social worker for further help if needed as those numbers have been shared with the public during this time.

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:

The district does not plan to stop the continuous learning that has been occurring, but the formal plan will begin on Wednesday, April 15, 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.

District/ PSA Response:

We are collaboratively working with Van Buren Tech (Robert Smith), to ensure that our students will continue their academic learning.

We will be working with SMC to determine the next steps. We will ensure that these students will have the modes necessary to complete their courses.

We will work with our ISD CTE Director, Mikki Spagnoli, as well as state-level CTE directors to ensure our students have the ability to complete these courses.

CTE courses: Our Agriculture teacher will continue to use the ICEV program for her two courses (Vet Science and Ag Bio) and pre-recorded lessons, in addition to collaboratively working with Ag Educators across the state, to ensure that all students are meeting each courses' required segments. Our Business teacher will be continuing with coding and other interactive lessons for her BMT courses to meet the required course segments. For Finance courses, students will continue to move through the segments via online course work in Echo, with collaborative discussion board posts, pre-recorded lessons, and mini projects, to meet the required course segments. Overall, all CTE courses will continue on (as best planned) to work through each course's segment to ensure that student learning is continuing, content mastery is occurring, and students are successful.

Work-based learning students will continue their learning and understanding of specific careers through the "Career Exploration" course in Edmentum, the district's online course portal.

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

District/ PSA Response:

All students attending Cassopolis Public Schools are eligible to receive free breakfast and lunch. The district began serving meals twice a week on March 18, providing 7 days of breakfast and lunch. Meals were provided over spring break. After spring break to minimize our staff's person to person contact, distribution of meals will occur one day a week. Seven days of breakfast and lunch will be provided. Families who did not have the means to pick up meals were identified, and accommodations were made.

Meal delivery has been in place since the first serving of food, the week of March 16th. Two school personnel deliver the meals, making contact with the guardians. Students and guardians can wave and see school members, in compliance with social distancing stipulations, further growing the bond between school and home. The school liaison police officer also helps deliver to students, when the school personnel are unable to, due to obligations of serving at food pick up sites.

The village police force and local fire station support the food pick up sites by providing personnel to assist the lines and building usage. These partnerships will continue through the remainder of the closure, strengthening the bond between all stakeholders.

Breana Bowsher, our Homeless Liaison and Student Support Specialist, started reaching out to families on Friday, March 13th, identifying certain needs, working with entities and providing food through our food program. She continues to inform these families of the food distribution pickup times and locations. Additionally, she works closely with Assistant Principal, Lauren Sheeley, on identifying families who need food delivered to their home during the food distribution pickup days.

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:

Cassopolis Public Schools has continued to pay all employees during this time.

Administration, district and building level leaders, and administrative staff have been meeting virtually on a daily basis collaborating, planning and coordinating during this stay-at-home order as well as providing continuous communication with all certified staff to help them develop a plan of action to continue educating our students.

Since March 13th, when the initial school closure was announced, our certified staff have been communicating with students to the best of their ability. The methods of communication have been email, Facebook, Youtube, Remind, Class Dojo, ECHO and one-way Zoom platforms.

Business office staff have continued to complete daily operations of business associated with the school, remotely, with very little in-office duties required.

All hourly staff continue to work in food service to assist with meal distribution, custodial or any capacity that is required during these circumstances. Specifically, in the executive order the governor is requiring increased standards for cleaning, ‘Increasing standards of district building cleaning and disinfection to limit employee and contractor exposure to the COVID-19, as well as adopting protocols to clean and disinfect in the event of a positive COVID-19 case in a district building.’”

With this said, we will be requiring all hourly staff that do not have an essential position related to instructing students or in food service, to help with the essential responsibilities such as cleaning and maintenance of our buildings and grounds or in food service if additional help is needed. All hourly employees will be expected to work a minimum of 75% of their regularly scheduled hours or use paid leave, using the guidelines set forth in CSEA union contract for approved absences. These employees will be compensated for 100% of their posted positions, if the 75% requirement is met. Protocols will be put in place to ensure the safety of the employees and require that social distancing protocol is followed.

