MAISA Continuity of Learning Guidance for Returning to School

Developed by the General Education Leadership Network (GELN) of Michigan
https://www.col-essentials.org

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MAISA | MICHIGAN ASSOCIATION OF INTERMEDIATE SCHOOL ADMINISTRATORS
SUPPORTING REGIONAL EDUCATION SERVICE AGENCIES

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Sample Preparedness Plans (Updated 7.30.20)

EO 2020-142 Covid-19 Preparedness Template - SAMPLE DISTRICT PLAN : This document provides example language for meeting the specific requirements in Executive Order 2020-142 to safely reopen schools.

MI Safe Schools Roadmap Preparedness Plan - SAMPLE DISTRICT PLAN : This document provides more comprehensive language to help districts develop preparedness plans for reopening schools that leverage the strong recommendations for mental and social emotional health, instruction, and school operations in the Michigan 2020-21 Return to School Roadmap. It includes all the required safety protocols in the EO 2020-142 COVID-19 Preparedness Template - SAMPLE DISTRICT PLAN.

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- ❏ Recruit, interview and hire new staff
- ❏ Establish a communication structure with bargaining unit leaders
- ❏ Establish a training schedule in conjunction with bargaining unit leaders

Facilities:
- ❏ Audit necessary materials for cleaning, disinfecting, and preventing spread of disease
- ❏ Provide guidance for cleaning and disinfecting all core assets,
- ❏ Procure additional supplies and equipment
  - ● Cleaning Supplies
  - ● PPE Supplies

Wellness:
- ❏ Establish a Wellness and Response Team
- ❏ Assess natural resources to determine the need for external supports
- ❏ Evaluate staff mental health readiness
- ❏ Provide resources for staff self-care
- ❏ Communicate with all stakeholders via variety of channels

Instruction and Technology:
- ❏ Build a Return to Instruction working group that communicates with school leadership
- ❏ Develop Assessment Plan and Set Goals
- ❏ Liaise with your State Education Agency (SEA) about changes to testing and promotion
- ❏ Ensure that teams are engaging in intentional curriculum and instruction planning
- ❏ Secure resources for professional learning to support a successful return for all students
- ❏ Best Practices for Remote Learning
- ❏ Maintain two-way communication with district leadership, parents, and stakeholders
- ❏ Establish virtual structures for teacher teams to collaborate
- ❏ Create a technology survey and consider technology applications
- ❏ Inventory Technology Used
- ❏ Assess the Effectiveness of Technology
- ❏ Develop a Professional Learning Plan for technology focused on district adopted tools

Free Asynchronous Professional Learning Modules
- ❏ Equity
- ❏ Well-Being
- ❏ Remote Teaching & Learning

Appendix
- ❏ Guiding Documents
- ❏ Acknowledgments

Preamble to Guidance

In April 2020 the General Education Leadership Network (GELN), a subsidiary of Michigan Association of Intermediate School Administrators (MAISA), voted to convene a Continuity of Learning Task Force (COL Task Force) to develop guidance and resources for local districts to use as they recover from the consequences of the COVID-19 pandemic. Using the lessons learned from this experience to date, the COL Task Force seeks to further strengthen our public education system as Michigan and the nation seek to reopen schools in a safe, prudent, and sustainable manner in the fall of 2020.

The COL Task Force guidance and resources provided within this document are rooted in the principles of *equity* and a *whole-child* approach to education. The Task Force followed the [Return to School Roadmap](#) produced by Opportunity Labs, which was contracted by the State of Michigan, at Governor Whitmer's discretion to work with the Governor's Return to Learning Advisory Council. This Advisory Council was charged with establishing the parameters of how schools will deliver their comprehensive services to students, families, and their communities in accordance with the [MI Safe Start Plan](#).

