

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.*

*On March 13th* Lamphere provided all staff a full day to collaborate on developing resources that would be accessible to all students from home. These resources were provided both in the form of online learning as well as individual packets of educational materials to meet the needs of all families with different levels of technology at home.

*On March 16th* our district provided an opportunity for our families to pick up Chromebooks from our Board Office. We also purchased hot spots for families who did not have internet access at home. Our Food Service also provided a food distribution on March 16th. They provided a full week of food to our families, and this distribution of Chromebooks and food has continued every Monday in our district since that date.

*During the weeks of March 16th and March 23rd* the resources that all staff provided to our families were implemented. Our staff continued to connect with students in a variety of ways: including Zoom meetings, google hangouts, google classroom, as well as on social media groups and platforms.

*Beginning the week of March 30 - April 3* all early childhood special education, Junior Kdg-12, and Lamphere Center teachers, developed sample schedules with hyperlinks to teacher created activities and resources and began using Google Classroom, by posting suggested schedules of activities, welcoming messages and discussion questions. New activities, links and resources were refreshed for students to continue having

*Beginning on April 3* our district created a steering committee that was composed of general and special educators, administrators and ancillary staff to develop a Continuity of Learning Plan. The purpose for the committee is to develop a cohesive district plan and expectations for all, across the district during these next 8 weeks. Subcommittees

were developed to focus on feedback without grading, scheduling, special populations, social emotional learning, dual pathways of learning, and utilizing google classroom to connect with, lead, facilitate learning and interaction with students.

*Beginning on April 17* we will begin our next phase of Lamphere's Continuity of Learning Plan. Below are some specific examples of what our plan will include for all of our students:

#### *Elementary General and Special Education Students*

Our K-5 students will receive frequent interactions through google classroom, where they will be provided a weekly outline of instruction designed to include teacher directed learning in reading, writing, math, social emotional learning, class meeting time, as well as special activities, including physical fitness activities, music, art and STEM activities. Attendance and participation will be noted, and office hours will be provided multiple times a week to support students, both emotionally and academically. Enrichment resources and additional links will be provided each week for students, if they choose to challenge themselves. Students needing ancillary, ESL or other academic or emotional support will be met through phone calls, google classrooms, or facetime, depending on the needs of the student. This support will be provided outside of instructional time throughout the week.

#### *Secondary General and Special Education Students*

Students in grades 6-12 will have activities and resources provided and taught in all of their scheduled classes based on a weekly schedule structure. In addition, students in grades 6-8 will continue working on Moby Max and Khan Academy reading and math individualized practice as a supplemental resource and students in grades 9-12 will have Gradpoint online resources as a supplemental resource to their content area classes. All students will receive frequent interaction from their teachers through google classroom. Students needing ancillary, ESL or other academic or emotional support will be met through phone calls, google classrooms, or facetime, depending on the needs of the student. This support will be provided outside of instructional time throughout the week.

#### *Additional Special Education Program Considerations*

In order to further support our Early On programs, Early Childhood Special Education, K-12 Special Education, and Adult Transition Programs and Services our staff set up google classrooms and are providing suggested schedules, as well as additional resources for these families so that they have multiple options to support their student(s) from home. Our staff has been connecting with these families to ensure that they are familiar with the resources provided and how to implement them at home. Frequent check-ins are occurring with these families to support their specific needs.

All teachers are meeting via Zoom, Facetime, phone, email and Google Hangout in order to prepare, plan, and deliver instruction (identifying important content and standards to be included. They are creating, or using social emotional resources to include in a weekly classroom meeting check-ins, to monitor student and family well-being. Paper packets of work are being created at our central office, and we will continue to offer the option of paper packets to families that would prefer that mode of instruction from now until the end of the school year.

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.

Although we are physically separated, we want our students to know that we are connected and engaged with them throughout these somewhat isolating days. Our connections and relationships with our students remain at the very center of our educational focus while we are teaching and learning remotely.

Throughout this year we spent the majority of our professional learning time focusing on student mental health and well-being. We trained the staff in understanding ACES and strategies they could use in the classroom to connect with all of our learners both on an emotional and academic level. The application of this professional learning will be carried through even though we aren't able to be physically together in classrooms.