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

District/ PSA Response:

Teachers will use the instructional platform to monitor student engagement, participation and successful completion of assignments and to gauge overall student social/emotional wellness. They will also keep a log of communication with students and families.

Within our eLearning platform, ECHO, there is a way to nest assignments. Upon completion of the assignment student names will appear. This will be used to take weekly attendance, reading intervention was a two to four day a week strategy already implemented, ensuring students check-in once a week will not burden parents, while providing students an additional familiar resource. Weekly, the title coordinator will post and email an assessment analyzing students' application of reading skills.

Teachers will continue to have daily discussion posts that are centered on topics that promote student voice and engagement by prompting students to share their thoughts, ideas, feelings and opinions. Teachers will respond to students and provide academic feedback in a consistent and timely manner. Teachers will be required to respond to students during the school hours, within a 12-hour timeframe during the week and/or the next school day. If a student is not participating throughout the week on assignments, engaging in discussion posts, or responding to the teacher through ECHO or the student's school issued Google email, the teacher will utilize their google voice account to make a personal call to the student's home each week. A communication log will be kept district wide to document contact made to families.

Inconsistent completion, participation and/or communication with a student or parent will be referred to the counselor and social worker to develop a plan to connect with the student and family. If there is no result, the Principal will then attempt to make contact. Additional support agencies may be sought to make these connections. The [communication log](#) will be updated with each attempt or contact made with families.

All student participation and performance will be evaluated on mastery of content standards. Through our learning management system, ECHO, instruction is individualized for each student based on their learning needs. All students are assessed through a multi-outcome scoring approach which measures skills and content rather than traditional grading practices. Cassopolis students are assessed on Knowledge and Thinking (course content), Oral and Written Communication, Collaboration and Agency. Our students receive more than a grade. When using multi-outcome scoring, students get individual scores for each outcome category providing more useful feedback. The feedback through ECHO can be text-based comments, uploaded images such as scored rubrics, and audio or video feedback to students. Additionally, through ECHO, tasks can be assigned as Group tasks to encourage and allow students to collaborate and complete group projects and assignments.

Through assignments provided on ECHO, high school students will continue to earn their credits to ensure that they stay on target to graduate. Students currently enrolled in online courses through Edmentum, will continue their coursework. Students who are credit deficient will be enrolled in credit recovery through Edmentum's online courseware. Continuing the implementation of project based learning activities and following the guidelines outlined in this plan will provide the flexibility needed for distance learning providing students with the opportunity to successfully master standards without experiencing screen fatigue due to the implementation of mundane, rote assignments. Students will not be penalized for not completing assignments; however, students will receive the opportunity to have voice and choice when it comes to their final outcome. Students will be able to choose if they would like to receive a letter grade for