The work of the COL Task Force draws on numerous national organizations that have produced resources and guidance for local districts. In addition to the Return to School Roadmap, these include but are not limited to:

- [MAISA Remote Learning Guidance For Continuity of Learning & COVID-19 Response](#)
- [AEI: A Blueprint for Back to School](#)
- [NIET Planning Guide: Scenarios and Considerations for 2020-2021](#)
- [The Transcend Playbook: Recovery to Reinvention](#)
- [EAB: What K-12 Return to Learn Plans are Getting Wrong](#)
- [AASA: Guidelines for Reopening Schools: An Opportunity to Transform Public Education](#)

Furthermore, the COL Task Force relied on the expertise of districts, ISDs/ESAs, and educators across our state, in order to share resources openly and collaboratively. The intent is to ensure every educator in Michigan has access to the best professional learning and resources to not only reopen schools, but to improve the educational experience and outcomes for every student, family, and community in our state. This guidance and these resources are organized under the headings of *governance*, *operations, facilities, wellness, and instruction*. The COL Task Force placed intentional focus on considerations for the *professional learning* and *technology* (both instructional and infrastructure) required to support this guidance and to realize high-quality teaching and learning in a remote, hybrid, or face-to-face environment. The COL Task Force is harnessing the collective spirit of collaboration and the efforts of educators and ISD/ESA personnel throughout the state to not only provide this guidance, but to support this guidance with free, asynchronous professional learning opportunities, shoreline to shoreline,

across Michigan. Therefore, this is not a static document, but rather a dynamic and iterative document that will continue to be enhanced and developed to meet the unique needs of school districts. The Return to School Committee should consult this document frequently to experience its greatest value while planning for the reopening of schools and for sustainable high quality instruction in any circumstance of school schedule and environment.

This work is being done in consultation with multiple state organizations, including The Governor's Return to Learning Advisory Council, Michigan Department of Education (MDE), Michigan Association of School Administrators (MASA), Michigan Association of Secondary School Principals (MASSP), Michigan Association of Elementary and Middle School Principals Association (MEMSPA), Michigan Association of School Psychologists (MASP), and Michigan Virtual, including general education leadership, special education leadership, technology leadership, and practitioners from urban, rural, and suburban communities across Michigan.

The COL Task Force acknowledges that all students, families, schools, districts, and communities are diverse and that the Continuity of Learning plans developed for returning to school should meet local needs, keeping students at the center of educational activities, including outreach to continue building relationships and maintaining connections ensuring students feel safe and valued. This guidance honors local control and acknowledges that each school community is unique. Each district will need to decide how to implement these recommendations within their own contexts, including opportunities for professional development, access to technology, and the needs of their unique student and family populations.

We recommend that districts use this guidance as a jumping off point and continue to stay abreast of expiring and new executive orders, local health department direction and the status of COVID-19 in their regions. Local Boards of Education may need to convene to amend Board policies. School administrators will need to revise administrative procedures to address the circumstances created by the COVID-19 pandemic. School districts should work with their legal counsel and, where applicable, in consultation with relevant collective bargaining leadership to address working conditions, work schedules, staff policies, and procedures. Additionally, adherence to labor laws and the Americans with Disability Act (ADA) compliance for staff health and wellness should be followed and reviewed by legal counsel.

This guidance will assist districts as they develop a return to school approach that is inclusive of and equitable to all students regardless of age, location, background, and available resources. *As a result, the COL Task Force upholds the following guiding principles:*

- All students and families should have access to quality educational materials that are aligned with state standards and to the supports needed to successfully access those materials. "All" means each and every student and each and every family.
- Support the whole child -- their mental health, nutritional needs, and safety needs.

- All stakeholders (families, districts, students, etc.) will need access to transparent and clear information and ample resources.
- Staff will need support, encouragement, and compassion to ensure their success and resilience. Attention and planned support for staff wellness are imperative.
- It is imperative that students, schools and staff maintain a personal connection that supports necessary, meaningful academic work in a manner that is respectful of student, family, and staff contexts (their mindset, feelings, responsibilities, etc.)
- Clarity is critical - clarity of the framework, communication structures, expectations and beliefs.
- Given the reality of the digital divide, schools need to provide digital and non-digital access to content (which may include prioritizing some students over others for what could be limited face-to-face instruction opportunities.)
- The recommendations on assessment, feedback, and grading are based upon the principle of using assessments to truly guide instruction and differentiate/personalize learning experiences for students. Assessments for the sake of school accountability and rank ordering students are not the priority at this time.