We will continue to keep our students at the center of our educational activities in a variety of ways. Teachers and students engage in class discussions, via google classroom, google hangouts and Zoom. Regardless of age and grade, students will participate in a weekly "classroom meeting" where they are able to interact, see each other through video and check in. Additionally, teachers will be connecting with students daily online, and initiating individual meetings via office hours for students that need additional support, either emotional or academic.

Our ancillary staff and teachers will provide social emotional activities and resources to engage with students needing additional time to connect and interact with teachers or specialists.

Teachers and administrators have been connecting with students and families over Zoom, and social media (FB or instagram) and will continue to do so, offering opportunities to read aloud to groups of students or "challenge" them to scavenger hunts, physical exercise, or other. Emails, Facetime, letters and phone calls have been made to connect with students who have not "checked in" with teachers and classmates. We will continue to reach out to families to ensure that they are provided the resources to the extent possible to help them face the stressors this pandemic has caused.

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

We plan to deliver content in a mixed media format, however, we currently are leaning more heavily on the online component . We have provided Chromebooks and Hot Spots for families needing/wanting their children to participate in online learning. For parents who prefer their children to learn through printed materials, we have developed weekly packets that will be made available at our board office to pick up and return on Mondays. Work will be checked and feedback provided through a journal, or by phone, depending on the family's preference.

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

All students will be encouraged to participate in learning opportunities and will be held harmless in terms of grades and/or credits in the remote learning environment.

*At the secondary level,* student learning is monitored by the classroom teacher, with assistance from co-teachers, department chairs, curriculum coordinators and administrators. Teachers collaborate with colleagues who teach the same course. Department chairs also work with teachers to identify the main standards to be achieved and taught for the remainder of the school year. In addition, Khan Academy, Moby Max and Gradpoint will be used as supplemental content material. Student work is collected and provided feedback from the teacher/s. Students who do not submit any evidence of learning will be contacted by the teacher and will be provided multiple opportunities to demonstrate their learning. Administrators and support staff will continue to connect with students who are not participating and ensure that all have the opportunity to demonstrate learning.

*At the elementary level,* student learning is monitored by the classroom teacher, with assistance from reading specialists, resource room teachers, Title I, ESL or other support staff, and administrators. Teachers work with colleagues who teach the same grade across the district and collaborate with the literacy coach to identify the main standards to be achieved for the remainder of the school year. Student work is collected for feedback, and the teacher will differentiate teaching as necessary, including initiating students to attend office hours for individual conferencing. Students who do not submit evidence of learning will be contacted by the teacher and provided multiple opportunities to demonstrate growth.

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

Our budget estimating additional expenditures associated with the plan are as follows:

Gradpoint Online Curriculum (Pearson) - \$25.00 x 730 students - \$36,500  
Additional sanitizing costs - \$50,000  
Paper and printing costs (packets for families) - \$10,000  
Estimated repairs for lost or broken Chromebooks - \$30,000  
10 Hotspots/monthly service (April, May, June) - \$1200  
10 Hotspots/Samsung phones (April, May, June) - \$1200  
RAZ kids subscriptions for 4 elementary schools - \$5,044.81

**TOTAL: \$133,944.81**

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

We have a committee formed of Pre K-Grade 12 general and special education teachers, administrators, central office personnel, ancillary staff, a technology team representative and 3 members of our Board of Education who serve on the Curriculum Committee collaborating and commenting on the development of our Continuity of Learning Plan. We have consistently met in both full committee form via Zoom, and in subcommittees. Our notes are shared on our Team Drive - Lamphere's Continuity of Learning, and we've published a document to support our teachers and administrators highlighting expectations, schedules and reminders to refer to and use throughout the remainder of the 2019-2020 school year.

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

We will email every parent and student about the new Continuity of Learning Plan and post it on our district website. Our building administrators or designated representatives will make robocalls to all families to alert them of the new Continuity of Learning Plan that is available to all students. At that time, we will inform parents that we will provide learning packets for families that prefer paper copies.

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.

We will begin our Continuity of Learning plan on Friday, April 17, 2020.

9. Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act, and Career and Technical Preparation Act, as amended, in completing the courses during the 2019-2020 school year.