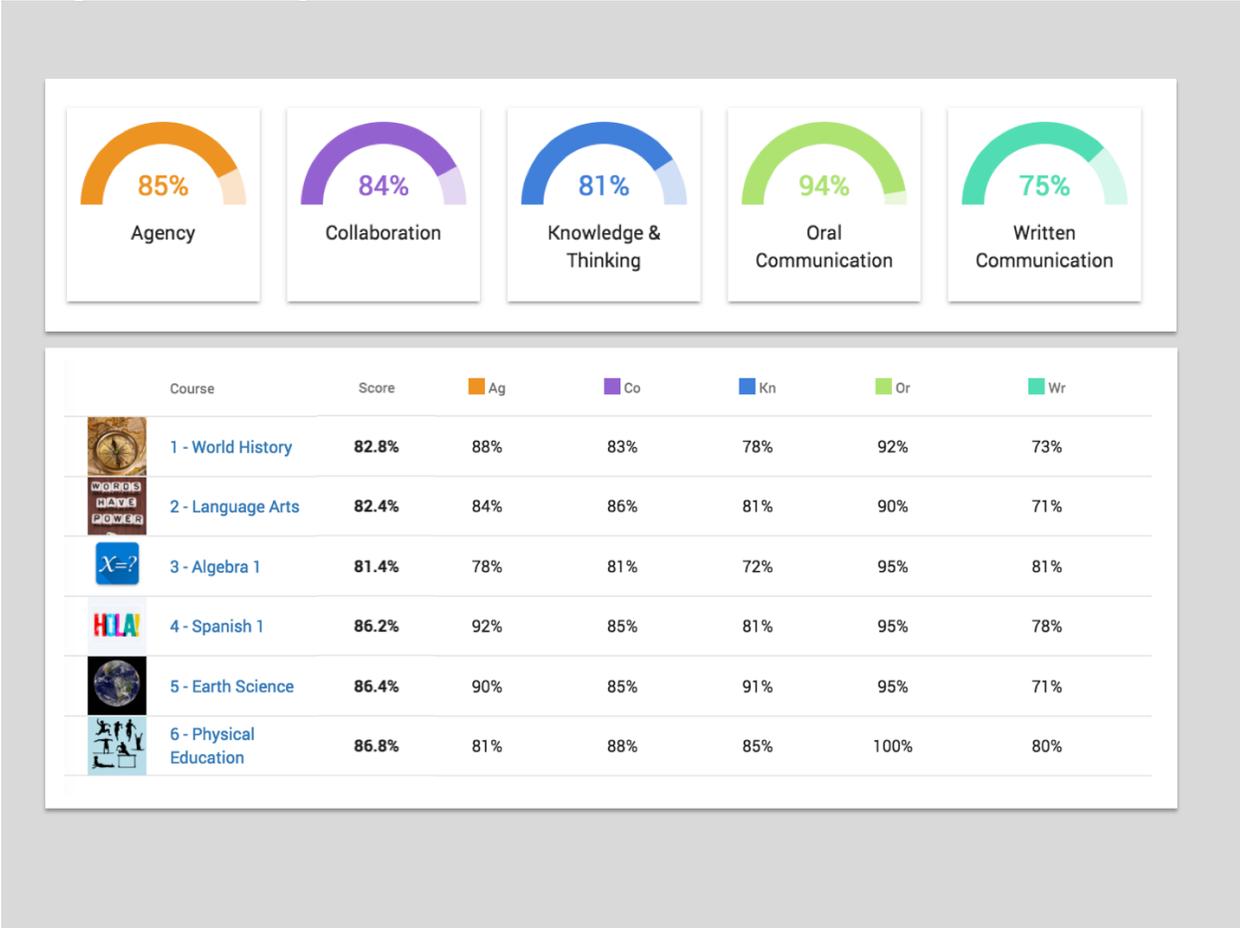
the final marking period or credit/no credit. Students who choose the grade will be able to apply it to their GPA, while the credit/no credit will allow students to see that they have mastered the learning content without impacting their current GPA. The goal of grading students will be to encourage mastery, provide support and feedback, and to encourage growth mindset while supporting the students' learning. Teachers will utilize rubrics to help students see what mastery is the essential standards that are needed to be successful in the next grade-level.

Grading in the elementary level will also focus on the continuation of learning. This includes the teacher documenting achievement and giving academic feedback to students.

These instructional and grading practices that are already in place through our learning management system will continue to be utilized with our continuous learning plan.

These instructional and grading practices that are already in place through our learning management system will continue to be utilized with our continuous learning plan.

Example of our learning outcomes:



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:

Cassopolis Public Schools strives to build a culture that addresses the social and emotional needs of all students. We believe that our instructional approach of addressing the whole child not only builds resilient students, but by teaching social and emotional skills students will be college, career and life ready. We incorporate the following in our daily instructional approaches and will embed these in our continuous learning plan.

Insight	Promote student voice
Sensory-Motor Integration	Facilitate deep breathing exercises or prioritize physical activity opportunities
Regulation	Help students recognize stressors and teach healthy coping strategies
Collaboration	Provide opportunities for collaborative learning games
Connection	Create adult to student and student to student mentoring opportunities Promote opportunities for service learning
Critical-Thinking	Focus on learning goals instead of achievement only goals
Mindset	Praise student process rather than student outcomes “I can tell you practiced!” “I noticed you using the strategy we practiced yesterday.”

