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 15, 2020

Name of District: Kent Intermediate School District

Address of District: 2930 Knapp Street NE, Grand Rapids MI 49525

District Code Number: 41000

Email Address of the District: roncaniff@kentisd.org


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.

(KCTC, KIH, KTC, Launch U, MS@K, Center Programs, Early Childhood)

Date Submitted: April 15, 2020

Name of District: Kent Intermediate School District

Address of District: 2930 Knapp Street NE, Grand Rapids MI 49525

District Code Number: 41000

Email Address of the District: roncaniff@kentisd.org


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-19.

District/ PSA Response:
All Secondary programs will deliver modes of alternate instruction that will engage students in learning. We will manage and monitor student learning through a variety of strategies including online, telephone, email, video, project-based learning, paper and pencil packets or a combination of all of these. We will be surveying students to see if they have access to technology via computer or phone. Students who do not have access to online or phone, we will provide printed instructional materials and pencil and pens if they do not have them.

A. KCTC will look at using online distance learning through platforms of Moodle, google classroom, and college platforms that are being used for our dual enrolled courses. We as well will determine where it is beneficial and needed for packets of material to be issued to students. We are a partner with our local districts and homeschools and will be following their lead to determine accessibility. In areas that we are able to support we will do so with available resources.

B. KIH will use Google Classroom and a modified Google Doc KIH calls an “Agenda Doc.” These tools will operate as the Learning Management System (LMS) for courses taught by KIH staff. KIH courses will offer workshops through Google Meet and will post asynchronous instructional videos using YouTube or Khan Academy. To reduce the technology divide, technology strategies will be implemented in a way that is smartphone friendly. Students enrolled in dual-enrollment classes with GRCC will continue their courses online using Blackboard as the LMS. All of these online tools were in use before school closure. Students who do not have online access will receive the curriculum through instructional packets. The packets will be printed and shipped by Kent ISD. It is acknowledged that students completing the curriculum through instructional packets will need additional instructor access. KIH staff have been instructed to conduct one-on-one tutoring sessions over phone with students who complete the curriculum through instructional packets. In addition, KIH has instituted a protocol to have packets printed, distributed, and returned respecting social distancing and considering the constraints of current circumstances.

C. The Transition Center is a high density of low socio-economic students. Consequently, high tech/on-line education will need to be delivered in alternative methods that meet our students’ technological capabilities. Most of our instructors utilize Google Classroom which is compatible with mobile devices (smart phones). Google Classroom has a mobile app for both Android and IOS devices. Technology wise, most students have smart phones. A percentage of our students do not have smart phones. Consequently, staff will need to prepare learning packets and assessments that will need to be mailed to their homes. Between these two methods, we hope all students will have equal access. Staff will make a concerted effort to reach all students to determine the best method for each student.

D. Since school closure, Launch U students have continued their curriculum online with GRCC instructors. Launch U academic coaches surveyed all students to determine online access. Students who needed devices were loaned devices prior to closure. Academic coaches continue to support students through check-ins and coaching conversations with students. Launch U students access the curriculum through the GRCC LMS Blackboard.
After follow-up with every Launch U student, we have reason to believe that every student has access and is on pace to earn credit.

E. MySchool@Kent is a blended learning program. As part of our program we already have provided internet access and devices to all students. Students have been and will continue to be able to access content and communicate with their instructors online through our Apex program and school email. In addition, our instructors are also available via phone and online video conferencing such as google hangouts or zoom. Our special education consultant and academic coaches are continuing to reach out to all of the students on their caseload to ensure students have what they need and are equitably supported academically, emotionally, and in terms of community resources.

All students will continue to have access via their previously assigned device and we will provide opportunities for students to get a replacement device or technical support through our help desk should the device stop working. All students who did not have internet access were already provided with internet access. We will continue weekly communication with parents via emailed progress reports home and also reaching out via the phone if needed. Students and parents already had access to all resources needed to carry out this plan for remote learning.

F. Kent ISD Center Programs plan to use a hybrid model of instruction using hard copy instructional packets and online learning platforms. For those students that have internet access, but don't have a device, devices will be made available. Students without internet access will have access to instructional materials through a weekly instructional packet. All students will need access to materials such as paper, pencils, and crayons, which will be made available to families that don't have them. All students will have access to course textbooks and assistive technology as needed to complete their work.

G. Kent ISD Early Childhood Programs plan to use a flexible delivery model, meeting family's needs based on responses to a needs assessment survey. Resources will be offered based on individual family responses to support families and children through a variety of platforms (i.e. Email, phone, google hangout, google classroom, social media, and printed materials). Activities given to families will support individual learning goals and incorporate materials found in homes and nature. Children receiving Early On services will continue to receive early intervention services via tele-intervention per their IFSP. Any changes in service delivery will be noted through the periodic or annual review process.

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:

All secondary programs will keep a student-centered focus and help them feel safe and valued. We will engage student services staff including counseling, ELL and Special
Education staff to help meet the individual needs of all students. We will work with student services staff to develop expectations of working with students remotely, via phone or email.

A. KCTC instructors will be working to establish connections with students and ensure that their needs are at the center of our activities. Support staff will be utilized in ways to facilitate contact, support, and additional duties to assist our students. Our Counselors and Social Work team have and will be utilized during these weeks that students are not attending campus. We continue to use school messenger, social media, and email to reach out to staff and students during this difficult time.

B. After school closure, KIH began a temporary plan called the “Student Support and Engagement Plan.” This plan began shortly after school closure and will continue until the deployment of the Remote Learning Plan. The Student Support and Engagement Plan outlined how KIH staff would reach out to students for social, emotional, and mental health support. KIH staff met in grade level teams and divided the students into cohorts. The cohorts were divided based on staff relationships with students. Staff reached out to students within their cohorts at least once each week. If a student reported a need for support, KIH staff referred the student to the KIH counselor for additional mental health support. As KIH transitions to a Remote Learning Plan, the student support components in the original plan will be retained and integrated into the new plan. KIH will continue to check-in with their cohorts and refer students to the KIH counselor when needed. To communicate with Spanish-speaking parents, KIH will use the translation services of the Hispanic Center.

C. KTC staff will be divided into teams to coordinate and log all interactions with students. Teams will be composed of teachers, CTE Specialists, and contracted staff. Staff are requested to notify administration if there are interventions needed to assist the student with social-emotional or safety needs.

D. Launch U provides consistent support for students in the roles of the academic coaches. Each academic coach has a caseload of students to monitor academic success and social/emotional needs. Even prior to school closure, this work was a regular part of the job duties of the academic coaches. After school closure, the academic coaches have continued this work remotely.

E. MySchool contacted each student during the first week of closure. Each student has been assigned an academic coach who connects with them at least weekly to ensure that they are doing okay. During this time coaches and all staff can refer students directly to our social worker. Aside from calling all students on his caseload our social worker is also checking in on students who have been referred to him by staff members. He connects them with community resources and supports their mental health needs.

Students move at their own pace. We have been and will continue to conduct school-wide, optional zoom meetings for all staff and students at 2:30 on weekdays as often as five days a week. We mail encouraging notes home, have fun events via zoom like Pictionary, and are organizing a virtual spirit week. We continue to use school
messenger, social media, and email to reach out to staff and students during this difficult
time.

F. Center program case managers will be expected to contact every student at least one time
during the week. This may be done through the use of technology (for those that have
access) such as Google Meet or other forms of virtual meeting or through weekly phone
calls. For students with technology access case managers will also make sure to
communicate multiple times each week through the instructional platform (Google
Document Instructional Resources, Google Classroom, Classroom Dojo, SeeSaw, etc.),
with an emphasis on continuing to build relationships and maintain connections. If
students do not have access to technology, teachers will include weekly notes to students
in their instructional packet that focus on building relationships and maintaining
connections. We will encourage relationships between students by having students write
letters to classmates or hosting a classroom Google Meet.

G. Early Childhood will ensure that all children and families are provided diverse and
individualized supports that meet their needs. We will provide opportunities that allow
families to determine their own pace and degree of participation in distance learning
opportunities. We will encourage ongoing relationships between children and their
families with teachers, coaches or classmates.

H. All Kent ISD programs are working with our Diversity Equity and Inclusion Director in
planning for all programs and for all students.

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

District/ PSA Response:

All Secondary programs will deliver modes of alternate instruction that will engage students
in learning. We will manage and monitor student learning through a variety of strategies
including online, telephone, email, video, project-based learning, paper and pencil packets or
a combination of all of these. We will be surveying students to see if they have access to
technology via computer or phone. Students who do not have access to online or phone, we
will provide printed instructional materials and pencil and pens if they do not have them.

A. KCTC curriculum/content will be delivered via Moodle, google classroom, email,
packets, and/or additional modes of access such as social media.

B. KIH will deliver content through a variety of online tools, including Google Classroom,
Google Meet, Google Docs, YouTube, Khan Academy, and IXL, among other tools. KIH
will also deliver content through instructional packets using professional printers and
return envelopes sent to students who receive instructional packets. In addition, KIH will
also make every effort to schedule phone tutoring sessions with students who receive
instructional packets.
C. Curricula will be delivered for KTC students via Google Classroom or instructional packets.

D. Launch U will support the curriculum delivered by GRCC professors. Since school closure, GRCC curriculum has been delivered through the Blackboard LMS.

E. MySchool’s content is delivered virtually yet even before the closure we made sure students had multiple ways to process the content. Students get one-on-one help from their coach and their instructors but now that help comes virtually or through the phone. Instructors also send tutorial videos and links to outside resources to students as needed.

F. For those students without technology, the main mode of delivery will be through hard copy instructional packets. This will be supplemented with phone conferencing to support instruction. The instructional packets will be available for pickup at school building on a regular schedule. Packets will be mailed to the student if they are not able to pick up the packets at the building.

For students with technology content will be delivered through the online platform and email. Educators will be accessible synchronous instruction multiple times per week and asynchronous instruction through pre-made videos multiple times per week.

G. Early Childhood will offer resources based on individual family responses to support families and children through a variety of platforms (i.e. Email, phone, google hangout, google classroom, social media, and printed materials).

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

District/ PSA Response:

All secondary programs will teach and monitor instruction in a number of different ways depending on the needs of each individual student. We will check for students learning and adjust instruction as needed using alternate modes of instruction.

A. KCTC students will be asked to use online LMS systems to submit work and/or responses to curriculum prompts. Teachers will record and grade materials being submitted via SMS system.

B. KIH students will complete assignments through Google Classroom and Google Forms. Staff will offer multiple opportunities for feedback and grades will be entered at least once a week, if not sooner. KIH will allow students to increase their grades through grading practices. KIH will also allow students to pursue credit/no-credit as an option for final semester grades. Students will be asked to submit their work via mail, Google Classroom, or SMS. Teachers will grade and record the information.
C. Launch U coaches continue to support the online curriculum of GRCC instructors. Students submit assignments through Blackboard and are given feedback by GRCC professors. Launch U coaches offer support to Launch U students through academic strategies and coaching conversations.

D. MySchool’s virtual learning platform provides updates to students, staff, and parents to alert if a student is on pace. Academic coaches monitor student progress and our interventionists work directly with students who are falling behind. We will continue to run weekly reports that are shared with all staff showing if students are in the red or in the green in terms of their progress. Computers based assessments are graded instantly and written work is submitted via google docs and graded within one week by the instructor.

E. For Center Program students without technology access, learning packets will be collected each week on a regular schedule. Educators will review the learning packet and provide feedback to the student during their weekly phone call, virtual meeting, or email. Learning packets with written feedback will be returned to the student the next week. For students who cannot drop-off learning packets, mailing resources will be provided.

For Center Program students with technology, educators will monitor student access and assignment completion on a daily basis within the instructional platform. Educators will provide feedback to students on assignments through the instructional platform as they are completed. Educators will differentiate instruction within the platform to meet each student’s needs.

F. Early Childhood will provide instruction in a variety of formats that meet the needs of the families. Families will receive that materials for activities either through email, phone, tela-conferencing, social media, or written documents. Staff will touch base with families to ensure that the activities and meeting the needs of each family and adjust the delivery as needed. Families will be provided the opportunity to complete developmental screeners to ensure children are making progress.

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

District/ PSA Response:

<table>
<thead>
<tr>
<th>Kent ISD</th>
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<tbody>
<tr>
<td>Continuation of Learning Plan Budget</td>
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<tr>
<td><strong>Incremental Expenses:</strong></td>
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<td>Chromebooks - Local Districts</td>
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<td>I-Pads - Center Programs</td>
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<td>Mailing Costs</td>
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<tr>
<td>Cleaning &amp; Sanitizing Materials</td>
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<td><strong>Total</strong></td>
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**Funding Sources:**

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<th>Source</th>
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<td>General Fund Reserve</td>
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<td>Career Tech Fund Reserve</td>
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<td>Federal CARES Act</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$269,517</strong></td>
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</tbody>
</table>

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:**

A. KCTC administration will meet virtually with administration, staff, and representatives that are key to implementation of this plan. Communication of the plan along with guidance for compliance of this plan have been done through meetings with ISD Directors and Executive Leadership. We are holding a staff meeting to deliver a format of PD and expectations during this time of delivering curriculum while students are off campus. We have revised the plan based on parent, teacher, union member and staff feedback and we will continue to receive feedback and make appropriate changes.

B. KIH administration met with a small team of teacher-leaders on Friday, 4/3/20. The team of teacher-leaders included the Association president for KIH. During this meeting, teacher-leaders gave feedback on the first draft of the Remote Learning Plan developed by KIH administration. The plan was revised based on teacher-leader feedback, then the Remote Learning Plan document was shared with all KIH staff. KIH staff made comments on the doc to offer feedback on the plan. On Tuesday, 4/7/20 all KIH staff were invited to participate in a feedback session for the Remote Learning Plan. Revisions to the plan were made based on the feedback from staff.

Staff and administration have spoken numerous times one-on-one to collaborate. A staff meeting will be held to discuss large scale considerations and individual team meetings.
will be held with each constituency in the building. Administration will reach out to Association representatives.

C. Launch U: On Wednesday, 3/18/20, two days after the official school closure, the Launch U team and administration met to discuss how Launch U would support remote learning as early middle college students transitioned to online learning through GRCC. The Launch U team determined a plan for academic coaching support based on standard practices.

D. MySchool: Leadership at both the secondary level and the ISD level collaborated on remote learning options and needs. The leadership team discussed equity, expectations, emotional and mental health needs, and the needs of unique students. MySchool@Kent met as a staff virtually to discuss what we can continue to do to support students and what elements are essential in our remote learning plan. Staff including teachers, social workers, counselors, and support staff had a voice in the creation of this process. We also worked directly with our Association representative. We shared these questions with him and discussed options over the phone. Feedback from staff members was used to improve the plan and their contributions were valuable.

E. Center Programs: Various stakeholders were involved in the development of the plan. Building administrators met with their building teacher leaders for initial input through piloting the contingency learning plans. Buildings administrators meet with staff in their building describing the need for distance learning and feedback on the platform(s) and resources. District leaders met with union leaders for input and feedback on the plan.

F. Early Childhood: Program administrations, teachers, coaches, support staff, Association representation and community stakeholders had a voice in the creation of this process. In addition, the driving force behind our decision making was the results of a family needs assessment.

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

District/ PSA Response:

A. KCTC: Website, Phone, Email, FB, ISD communication tools, and social media connections.

B. KIH: Since school closure, KIH has sent weekly updates to parents and guardians using Power School messenger. KIH will continue this method of communication throughout the remote learning plan. KIH will also utilize a paper mailing system for parents who do not have active emails in the Power School system.

C. At the Transition Center, we will utilize multiple methods of contacting students including: School Messenger (voice, text, and e-mail), individual phone calls, text (where
appropriate), e-mail, and Google Classroom. Teachers will be asked to create a virtual phone number via Google Voice.

D. Launch U will send emails to Launch U parents and guardians. When necessary, Launch U staff communicate with parents and guardians through phone, text, or video conversations.

E. MySchool@Kent utilized social media, school messenger, text messages, phone calls, and emails to reach out to both parents and students. We also reached out via email to sending school leadership. It will also post it on our website.

F. Center Programs: The plan will be communicated through a letter to each family. The plan will also be dispersed through email and posted to the district website. A phone call message will be sent to all parents to ensure that everyone is aware that the plan has been developed and released.

G. The Early Childhood programs will utilize social media, text messages, phone calls, and emails to reach out to families.

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:

A. KCTC and KTC: Staff professional development and staff meetings will take place the week of April 13th. Full implementation will begin April 20, 2020.

B. KIH: The plan will start implementation with staff professional development and curriculum development on 4/13/20. Full implementation for student remote learning will begin on 4/20/20.

C. Launch U began using remote learning strategies once GRCC transitioned to online learning on 3/12/20.

D. MySchool: We will move forward with the plan officially on April 13 however we have already been implementing many aspects of the plan due to the fact that we are a virtual hybrid program.

E. Center Programs: Will launch implementation with students on April 13, 2020.

F. All Early Childhood will have begun implementation no later than April 13th.

District/ PSA Response:

A. KCTC: For students in CTE programs we will work with the OCTE Director and follow state level CTE directives to ensure our students have the ability to complete these courses. When needed, the district will ensure the student has the necessary resources.

B. KIH dual-enrolled students can access the GRCC online curriculum through Blackboard. KIH has communicated with the GRCC instructor and KIH students several times to make sure KIH students have access and are completing the requirements of the course.

C. KIH: We will work with KCTC to ensure students have the opportunity to complete courses during the 2019-20 school year.

D. Launch U staff continue to support early middle college students through academic coaching and conversations that support students with social, emotional, and mental health supports.

E. MySchool: We are working with the other secondary programs to ensure students that are in MySchool@Kent and other programs are given every opportunity where feasible to complete their CTE courses and certifications. We are providing assistance to those students by checking in with them and making sure they have what they need from the other programs. MySchool@Kent does not offer any direct CTE or Dual Enrollment.

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

G. Early Childhood: Not applicable

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

District/ PSA Response:

A. KCTC, KTC, Launch U, MySchool: N/A
B. KIH has coordinated with Kids Food Basket to offer meals on Saturdays. These meals are intended to supplement students access to free and reduced lunch through the LEAs. This support is not required, but KIH will continue to offer this supplemental service because there is an increased need for food distribution. In addition, KIH will continue to communicate with students where they might access food distribution with the local school district.

C. Kent ISD Center Programs will continue to communicate food distribution information from all of the member districts in Kent County.

D. Early Childhood: We are making sure families are aware of the resources provided in the community and through their local school district.

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:

All Programs: Consistent with the Executive Order, Kent Intermediate School District is committed to upholding collective bargaining agreements and is paying all employees during the implementation of this plan with the understanding that some staff will be redeployed as necessary.

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

District/ PSA Response:

A. Secondary Programs: The local districts are the ultimate decision maker on grades based on local district policies. That said, KIH, KCTC and KTC are aligning with the same philosophy for grading students:
   - Students will be graded on completion of work, this will allow students who are engaged to increase their overall grade for the work.
   - We will not penalize students who cannot engage in the work.
   - The local district can decide to report the grades we issue as a pass/fail for this term depending on their policies. If students do not participate we will report the third quarter grade and notify the local district of the non-participation.
   - A student’s final grade cannot decrease from their current grade, it can only get better.
   - If students do not complete an assignment/activity, it should be assumed that there is an obstacle resulting from this pandemic preventing the student from engaging in the work. Feedback and support will be provided and the student should be permitted to complete the assignment/activity when possible. The teacher may establish a reasonable timeline for all work to be submitted allowing enough time for the teacher to reasonably assess the material.

MySchool@Kent will be grading as usual and reporting grades to the local district. Courses have been streamlined where appropriate.
B. KIH will closely monitor student participation in the remote learning plan. Standard practice at KIH prior to school closure was for staff to meet weekly on grade level teams. The grade level teams would discuss student academic success concerns, attendance concerns, and mental health concerns. Grade level teams would track their student concerns using a Google Doc and these concerns would be communicated to KIH administration and KIH counselor. The grade level team process will be continued remotely over the course of the remote learning plan. Parents and guardians of at-risk students will receive communication from KIH instructors, counselor, and/or administration.

C. Launch U academic coaches continue to effectively monitor student success and student needs through coaching sessions. When necessary, Launch U staff and/or administration communicate concerns with parents.

D. MySchool: We will continue to evaluate the program using the metrics provided in our online learning program. This shows us when students have logged in, if they are on pace, and what their current grade to date is. Students will continue to work on their content online and receive grades. We are asking staff to document all contacts in PowerSchool.

E. Center Programs: If a student does not have access to technology, educators will keep track of which students are completing the weekly instructional packets. They will also need to keep a log of all communication with students and parents.

   If a student has access to technology, educators will use the instructional platform to monitor student wellness, engagement, and completion of assignments. They will also keep a log of communication with students and families.

F. Early Childhood Programs will ensure that families will receive at least one contact to understand their needs and desired forms of participation.

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:

A. KCTC staff are expected to report students who are in need. Counselors, Social Workers, and other support staff will be utilized or connecting with LEA’s to ensure student needs are met.

B. KIH staff will continue to closely monitor student needs through student cohorts assigned to KIH staff and weekly communication to students in those cohorts. As concerns arise, KIH staff communicate those concerns with the KIH counselor and KIH administration. Once the referral is made, the KIH counselor is the point-person to assign additional support. There is a team of social workers, counselors, and therapists that have been identified as support for students as needed.
C. KIH: All staff are expected to report any student who is in need.

D. Launch U staff report student needs to the Launch U administration. After the report, a support process will be determined from a team of individuals who can offer mental health support.

E. MySchool: Students are referred directly to our social workers. Many of our staff have been trained in mental health and trauma resources so we are acutely aware of the needs of our students. Our anxiety support group is still meeting virtually every week. KSSN continues to partner with us and offer services and direct counseling to our students.

F. Kent ISD Center Programs will contact all parents/guardians to determine their current mental health needs. Based on those results, administrators, social workers and staff will reach out to individual students and families to determine what they may need and connect the family to outside agencies to help meet their needs. While educators are making weekly phone calls they will monitor and assess the needs of students and families. Administrators will hold weekly staff meetings with educators to identify any additional students or families in need.

G. Early Childhood Program will continue to connect families to outside agencies to help meet their social and emotional and basic needs.

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 are directing families of essential industry workers to complete an intake application through our Kent County Early Childhood Navigation site  https://www.successstartsearly.org/help-me-grow/ A team at Kent ISD is working to navigate families to existing providers (center based and home care) who have remained open to support these workers. In the event that there are no longer options in the existing childcare centers in the county, we are willing to open our buildings to provide additional classroom space to support this effort.

Optional question:

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?

District/ PSA Response:
Secondary Programs & Early Childhood: The district is not considering the adoption of a balanced calendar as we need to be aligned to local school district calendars.

Kent ISD Center Programs will continue the balanced calendar for Lincoln School, Lincoln Developmental Center and Pine Grove Learning Center. For the Center Programs on a traditional calendar, based on the individual needs of students the IEP teams will determine the need for extended school year and compensatory education services.

**Name of District Leader Submitting Application:** Sue Gardner, Interim Asst. Superintendent of Secondary Programs

**Date Approved:** April 17, 2020

**Name of ISD Superintendent/Authorizer Designee:** Ronald Caniff

**Date Submitted to Superintendent and State Treasurer:** April 17, 2020

**Confirmation approved Plan is posted on District/PSA website:**