We have several students who are currently enrolled in college courses at Oakland Community College. They are working with their professors in order to receive credit/no credit for the courses in which they are enrolled. For our students enrolled in CASA, we have received the following information from Jennifer Gebbie, the director:

#### Checklist for a 6-week learning plan for CASA

Plan on providing roughly 3-4 hours per week of instruction and assessment activities and in being in contact with your students 2-3 times per week. Many of our district are telling families to expect their students to be engaged 2-4 hours per day. (Classes preparing for an AP exam may do more.)

- Key standards/concepts that the students will be learning
- Assessment activities and opportunities
- Plan for communication with students and parents
- Plan for office hours, a time to be available in real-time to talk to your students, either via a weekly Google meet or Zoom meeting at a set hour. You can have one set of office hours for all the classes you teach at CASA.
- Optional: Something fun to engage the students.

Additionally, we are currently working with Oakland Schools Technical Campuses to continue to provide CTE programming to the extent permissible under the Executive Order and OCTE's guidance.

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

We plan to continue distributing food to our eligible students once a week (each Monday) for the remainder of the 2019-2020 school year. Each week our food service director coordinates a food pick up service, where families pull up their cars and are given 14 packaged meals. We are providing about 7,000 meals to our students in need. We continue to inform our community of this resource and opportunity.

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.

Following requirements within the governor's executive order, The Lamphere Schools continues to pay school employees while redeploying staff to provide meaningful work within the context of the plan.

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

Student engagement, wellness, participation and completion of assignments will be monitored by teachers through their online platform, Google Classroom. Teachers, specialists and support staff will hold office hours multiple days a week and will monitor student participation in the plan. The special education team is

also monitoring and recording contact with students and families. If a student is inconsistently engaged or experiencing difficulties completing assignments, teachers, support personnel and building administrators will reach out to attempt to reconnect with students and families. Students are held harmless during remote learning. Safety and well-being remain our top priority and concern. Our suggested schedules are meant to serve as a guide and are flexible.

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

Lamphere Schools are actively promoting social-emotional learning (SEL) Practices. Throughout this public health crisis and school closure, the district has approached student learning and continuity of education through a trauma-informed lens, and continues to promote connections first with our students and families. Each week our middle and high school are holding small class meetings, our middle school administrators are hosting grade level Zoom meetings and our elementary school teachers hold weekly "classroom meetings" with the focus on social emotional learning. Two of our elementary schools are Lighthouse Schools with The Leader In Me program. They will continue using the 7 Habits daily in their outreach with students. Counseling support is available to our students daily. Students are held harmless. Teachers grant maximum flexibility in remote learning, with a focus on minimizing pressure on students. The schedule designates multiple days of office hours each week for support. These hours can be planned for contact with counselors, teachers, speech pathologists, social workers, psychologists, interventionists, and special education teachers. Our online learning plan focuses on student connections, first and foremost. Our teachers will continue to connect with all parents/families by email and phone to discuss or determine students' current mental health needs. Based on those conversations, support staff (SSW, counselor, principal, etc.) will reach out to individual students and families to determine support. If a need is presented, the teacher will communicate that need to the building administrator or ancillary staff to make the necessary follow-up. Administrators will continue to meet with teachers to identify any additional students or families in need. Tele-health or Madison Heights Youth Assistance may be used when necessary and appropriate.

- 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.**

The Lamphere Schools is working in collaboration with Oakland Schools to identify and monitor the ongoing need for Essential Worker child care and the providers thereof throughout communities and the county. At this time, district community partner (centers and home providers) have been able to meet the

need for Essential Worker child care with some indication that more need may be developing in geographic areas of the county. Oakland Schools is communicating and coordinating with districts and community partners in these areas to be ready to add child care capacity if needed. In anticipation that more child care capacity may be needed, The Lamphere Schools is working to identify potential classroom locations from currently closed GSRP and child care programs and staff that would Be willing and able to work if needed to provide child care for Essential Workers. Consistent with Executive Order 2020-16, tuition for child care would be paid by Essential Workers in the customary manner and fee structure for the respective Child care provider. The Lamphere Schools is committed to helping to meet the Need for disaster relief child care.

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

We currently have no plans to adopt a balanced calendar instructional program For the 2020-2021 school year. We do plan to begin prior to Labor Day for the 2020-2021 school year.