By connecting with students through various means, teachers will gauge student and family needs from a whole child and community perspective. District staff will have access to a [Wellness Checklist](#) to identify immediate needs for students and families that may be adversely impacted by the COVID-19 pandemic and extended school closure. If needs are identified, the district’s behavioral support staff assigned to the school building (school counselor, behavior specialist, school social worker) and/or the school principal will be notified. The behavioral support staff or administrator will follow up with the student and/or family to further assess the needs of the

family, provide additional support, or connect the family to additional supports within the school or community. Students may be referred to a Lewis Cass ISD mental health specialist for mild to moderate mental health supports. Students and families in crisis situations will be immediately referred to community mental health agencies.

In order to provide continued mental health support, Cassopolis Public Schools has made a connection with Woodlands Behavioral Healthcare Network in Cassopolis, Michigan. Woodlands will provide support to students and families experiencing increased emotional distress as a result of COVID-19. The protocol for outreach to Woodlands is for the family to call directly to Woodlands at 269-445-2451 and explain their immediate need. If Woodlands has a therapist who is available at that time to speak with the individual they will do so and assess their needs. However, if there are not any available therapists at that time then the individual's name and number will be taken, and a therapist will return their call within one day. If the family does not feel comfortable with making direct contact with Woodlands then they can reach out to Breana Bowsheer, Sam Adams Student Support Specialist, or Mary Casteel, Ross Beatty Jr./Sr. High School Counselor, who can make contact with Woodlands for them.

If a family is experiencing a crisis situation (suicidal thoughts, suicidal attempt) they can call Woodlands and immediately state their crisis to the receptionist who in turn will get them to an intake therapist. At that time the intake therapist will further assess the situation. The family also has the option of going straight to the Emergency Room in this type of situation.

In addition to Woodlands, contact has been made with community pastors who are willing to provide support to families as needed. The protocol for outreach with a community pastor would be for the family to make contact with Breana Bowsheer, Student Support Specialist, via email at bbowsheer@cassopolis.org. She will then connect the family with a community pastor.

Any student that was receiving mental health services prior to school closure through 31n/C4S will be contacted by the ISD mental health specialist to receive ongoing teletherapy services throughout the school closure. Similarly, any student with an IEP that receives direct services from a school social worker to improve their social, emotional, and behavioral health will also be offered continued services from that provider.

In coalition with the ISD, students at Sam Adams Elementary who are receiving services from Andrew Rajzer, Mental Health Specialist can reach out to him via telephone at 269-359-0797 from 12:00-4:00p.m. weekdays if needed. Mr. Rajzer is reaching out to previously identified families and connecting with them via telephone for emotional support.

Social Workers and school psychologists, from the ISD, will be reaching out to students with whom they have been working one-on-one with to ensure the continuity of support. They also will be working with case managers to guide and help with any student that may need extra support during this time.

Teachers will continue to utilize Zones of Regulation to help students identify feelings, levels of alertness, and behavior management. By understanding how to notice their body's signals, detect triggers, read social context, and consider how their behaviors impact those around them, students learn improved emotional control, sensory, regulation, self-awareness, and problem-solving skills. Teachers will identify students Zones of Regulations through discussion posts and during check-ins to help monitor mental health. [Zones of Regulation](#)

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

District/ PSA Response:

We have agreed to support Lewis Cass ISD in the efforts of disaster relief childcare. Squires Education Center would be a relief childcare center as it is currently equipped to accommodate children age 0-3.

Optional question:

15. 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?

District/ PSA Response:

The district does not intend to implement a balanced calendar for the remainder of the 2019-2020 school year as learning has been continuous since March 13.

*The district will follow the county calendar for the start of 2020-2021.

Name of District Leader Submitting Application: Dr. Angela Piazza Superintendent

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website: