



# **Saginaw Public Schools**

## *Keeping Kids First*

During this Covid-19 pandemic, our school and community have come together to support one another, with an emphasis on our children. The community has provided multiple resources to ensure families have food, home supplies, mental health supports, and other basic necessities. Those needs will continue to be identified and lifted up for support. The depth of care, strength, and creativity expressed by our SPSD family is inspiring and this extends to our desire and intent to meet the learning needs of all our students. We recognize families and caregivers are in an unfamiliar element and are working to balance the demand of day-to-day life with the added expectation of supporting student learning.

Beginning with the mandated school closure on March 16, 2020, SPSD staff worked intently to stay connected with students, ensure student and family needs were met, and provide enrichment activities through digital platforms. The clear focus during this time was keeping connected and tending to the student as the whole child socially, emotionally, and physically. That strong focus will persist moving forward during our school closure period with an additional focus on academic learning. In accordance with the Executive Order issued by Governor Whitmer on April 2, 2020, SPSD staff will begin implementing the SPSD Continuity of Learning Plan on April 20, 2020. The Plan will follow the school calendar with June 11, 2020 being students' last day of learning.

The Executive Order states that public schools must provide academically focused remote learning experiences for all students that are appropriate, equitable, and accessible for all students and families. SPSD is committed to maintaining our level of excellence by providing these learning experiences in the most meaningful, engaging, and inspiring way possible to maximize student learning and growth, while still maintaining a deep and consistent focus on student mental health and overall wellbeing.

This Continuity Learning Plan provides the overarching framework and expectations for our staff, students, and families. The key outcomes of this plan are:

- Emphasize care, safety, health, and overall wellbeing to all students, families, and staff
- Ensure continuity of essential learning through the end of the school year
- Provide consistent, meaningful, engaging, high-quality experiences that promote learning and growth
- Provide the most equitable and accessible learning experiences possible for all students

Creating the right balance between the highest level of educational opportunity and personal wellbeing may take time during the first few weeks of learning. SPSD acknowledges that not all students and families may have the ability during this school closure period to fully engage in learning. We expect families to prioritize safety and health during this time. We ask that you stay in communication with us about your child's status, particularly if there are needs. Flexibility, patience, and grace are needed more than ever as we adjust to the new information available and as this situation continues to evolve for our

community as a whole and for individual families. Your feedback is encouraged, and we value you to communicate with us so we can together make adjustments and improvements as we navigate this unfamiliar element together.

### **Roles and Responsibilities**

While every effort was made to provide guidelines that apply to all certified staff groups, the possibility exists that not all details may be captured nor articulated in this document. In the event that details need clarification, staff members will communicate with their direct supervisor(s). While each group has some defined roles and responsibilities, strong collaboration and communication among groups is of the utmost importance. Families continue to be critical partners in student learning and additional information can be found later in this document. All members of the SPSD team are dedicated to keeping students at the center of the educational experience with close and constant consideration of student wellbeing.

<p><b>Superintendents</b></p> <p><b>Board of Education</b></p>	<ul style="list-style-type: none"> <li>● Consider and monitor the social emotional wellbeing of students and staff</li> <li>● Lead the collaborative development of the Plan</li> <li>● Support staff, students, and families in shifting to the new learning environment</li> <li>● Provide communication updates to all stakeholders</li> <li>● Provide guidance for state and federal legislation</li> </ul>
<p><b>Principals</b></p>	<ul style="list-style-type: none"> <li>● Consider and monitor the social emotional wellbeing of students and staff</li> <li>● Lead the implementation of the Plan at the school level</li> <li>● Strive to meet the individual needs of all students, families, and staff for optimal wellbeing and learning</li> <li>● Ensure maximum student and family engagement</li> <li>● Facilitate weekly online meetings with ALL teacher's/teacher teams</li> <li>● Support teachers and monitor instruction using a Pass/ Incomplete Progress Monitoring tool and with IXL Data which is SPSD blended/online tool as applicable; this is done in the spirit of providing support and ensuring consistency in student experience, not for purposes of evaluation</li> <li>● Facilitate building communication between teachers, students, and families</li> <li>● For students who are unable to access online digital learning, a comparable offline learning experience must be provided. Teachers will</li> </ul>

	collaborate with the principal regarding the logistics of disseminating offline lessons and materials
<b>Technology Department</b>	<ul style="list-style-type: none"> <li>● Consider and monitor the social emotional wellbeing of students and staff</li> <li>● Partner with principals to create and distribute a survey to identify technology needs</li> <li>● Provide device support and help desk services as requested and possible to students and staff</li> <li>● Help provide solutions to accessibility as possible</li> <li>● Support staff, students, and families in shifting to the continuous learning environment</li> <li>● Assist principals in monitoring student online wellbeing</li> </ul>
<b>Curriculum Team</b>	<ul style="list-style-type: none"> <li>● Consider and monitor the social emotional wellbeing of students and staff</li> <li>● Support the development of the Plan</li> <li>● Provide professional learning to support the implementation of the Plan</li> <li>● Support the implementation of the Plan</li> </ul>
<b>Teachers</b>	<ul style="list-style-type: none"> <li>● Consider and monitor the social emotional wellbeing of students, and notify the school administrator, student support specialists, counselors, or other support staff as needs are identified</li> <li>● Provide meaningful high-quality learning experiences that are student-centered, appropriate, equitable and accessible for all students</li> <li>● The teacher’s workday will match the typical school work schedule with some flexibility to tend to family needs given unique circumstances</li> <li>● Teachers will check their email twice daily, ideally morning and afternoon, and maintain close communication with building administrators/supervisor</li> <li>● All teachers hold regular office hours (at least 5 per week) communicated with principals, students, and families</li> <li>● Collaborate weekly with members of your team or department to create learning experiences (principal will provide additional guidance and support)</li> <li>● Participate in school meetings as scheduled</li> </ul>

	<ul style="list-style-type: none"> <li>● To the extent possible, strive to meet all students' needs</li> <li>● Collaborate with special education staff (co-teacher or case manager) regularly</li> <li>● Make sure students and families know how to use district supported platforms: Google Classroom or Moodle; the district technology team and curriculum office team are available to support teachers as needed</li> <li>● Consistently communicate with students and families and provide timely feedback about student progress</li> <li>● Adhere to district developed guidelines for assessing students learning during this remote learning experience</li> <li>● Maintain methods of two-way communication with families regarding academic progress, participation, completion of learning experiences, and social emotional wellbeing</li> <li>● Communicate with the technology department Help Desk for any tech issues</li> <li>● Engage in professional learning provided by the district as needed or requested</li> <li>● Auxiliary teachers will communicate with their principals to develop a personalized schedule for grade-level meetings</li> <li>● Traveling teachers will communicate with their principals to develop a personalized schedule for participation in meetings and other related responsibilities</li> <li>● Complete a Service Log for every student on your caseload as they receive an accommodation</li> </ul>
<p><b>Special Education Providers</b></p>	<ul style="list-style-type: none"> <li>● Consider and monitor the social emotional wellbeing of students, and notify the school administrator, student support specialists (MTSS), counselors, or other support staff as needs are identified</li> <li>● A Student Contingency Plan will be developed for each student with an IEP (high tech, low tech, no tech). Ongoing communication will take place between the caseload manager and other IEP team members providing services. A parent contact log will be part of the Student Contingency Plan.</li> <li>● Examine each child's needs/abilities, give virtual support with individual needs in mind.</li> </ul>

	<ul style="list-style-type: none"> <li>● IEPs remain in place and should direct students' remote learning.</li> <li>● Special Education Teachers and Related Service Providers will continue to work on IEP paperwork. Special Education Administrators will work with individual teams if IEP meetings are going to be held via phone or in another format such as Google Hangouts.</li> <li>● Communicate with the subject or classroom teachers who teach the students on your caseload.</li> <li>● Communicate with students on your caseload through Edmentum to offer support</li> <li>● Provide virtual support Plato for students on your caseload. (Resource/EI)</li> <li>● Ancillary staff will communicate with their Director to develop a personalized schedule for support services and their implementation</li> </ul>
<p><b>Any decisions regarding Special Education and Related Services for an individual child must be made by the Child's IEP Team, and should not be based on diagnoses, eligibility categories, or blanket policies</b></p>	<p><b>Classroom Based S.E. Specific Instructional Considerations</b></p> <ul style="list-style-type: none"> <li>● A Student Contingency Plan will be developed for each student with an IEP (high tech, low tech, no tech). Ongoing communication will take place between the caseload manager and other IEP team members providing services. A parent contact log will be part of the Student Contingency Plan.</li> <li>● Student goals and objectives from their Individual IEP will drive virtual instruction lessons.</li> </ul>
<p><b>Primary Years Program IB Coordinators</b></p>	<ul style="list-style-type: none"> <li>● Consider and monitor the social emotional wellbeing of students, and notify the school administrator, student support specialists, counselors, or other support staff as needs are identified</li> <li>● Continue providing typical PYP Coordinator services aligned with the Plan</li> <li>● Lead PYP Collaborates two times per month (including Literacy Specialists and Auxiliary teachers)</li> <li>● Continue providing typical IB Coordinator services aligned with the Plan</li> <li>● Consult with teachers contributing to the development of transdisciplinary learning experiences</li> <li>● Continue preparations for PYP re-evaluation</li> </ul>

	<ul style="list-style-type: none"> <li>● Collaborate with principal on the development of weekly family communication</li> <li>● Support teachers in identifying or creating supplemental learning experiences</li> <li>● Provide additional resources and support to grade-level teachers/teams</li> <li>● Attend meetings as requested and support other district and school efforts and projects as assigned</li> </ul>
<p><b>K-3 Literacy Coach</b></p> <p><b>K-6 Instructional Coach</b></p>	<ul style="list-style-type: none"> <li>● Consider and monitor the social emotional wellbeing of students, and notify the school administrator, student support specialists or other support staff as needs are identified</li> <li>● Continue providing typical learning coach services aligned with the Plan</li> <li>● Attend meetings as requested and support other district and school efforts and projects as assigned</li> </ul>
<p><b>Counselors/Social Workers/Psychologist</b></p>	<ul style="list-style-type: none"> <li>● Consider and monitor the social emotional wellbeing of students and collaborate with others as needed to provide service</li> <li>● Continue providing typical counseling/social work services aligned with the Plan through email and other platforms</li> <li>● Provide social emotional and wellbeing support to students as needed (email/other)</li> <li>● Collaborate with building administrators and teachers, students, families, and staff</li> <li>● Serve as a liaison for communication with students/families who are not engaged or need additional support (email)</li> <li>● Continue to support typical scheduling</li> <li>● Attend meetings as requested and support other district and school efforts and projects as assigned</li> </ul>
<p><b>Family Support Services</b></p> <ul style="list-style-type: none"> <li>● Attendance Improvement Paraprofessionals</li> <li>● Academic Interventionists</li> <li>● Behavior Interventionists</li> <li>● Family and Community Engagement Specialist</li> </ul>	<ul style="list-style-type: none"> <li>● Consider and monitor the attendance, academic, and behavioural wellbeing of caseload students</li> <li>● Continue providing typical intervention services aligned with the Plan</li> <li>● Monitor building intervention plan recommendations from school staff to determine students in need of additional support</li> <li>● Call, email, and communicate with families</li> </ul>

	<ul style="list-style-type: none"> <li>● Attend meetings as requested and support other district and school efforts and projects as assigned</li> </ul>
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<b>Methods of Remote Student Learning &amp; Time Recommendations</b>	
	<ul style="list-style-type: none"> <li>● SPSD is committed to providing exceptional learning experiences for students that promote the greatest possible learning and growth during this time of remote learning. While in-person learning is not fully replicable during this time, SPSD teachers are caring, innovative, and reflective professionals. The SPSD team will persist and meet this challenge through multiple modes of learning. Remote student learning opportunities will include: <ul style="list-style-type: none"> <li>● Online virtual learning experiences through district approved platforms: Google Classroom. Additional acceptable digital tools will be used as supplements.</li> <li>● Online learning will be synchronous (live in real time) and asynchronous (available online anytime)</li> <li>● Online learning will also include learning tasks to be completed offline, in more of a hybrid model, to maintain a balance with screen time and learning tasks</li> <li>● A balance of student-centered academic experiences and social emotional wellbeing experiences</li> <li>● For students without digital access or those who need accommodations, non-digital/offline means of learning will be provided. Fully offline learning experiences may be provided through instructional packets, mailing of instructional materials to homes, telephone communications, and other opportunities that do not involve digital connection. Offline learning experiences will be as educationally comparable as possible to the online experiences.</li> <li>● For students and families engaged in full offline learning, materials and resources will be provided, to the extent possible, to ensure students have equitable access to high-quality learning experiences</li> <li>● All models of learning will promote the recommended practices for social distancing. The SPSD Team recognizes the inequities among students and families with regard to technology access and is being intentional to eliminate barriers to digital access.</li> <li>● All SPSD students have the opportunity to utilize an SPSD provided device (Chromebook)</li> <li>● SPSD is intentionally connecting with families to assess technology needs and make those provisions available prior to the official launch of the Plan</li> <li>● Remote connection “internet service” “cable” are provided, to the extent possible, to students and staff without a connection</li> <li>● SPSD staff is collaborating closely with community partners to eliminate barriers to digital connectivity</li> <li>● The technology support system has been adapted to support students and staff working from home</li> </ul> </li> </ul>

**Recommended Approximate Time Frames for Student Learning:**  
**Schedule:** [SPSD Elementary Schedule COVID-19](#) (click on links)  
[Progress Monitoring Tool Sample 2020](#)

Grade Band	Approximate Minimum Time	Approximate Maximum Time	Elementary Specials & Additional Information
PreK/ECDD	20 minutes/day	60 minutes/day	Early Literacy Early Numeracy Imaginative play Creative arts Music and Movement Outdoor Exploration Exercise Fine/gross motor activities
K	30 minutes/day	90 minutes/day	Specials classes (art, music, PE, STEM) will be provided approx. 30min/week= total 120 min week
Grades 1-2	45 minutes/day	90 minutes/day	Specials classes (art, music, PE, STEM) will be provided approx. 30min/week= total 120 min week
Grades 3-5	60 minutes/day	120 minutes/day	Specials classes (art, music, PE, STEM) will be provided approx. 30min/week= total 120 min week
Grade 6	3 classes/day: 30 minutes/day Total: 90 minutes/day	3 classes/day: 60 minutes/day Total: 180 minutes/day	Specials classes (art, music, PE, STEM) will be provided approx. 30min/week= total 120 min week

***The recommended approximate times listed reflect the total minutes per day a student would spend engaged in all learning experiences both online and offline. Optional supplemental play-based activities and social emotional wellbeing activities will be considered above and beyond.***

## **Elementary School Schedule and Information**

Safety and the wellbeing of students is our main priority. It is our hope that this document will provide clarity and consistency in communication and time structures for instruction for the remainder of the school year.

### **Priorities:**

#### **PreKindergarten**

- Meet children's individual needs
- Help make connections and referrals to meet family needs
- Remember the trauma families are experiencing - prioritize relationships, health, mental health, safety, meeting basic needs
- Teachers will provide learning packets and they will be mailed to the students home and supplies dropped off at homes
- Teachers will provide direct instructional opportunities for students through either Google Meets, Zoom, or Google Classroom

#### **K-6**

- Learning will be mainly focused around literacy and math to maintain current skills and build knowledge around prioritized grade level standards not yet covered. This will be done in a transdisciplinary way by integrating grade level science, social studies, and auxiliary content.
- All students need to have equitable access to the learning experiences. For content delivered online, then a comparable offline version will need to be available to students as needed.
- The primary tools for communication between teachers and students will be Google Meets, Zoom, Google Classroom, IXL, Zern, and parent-provided email addresses and phone numbers (Google Voice).
- Teachers will provide direct instructional opportunities for students through either Google Meets, Zoom, or Google Classroom.
- Student learning will be organized around "big ideas/concepts" on a weekly basis to build consistency.
- Teachers will provide feedback on learning to students and families.

**Approximate Time Frames for Student Learning:**  
 Schedule [SPSD Elementary Schedule COVID -19](#)

<b>Grade Band</b>	<b>Approximate Minimum Time</b>	<b>Approximate Maximum Time</b>	<b>Elementary Specials &amp; Additional Information</b>
PreK/ECDD	20 minutes/day	60 minutes/day	Early Literacy Early Numeracy Imaginative play Creative arts music and movement Outdoor exploration Exercise Fine/gross motor activities
K-1	30 minutes/day	45 minutes/day	Specials classes (art, music, PE, STEM) will be provided approx. 30min/week= total 120 min week
Grades 2-3	45 minutes/day	60 minutes/day	Specials classes (art, music, PE, STEM) will be provided approx. 30min/week= total 120 min week
Grades 4-5	60 minutes/day	120 minutes/day	Specials classes (art, music, PE, STEM) will be provided approx. 30min/week= total 120 min week
Grade 6	3 classes/day: 30 minutes/day Total: 90 minutes/day	3 classes/day: 60 minutes/day Total: 180 minutes/day	Specials classes (art, music, PE, STEM) will be provided approx. 30min/week= total 120 min week

- If a student is enrolled in 5<sup>th</sup> or 6<sup>th</sup> grade Band, Orchestra, or Choir, they will have an additional 30 minutes per week per area. For example, if a student is enrolled in Band and Choir, then that student will have an additional 60 minute per week.
- Weekly Monitoring will be available every Friday by 4:00 pm to students and families.

Teachers will communicate their Weekly Monitoring with all students and families each Friday by 4:00 pm. This Weekly Monitoring will include (See ):

- Teacher’s schedule of office hours (minimum of 5 hours per teacher per week to be available to students for support)
- Weekly online meeting times available to all students (minimum of once a week for all students, amount of time determined by the teacher)
- Expectations, assignments, and deadlines for the week or longer
- Other important information at the discretion of the teacher

**Elementary teachers will participate in the following weekly activities:**

- A weekly building meeting with building principal
- A weekly social-emotional check-in with class/students
- Teachers will attempt to make weekly 1:1 contact with each student/family, prioritizing students who have not yet been engaged or who have had limited contact [i.e., phone call, Google classroom exchange, personal email, Zoom (if using Zoom for 1:1 feedback/tutoring session then teachers are strongly encouraged to record the session and archive the recording in their Google My Drive folder)
- Elementary auxiliary/specials teachers are not expected to host weekly student sessions but are encouraged to connect with students at a reasonable frequency.
- Teachers assigned to multiple schools or special education teachers will confer with principals regarding participation in school level or department level meeting

**Other suggested weekly time (suggestions, but not limited to):**

- Whole group instruction opportunities
- Small group instruction
- Parent/teacher and/or student/teacher communication, if needed

## **Professional Learning Plan**

**Phase 1 (April 2020):**

- Strongly encourage engagement in distance learning professional development opportunities, as identified and provided using the Google Drive and/or Wisdomwhere technology platforms.
- Facilitate collaborative planning and learning sessions
- Host learning sessions to support students in the remote learning environment

**Phase 2 (May - June 2020):**

- Facilitate collaborative planning sessions
- Provide ongoing coaching and support for continued development of learning plans

**Phase 3 (July - August 2020):**

- To Be Determined - focus on student summer learning and preparation for students and staff to return to the physical school building

## **Development of the Plan and Continuous Improvement**

This plan was developed by SPSD district administrators with input from school administrators, teacher leaders, teacher representatives, the Saginaw Education Association, the technology department, other staff, and the Board of Education. Feedback received from families and students during the initial school closure period provided important insights and translated to recommendations to inform the development of the Plan. It was important to develop a plan with guidance for SPSD staff, students and families to meet the immediate need of supporting learning outside of normal practices.

This plan represents the best thinking and intentions at this time. Ongoing analysis and deep reflection will be needed as the plan is implemented. Feedback will be gathered from students, families, teachers, and all staff members. Student learning, growth, and wellbeing will be monitored and that information will be used to help improve the Plan. Collaborative teams will convene to review that information and make adjustments for improvement.

Additionally, the Plan will be supplemented in the future with Phase Two which will entail next steps for possible summer learning experiences and the critical step of returning students and staff to the physical school building.

## Budget and Human Resource Considerations

**Budget:** SPSD is committed to providing, to the extent possible, the resources, materials, technology, and services to ensure that student learning continues and that student needs are met. An initial budget estimate can be found [HERE GSRP](#) [HERE 35a](#)

### Funding Source

Edmentum: No additional charge to the District

IXL: No Charge to District

K-12 Curriculum Resource Packets/Materials: Title I

Google Voice: Title I-~~\$~~24,00.00

Chromebooks: Title I & 31A

## Human Resources

Saginaw Public Schools is committed to compensating applicable employees per Executive Order No. 2020-35. As stated in section 2.B.11, SPSD. 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.” ‘Meaningful work’ definitions relating to the Plan include (but are not limited to):

- Routinely connecting with students (digital, phone, google voice, etc.) for wellness checks including learning, social-emotional, and physical needs.
- Providing logistical supports for instructional delivery of the SPSD Continuity of Learning Plan including resource development, deployment, and distribution.

Feedback from stakeholders coupled with the Governor’s ‘Stay Home – Stay Safe’ guidelines will drive continuous development of the definition of ‘meaningful work’ throughout the course of Plan execution. Amendments will be made in the best interest of student learning and employee safety.

## **Saginaw Public School Continuity of Learning & Covid-19 Plan 7-12**

SPSD is committed to providing exceptional learning experiences for students that promote the greatest possible learning and growth during this time of remote learning. While in-person learning is not fully replicable during this time, SPSP teachers are caring, innovative, and reflective professionals. The SPSP team will persist and meet this challenge through multiple modes of learning. Remote student learning opportunities will include:

- Online virtual learning experiences through district approved platforms: Edmentum Courseware (Plato).
- Online learning will be asynchronous (available online 24/7)
- Social emotional wellbeing experiences (email, google voice)
- For students without digital access or those who need accommodations, non-digital/offline means of learning will be provided. Fully offline learning experiences will be provided through the distribution of curriculum materials at each food site, telephone (google voice), email communications, and may involve other opportunities that do not involve digital connection. Offline learning experiences will be as educationally comparable as possible to the online experiences.
- For students and families engaged in full offline learning, materials and resources will be provided, to the extent possible, to ensure students have equitable access to high-quality learning experiences
- All models of learning will promote the recommended practices for social distancing.

The SPSP Response Team recognizes the inequities among students and families with regard to technology access and is being intentional to eliminate barriers to digital access.

- Therefore, all SPSP students have the opportunity to utilize an SPSP provided device (Chromebook/Laptop).
- SPSP has connected with families through surveys via social media, district website, food sites and phone to assess technology needs and make those provisions available prior to the official launch of the Plan.
- SPSP response team is collaborating closely with community partners to eliminate barriers to digital connectivity
- The technology support system has been adapted to support students and staff working from home
- Students who cannot fully participate will not be penalized

### **Roles and Responsibilities**

While every effort was made to provide guidelines that apply to all certified staff groups, the possibility exists that not all details may be captured nor articulated in this document. In the event that details need clarified, staff members will communicate with their direct supervisor(s). While each group has some defined roles and responsibilities, strong collaboration and communication among groups is of the utmost importance. Families continue to be critical partners in student learning and additional information can be found later in this document. All members of the SPSP team are dedicated to keeping students at the center of the educational experience with close consideration of student wellbeing.

<p><b>Director Secondary</b></p>	<ul style="list-style-type: none"> <li>● Consider and monitor the social emotional wellbeing of students and staff</li> <li>● Collaborative in the Development of the Secondary Covid-19 Continuous Learning Plan</li> <li>● Support staff, students, and families in shifting to the new learning environment</li> <li>● Provide communication updates to all stakeholders as necessary</li> <li>● Provide guidance for state and federal legislation</li> <li>● Schedule Bi-weekly meeting with principals</li> <li>● Coordinate the logistics of disseminating offline lessons and materials to students and families</li> <li>● Support the coordination of online devices, programming for secondary</li> </ul>
<p><b>Principals</b></p>	<ul style="list-style-type: none"> <li>● Consider and monitor the social emotional wellbeing of students and staff</li> <li>● Lead the implementation of the Plan at the school level</li> <li>● Schedule weekly virtual meeting with staff.</li> <li>● Strive to meet the individual needs of all students, families, and staff for optimal wellbeing and learning</li> <li>● Ensure maximum student and family engagement</li> <li>● Facilitate online meetings with ALL teachers/teacher teams</li> <li>● Support teachers and monitor instruction using the Edmentum courseware. This is done in the spirit of providing support and ensuring consistency in student experience, not for purposes of evaluation.</li> <li>● Facilitate building communication between teachers, students, and families</li> <li>● For students who are unable to access online digital learning, a comparable offline learning experience must be provided. Director of Curriculum &amp; Instruction will take the lead but will collaborate with the principal regarding the logistics of disseminating offline lessons and materials.</li> <li>● Provide for assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under the Postsecondary Enrollment Options Act as amended and the Career and Technical Preparation Act</li> </ul>

<p><b>Secondary Coaches</b></p>	<ul style="list-style-type: none"> <li>● Consider and monitor the social emotional wellbeing of students and staff</li> <li>● Support the development of the Plan</li> <li>● Provide professional learning (as needed) to support the implementation of the Plan</li> <li>● Support the implementation of the Plan</li> <li>● Provide for assistance, to the extent feasible, to building principals and teachers.</li> <li>● Continue providing typical learning coach services aligned with the Plan</li> <li>● Attend meetings as requested and support other district and school efforts and projects as assigned</li> </ul>
<p><b>Teachers</b></p>	<ul style="list-style-type: none"> <li>● Consider and monitor the social emotional wellbeing of students, and notify the school administrator, counselors, social worker or other support staff as needs are identified</li> <li>● Provide online support using Plato to ensure optimum learning experiences for students</li> <li>● The teacher's will provide virtual office hours during the typical school work day to support students with online support</li> <li>● Teachers will check their district email twice daily, ideally morning and afternoon, and maintain close communication with building administrators/supervisor</li> <li>● All teachers hold virtual office hours (at least 15 per week) communicated with principals, students, and families</li> <li>● Collaborate with special education staff (co-teacher or case manager) as needed</li> <li>● Make sure students and families know how to use district supported platforms: Edmentum/Plato</li> <li>● Communicate with students and families and provide timely feedback about student progress</li> <li>● Maintain methods of two-way communication with families regarding academic progress, participation, completion of learning modules, and social emotional wellbeing</li> <li>● Communicate with the technology department Help Desk for any tech issues</li> <li>● Engage in professional learning provided by the district as needed or requested</li> </ul>

**Special Education Providers**

**Caseload Management**

- Consider and monitor the social emotional wellbeing of students, and notify the school administrator, student support specialists (MTSS), counselors, or other support staff as needs are identified
- A Student Contingency Plan will be developed for each student with an IEP. Ongoing communication will take place between the caseload manager and other IEP team members providing services. A parent contact log will be part of the Student Contingency Plan.
- Examine each child’s needs/abilities, give virtual support with individual needs in mind.
- IEPs remain in place and should direct students' remote learning.
- Special Education Teachers and Related Service Providers will continue to work on IEP paperwork. Special Education Administrators will work with individual teams if IEP meetings are going to be held via phone or in another format such as Google Hangouts/google voice.
- Communicate with the subject or classroom teachers who teach the students on your caseload.
- Communicate with students on your caseload through Edmentum to offer support
- Provide virtual support Plato for students on your caseload. (Resource/EI)

**Any decisions regarding Special Education and Related Services for an individual child must be made by the Child’s IEP Team, and should not be based on diagnoses, eligibility categories, or blanket policies**

**Classroom Based S.E. Specific Instructional Considerations**

- A Student Contingency Plan will be developed for each student with an IEP (high tech, low tech, no tech). Ongoing communication will take place between the caseload manager and other IEP team members providing services. A parent contact log will be part of the Student Contingency Plan.
- Student goals and objectives from their Individual IEP will drive virtual instruction lessons.

<p><b>Multi-Tiered System of Support (MTSS)</b>  Attendance Improvement Paraprofessionals,  Academic Interventionist, Behavior Interventionist</p>	<ul style="list-style-type: none"> <li>● Consider and monitor the social emotional wellbeing of students and collaborate with others as needed to provide service</li> <li>● Continue providing typical support services aligned with the Plan</li> <li>● Serve as a liaison for communication with students/families in crisis (Email, Google Voice)</li> <li>● Complete family/student check ins with assigned caseload students and others that emerge through email or other means</li> <li>● Assist with coordinating community resources for identified families</li> <li>● Attend meetings as requested and support other district and school efforts and projects as assigned</li> </ul>
<p><b>Counselors/Social Workers/Psychologists</b></p>	<ul style="list-style-type: none"> <li>● Consider and monitor the social emotional wellbeing of students and collaborate with others as needed to provide service</li> <li>● Continue providing typical counseling/social work services aligned with the Plan (Email and google voice)</li> <li>● Provide social emotional and wellbeing support to students as needed (email/google voice)</li> <li>● Collaborate with building administrators and teachers, students, families, and staff</li> <li>● Serve as a liaison for communication with students/families who are not engaged or need additional support (email &amp; google voice)</li> <li>● Continue to support typical scheduling</li> <li>● Attend meetings as requested and support other district and school efforts and projects as assigned</li> <li>● Provide for assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under the Postsecondary Enrollment Options Act as amended and the Career and Technical Preparation Act</li> </ul>

## Recommended Timeframe

Grade Band	Approximate Minimum Time	Approximate Maximum Time	Secondary Elective Courses Additional Information
Grades 6-8	3 classes/day: 30 minutes/day Total: 90 minutes/day	3 classes/day: 60 minutes/day Total: 180 minutes/day	Elective course expectations are embedded in the school schedule
Grades 9-12	Per class: 15 minutes/day Total: 90 minutes/day	Per class: 30 minutes/day Total: 180-210 minutes/day	Elective course expectations are embedded in the school schedule

\*The recommended approximate times listed reflect the total minutes per day a student would spend engaged in all learning experiences both online and offline. Optional supplemental play-based activities and social emotional wellbeing activities will be considered above and beyond.

## MIDDLE SCHOOL SCHEDULE AND INFORMATION

Our top priority is the safety and wellbeing of students. It is our hope that this document will provide clarity and consistency in communication and time structures for instruction for the remainder of the school year.

### **Priorities:**

- Learning will be mainly focused around maintaining current skills and building knowledge around prioritized content standards not yet covered.
- All students need to have equitable access to the learning experiences. For content delivered online, then a comparable offline version will need to be available to students as needed.
- The primary tools for communication between teachers and students will be Edmentum Courseware, google voice, teacher/parent-provided email addresses and google classroom.
- Student learning will be organized around learning targets and the completion of modules set up through Edmentum courseware.
- Students will receive feedback on learning from Edmentum courseware, which will be available to students and families.

### Approximate Time Frames for Student Learning:

Grade Band	Approximate	Approximate	Secondary Elective
Grades 6-8	3 classes/day: 30 minutes/day Total: 90 minutes/day	3 classes/day: 60 minutes/day Total: 180 minutes/day	Elective course expectations are embedded in the school schedule

Below is an outline for SPSD Middle Schools to use to create individual teacher schedules. The purpose of this outline is to provide consistency and equal opportunity for connection with all teachers.

- Teacher's provide consistent schedule of virtual office hours through Edmentum

### Outline for Middle Schools to Develop Teacher Schedules

Monday	Tuesday	Wednesday	Thursday	Friday
1st hour teacher's office hours: 8-10 am	3rd hour teacher's office hours: 8-10 am	5th hour teacher's office hours: 8-10 am	7th hour teacher's office hours: 8-10 am	Counselor Support Available through <b>email/google voice</b>
2nd hour teacher's office hours: 10-12 pm	4th hour teacher's office hours: 10-12 pm	6th hour teacher's office hours: 10-12 pm	Afternoon Staggered Time	College Career Coordinator Available through email and Phone (google voice)
12:00-2:00 pm Academic Interventionist/ Behavior Interventionist Attendance Interventionist	12:00-2:00 pm Academic Interventionist/ Behavior Interventionist Attendance Interventionist <b>available email and google voice with caseload</b>			

During the contractual time, teachers have the flexibility to use their time within the framework above to meet students' needs as appropriate: answer questions, intervention, providing feedback, tutoring, intervention and other instructional support.

Teachers will communicate their Weekly Monitoring with all students and families each Friday by 4:00 pm. This Weekly Monitoring will include (See ):

- Teacher's schedule of office hours (minimum of 5 hours per teacher per week to be available to students for support)

- Weekly online meeting times available to all students (minimum of once a week for all students, amount of time determined by the teacher)
  - Expectations, assignments, and deadlines for the week or longer
  - Other important information at the discretion of the teacher

### **Middle School teachers will participate in the following weekly activities:**

- A weekly building meeting with building principal
- A weekly social-emotional check-in with class/students
- Teachers will attempt to make weekly 1:1 contact with each student/family, prioritizing students who have not yet been engaged or who have had limited contact [i.e., email, Google classroom, google voice, email]
- Middle auxiliary/specials teachers are not expected to host weekly student sessions but are encouraged to connect with students at a reasonable frequency.
- Teachers assigned to multiple schools or special education teachers will confer with principals regarding participation in school level or department level meeting

### **HIGH SCHOOL SCHEDULE AND INFORMATION**

Our top priority is the safety and wellbeing of students. It is our hope that this document will provide clarity and consistency in communication and time structures for instruction for the remainder of the school year.

Teachers will communicate their Weekly Monitoring with all students and families each Friday by 4:00 pm. This Weekly Monitoring will include (See ):

- Teacher's schedule of office hours (minimum of 5 hours per teacher per week to be available to students for support) Weekly online meeting times available to all students (minimum of once a week for all students, amount of time determined by the teacher)
  - Expectations, assignments, and deadlines for the week or longer
  - Other important information at the discretion of the teacher

### **Priorities:**

- Learning will be mainly focused around maintaining current skills and building knowledge around prioritized content standards not yet covered.
- All students need to have equitable access to the learning experiences. For content delivered online, then a comparable offline version will need to be available to students as needed.
- The primary tools for communication between teachers and students will be Edmentum courseware and teacher/parent-provided email addresses.
- Teachers will provide instructional opportunities for students through Edmentum courseware.
- Student learning will be organized around learning targets through Edmentum
- Edmentum courseware will provide feedback on learning to teachers, students and families and caregivers.

### Approximate Time Frames for Student Learning:

Grade Band	Approximate Maximum Time	Approximate Maximum Time	Secondary Elective Course Additional Information
<b>Grades 9 - 12</b>	Per class: 15 minutes/day Total: 90 minutes/day	Per class: 30 minutes/day Total: 180-210 minutes/day	Elective course expectations are embedded in the school schedule

Below is an outline for SPSD High Schools to use to create individual teacher schedules. The purpose of this outline is to provide consistency and equal opportunity for virtual connection with all teachers.

- Teacher's provide consistent schedule of virtual office hours through Edmentum
- Expectations, assignments, and deadlines for the week or longer
- Other important information at the discretion of the teacher

### Outline for High Schools to Develop Teacher Schedules

Monday	Tuesday	Wednesday	Thursday	Friday
1st hour teacher's office hours: 8-10 am	3rd hour teacher's office hours: 8-10 am	5th hour teacher's office hours: 8-10 am	7th hour teacher's office hours: 8-10 am	Counselor Support Available through email/phone (google voice)
2nd hour teacher's office hours: 10-12 pm	4th hour teacher's office hours: 10-12 pm	6th hour teacher's office hours: 10-12 pm	Afternoon Staggered Time	College Career Coordinator Available through email/phone (google voice)
12:00-2:00 pm Academic Interventionist/ Behavior Interventionist Attendance Interventionist				

During the contractual time, teachers have the flexibility to use their time within the framework above to meet student needs as appropriate: tutoring with students, providing feedback, guidance, intervention, etc.

### High School teachers will participate in the following weekly activities:

- A weekly building meeting with building principal
- A weekly social-emotional check-in with class/students

- Teachers will attempt to make weekly 1:1 contact with each student/family, prioritizing students who have not yet been engaged or who have had limited contact [i.e., email, Google Voice/classroom, email]
- High auxiliary/specials teachers are not expected to host weekly student sessions but are encouraged to connect with students at a reasonable frequency.
- Teachers assigned to multiple schools or special education teachers will confer with principals regarding participation in school level or department level meeting

**Assessing Student Learning, Grading & Assessments**

- During this time of remote learning, teachers will make every attempt to support students for maximum learning and growth. There will be less focus on grades and more focus on providing high quality feedback that moves learning forward.
- Feedback will be provided through Edmentum courseware.
- Students and families who are not able to fully engage in the learning experiences offered will not be penalized. The school will continue all attempts to remain connected to these families and offer services. Future opportunities for learning will be provided to these students.
- In the secondary schools, students earn a designation of either Pass or Incomplete at the end of semester two. More details are provided in the corresponding grade band documents (see below links).
- All Michigan Department of Education required assessments have been cancelled.
- Students completing AP assessments should communicate directly with their school counselor or Principal.
- Any additional questions about required assessments, feedback, assessment of student learning, or grades should be directed to the school counselor or the principal.

**Communication Plan**

More than ever, communication is critical among all members of the SPSD family. All involved will strive for communication that is timely, accurate, clear, and concise. Using familiar means of digital communication will continue to be expected, as will alternative means of communication to meet the needs of all students and families. While MPS has always promoted two-way communication, our success during this time will be, in part, due to our commitment to keep the lines of communication open.

<p><b>Superintendent to Stakeholders (two-way communication)</b></p>	<p>Communication will be disseminated through multiple modes to reach all stakeholders. These modes include but are not limited to: Superintendent messenger, SPSD Website (<a href="http://www.SPSD.net">www.SPSD.net</a>), SPSD social media (Facebook, etc.)</p> <ul style="list-style-type: none"> <li>● Two-way communication will continue to be welcomed through direct communication and through the district website.</li> <li>● Staff will continue to find resources and information through the District Website</li> </ul>
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	<ul style="list-style-type: none"> <li>● The Plan and related information will be communicated in multiple ways including but not limited to: the Superintendent District notification system, social media, parent and student emails, and the SPSD website. Printed copies will be made available as needed.</li> </ul>
<p><b>Principals to Staff (two-way communication)</b></p>	<ul style="list-style-type: none"> <li>● Principals will communicate at least weekly with all staff via email to check in and host two virtual meetings to provide updates, maintain connection, and assess needs.</li> <li>● Principal will schedule a weekly meeting with staff.</li> <li>● Principals will encourage and provide additional opportunities for two-way communication with all staff</li> <li>● Staff are encouraged to communicate openly with principals to share needs, concerns, solutions, and positive feedback</li> </ul>
<p><b>Principals to Families (two-way communication)</b></p>	<ul style="list-style-type: none"> <li>● Principals will communicate with families through existing and familiar digital platforms such messenger, or email.</li> <li>● Principals will encourage and provide opportunities for two-way communication with families through email.</li> <li>● Families and students are encouraged to maintain open communication with principals and share concerns and positive feedback</li> </ul>
<p><b>Teachers to Students &amp; Families (two-way communication)</b></p>	<ul style="list-style-type: none"> <li>● Teachers will communicate to students through Edmentum and skyward email (as necessary).</li> <li>● Families and students are encouraged to communicate directly with teachers through Edmentum or District email as a first line of communication for information to share concerns and positive feedback.</li> <li>● Teachers will do their best to be responsive to student and family emails with awareness that everyone is working to maintain an appropriate balance of work and home life.</li> </ul>

	<p>The district is encouraging teachers to take care of themselves and families first so that they can bring their best self to support students and families.</p>
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### **Navigating the Remote Learning Classroom/Guidelines for Students and Families**

<p><b>Student</b></p> <p><b>Online classroom environment</b></p>	<ul style="list-style-type: none"> <li>● Monitor online platforms daily as designated by your teacher. (Edmentum/Plato)</li> <li>● Establish daily routines for engaging in the learning experiences</li> <li>● Identify a space in your home where you can work effectively and successfully without distractions. Sit at a table with a wall (or shower curtain/sheet) behind you, if possible. Try to use a hard surface for your device to make it more stable</li> <li>● Be responsible for independent learning and maintain a positive attitude.</li> <li>● Engage in all learning with integrity and academic honesty. Engage with your teacher for regular feedback (Edmentum, email) The feedback method and time needed will be determined by the teacher based on student/class needs.</li> <li>● Comply with school internet safety policies including expectations for online etiquette and with the applicable school’s Student Handbook.</li> </ul>
<p><b>Family (Parent/Guardian) - Online classroom environment</b></p>	<ul style="list-style-type: none"> <li>● Help your student identify a physical space in your home where they can work effectively and successfully without distractions</li> <li>● Your student’s teacher(s) and building administrator(s) will be reaching out to you frequently. It is important for you to watch for these communications</li> <li>● It is important to take an active role in helping your child process in his/her learning</li> <li>● Establish time for quiet and reflection</li> <li>● Encourage physical activity and/or exercise while practicing proper social distancing</li> <li>● Remain mindful of your child’s stress or worry</li> </ul>

## **PSYCHOLOGICAL SERVICES:**

As a part of the Saginaw Public School District Contingency Plan during this school closure, our psychologist, Dr. Robert Miller, is available during regular school hours to provide consultation to parents and educators to assist and advise regarding the learning and behavioral needs of our students. Dr. Miller is available through three virtual mediums if your student has an Individual Education Plan (IEP) or a Section 504 plan (504).

- 1) Phone consultation: Dr. Miller can be reached at (989) 780-0174. If he is consulting with another parent or teacher at the time of your call, please leave a message. He will return your call as soon as possible.
- 2) Email: Dr. Miller can be reached via email at RMILLER@spsd.net. Dr. Miller will reply during regular school hours on the same day of receipt.
- 3) Telehealth: During these unprecedented times, Saginaw Public School District has facilitated a means by which you can have “virtual” face to face interaction with Dr. Miller using a confidential telehealth platform, doxy.me. If you would like to consult with Dr. Miller in “real time” with your computer, iPad or smartphone, simply email Dr. Miller at RMILLER@spsd.net or call at (989) 780-0174 and ask for a consultation via telehealth. He will send you a link via email or text upon receipt with an appointment time (usually the same day). This may be particularly useful if you would like Dr. Miller to consult with both you and your child.

This service is provided by Saginaw Public Schools for children with a special education plan (IEP) or an accommodation plan (504). *By using this service, you grant Saginaw Public School District and Dr. Robert Miller permission to consult with you and/or your child.*

*If you have a medical question, contact your child’s primary care provider. If your child has an existing private mental health provider who is providing services to your child during this time, they should be contacted first.*

## **For the Class of 2020**

1. Credits and grades will be awarded to seniors based on coursework through March 11, 2020. Students on track to graduate as of March 11, 2020 are considered graduates who have earned a diploma from the Saginaw Public School District.
2. Seniors not on track to graduate as of March 11, 2020, must complete course(s) failed through PLATO to be approved for graduation and receive a diploma.
3. Counselors will identify students failing courses as of March 11, 2020 and place those students in Plato to demonstrate learning in the subject and receive credit.

## **Professional Learning Plan**

### **Phase 1 (April 2020):**

- Strongly encourage engagement in distance learning professional development opportunities, as identified and provided using the Google Drive and/or Wisdomwhere technology platforms.
- Facilitate collaborative planning and learning sessions
- Host learning sessions to support students in the remote learning environment

### **Phase 2 (May - June 2020):**

- Facilitate collaborative planning sessions
- Provide ongoing coaching and support for continued development of learning plans

### **Phase 3 (July - August 2020):**

- To Be Determined - focus on student summer learning and preparation for students and staff to return to the physical school building