Plan for Guidance Release

This is a living document, and the COL Task Force is using a collaborative process to formulate guidance and is actively seeking the most up-to-date resources throughout the summer of 2020 and into the fall as schools reopen and adjust to radically new methods of operation and challenging constraints. The COL Task Force is committed to incorporate the most comprehensive and relevant information and guidance as it is developed locally, regionally, nationally, and internationally. In the unique circumstances of the COVID-19 pandemic, the COL Task Force realizes that data and information about the pandemic change in real-time relative to the increase or decrease of infections and mitigation efforts. For this reason, the COL Task Force will be releasing three parts. Each part will be based on the most current information available. (Updated 7.30.20)

Part I - "Do First" of the Opportunity Lab's Roadmap - Released on June 25, 2020

> Part I informed district and school leaders on how to establish committees, gather input, reflect on the teaching and learning that occurred from March through June, develop two-way communication systems, review policy and procedures relative to Board policies and collective bargaining agreements, and take inventory of current human and physical assets.

Part II - "Responding to Executive Order 2020-142 - Released on July 30, 2020

> Part II supports district and school leaders as they develop Preparedness and Response Plans to meet the requirements of Executive Order 2020-142. We have released a template for a district plan to meet the requirements of the Executive Order. We have also released a much broader plan that goes beyond

what is in the Executive Order and responds to the Instructional and Mental Health and Social Emotional Wellness sections of the Governor's MISafe Start Return to School Roadmap. This sample plan links to this guidance document.

Part III - Professional Learning - Will be Released August 2020

Part III will support district and school leaders in providing professional learning to their staff. We will make professional learning resources available through ISDs across the state. These professional learning resources will support districts in responding in meeting the challenges of reopening schools in the pandemic. The resources will address remote learning, mental health and social-emotional wellness, and equity and social justice as well as curricular and instructional issues that have emerged as a result of the school closures in the spring of 2020.

Continuity of Learning Defined
Continuity of Learning encompasses both short term and long term opportunities to:

- ❏ fluidly deliver high-quality instruction to each and every child and family with seamless transitions that support social, emotional, and academic learning when face-to-face instruction is limited for the individual child, family, or whole school community, and
- ❏ support each and every child we serve to obtain and demonstrate essential knowledge and skills in a manner that is personalized and verified through competency-based assessments or demonstrations of learning

Audience and Purpose

The primary audience for our work are all educators in the local districts and the ISD/ESA staff supporting these professionals.

The COL Task Force will develop both short and long term guidance that supports research-informed thinking and actions around creating continuity of learning through creative, proactive, flexible solutions to the challenges of teaching and learning facing districts as a result of the COVID-19 pandemic.

The guidance will be developed to assist educational entities and will include resources with an intentional focus on the whole child, equity, human development, and learning. This work will refocus teaching and learning. Foundational to this guidance are three key ideas that demand a systems-level change:

1. Our educational system must place relationships first and build community in order that all students and families feel connected and valued.
2. Our educational system must be equitable and provide for students and communities based on context and need.
3. Our educational system must value learning over traditional measures of student performance.

Adaptive Versus Technical Challenges

The COL Task Force recognizes that responding to COVID-19 requires adaptive rather than *technical* leadership. Adaptive challenges are murky systemic problems with no easy answers. Because they are systemic in nature responding to them must involve everyone who has an interest in the system. The guidance and resources provided move us forward and should not be construed as complete solutions. They are helpful springboards as communities come together to grapple with questions the pandemic has presented public educators. It is only through continued collective efforts that we will affect real change in solving the vexing issues the pandemic has exposed.

Task Force Organizational and Regional Representation

General Education = Green

Special Education = Yellow

Early Childhood = Violet

Superintendent of LEA = Orange

Principal of LEA = Grey

METL (Ed Tech) = Light Blue

MAISA = Red

Tips for Effective Use of this Guidance Document

❏ Begin by becoming familiar with the Interactive Table of Contents at the beginning of the document. Quick links will take the reader to specific sections.

❏ This guidance document is intentionally constructed to align with the MI's Return to School Roadmap and Opportunity Lab's Roadmap.

❏ Readers will find valuable information by consulting specific sections as appropriate to individual needs.

❏ Some resources and links are referenced and linked in multiple sections. This is intentional as readers may be seeking specific guidance in one section and not encounter every resource if it were only included once. Several resources are appropriate for multiple areas of guidance.

❏ When accessing Google Doc resources that serve as templates (surveys, agendas, etc.) make a copy by going to *File*, *Make a copy*, and then rename appropriately. Change the file location of the copy to transfer to the reader's Google Drive and set "Share" settings on the copy for the reader's preferences and organizational use.

❏ As this is an iterative process and living document, the COL Task Force welcomes feedback and will consider and incorporate suggestions in the next releases as appropriate. Provide feedback to the COL Task Force by accessing this COL Task Force Feedback Form.

Part I & II: Guidance from the Roadmap

Governance:

Essential actions that will foster a shared understanding of goals, responsibilities, and accountability

Return to School Committees will make the most impactful decisions in the *short term* for the *long term*. The work of the Return To School Committee should be a high priority for districts and it is recommended that committees that are already established review this guidance and incorporate modifications if gaps are detected. Careful considerations around Equity, Whole Child, Professional Learning, and Technology will be necessary as schools reopen in the fall with the intention to implement and sustain high-quality teaching and learning in potentially fluid circumstances of school schedule and environment. Districts should be prepared to make a long term commitment to this work, establish and maintain a healthy culture through intentional relationship building, developing and practicing group norms and placing high priority for meeting attendance over other commitments.

Launch a Return to School Committee

<u>District Leaders</u>
- ❏ Identify a leader who is able to facilitate groups of people to consensus
- ❏ Identify committee members with consideration of the following:
    - Chief Operating Officer, Chief Academic Officer, Head of Facilities, Head of Human Resources, Head of Student Health, Public Relations as permanent members
    - Health Department, emergency management, legal counsel, pupil accounting, ISD/ESA, community partners as ad hoc members

<u>School Leaders</u>
- ❏ Identify a leader who is able to facilitate groups of people to reach consensus and also serve on the district committee
- ❏ Establish two-way communication between school and Return to School Committee
- ❏ Identify school-based committee members with consideration of the following:
    - Instructional staff, clerical, maintenance, support staff, parents, students, coaches, extra-curricular advisors as permanent members
    - Transportation, food service, bargaining units, maintenance, pupil accounting as ad hoc members

Articulate and communicate a vision

<u>District Leaders</u>
- ❏ Review district strategic plan, vision, and core values and revise as necessary to

address current circumstances and community needs
- ❏ Use vision and core values to inform the work of the Return to School Committee

School Leaders
- ❏ Use surveys to determine building-specific needs and issues to inform both the building and district. The following surveys from Transcend may be copied and modified using Google Forms, as well as other, more robust survey banks:
  - ● Student Survey
  - ● Staff Survey
  - ● Family Survey or build from a repository of questions from Ottawa Area ISD
  - ● Panorama Ed Distance Learning: Student, Parent, Staff & Community Surveys

Define and Assign Roles and Responsibilities of Return to School Committee

District Leaders and School Leaders
- ❏ Determine the planning process (District Reopening Planning Process)
- ❏ Determine the various committees (sample committee template), including potential members and chairs
  - ● Examples include: Grade-Band Development, Instruction and Assessment, Athletics and Co-curricular, Summer Learning 2020, Remote Teaching and Learning, Health-Wellness and Nutrition, Finance and Operations, Communication, Early Childhood (special education, GSRP, and Head Start)
  - ● Possible existing district committees that will be helpful: Pandemic Response Committee, Crisis Response Team, and others
- ❏ Define the focus of each committee (Sample Guidance for Assigning Roles and Responsibilities)
- ❏ Define the roles of each member (Determining Committee Roles Worksheet)
- ❏ Define accountability measures, where will information be stored, how often updated

Institute a regular virtual meeting schedule

District Leaders and School Leaders
- ❏ Extend an invitation to Return to School Committee members that includes a meeting schedule that extends well into the future, information about meeting platform, the focus of committee-specific work, roles and responsibilities; ensure that committee members have the skills needed to effectively participate
- ❏ Include an agenda with outcomes for each meeting
- ❏ Communicate expectations for notification of absences and norms for participation
- ❏ Conduct online meetings using best practices

❏ Maintain attendance records, meeting notes, and assignments, and distribute this information to Return to School Committee members

Assess where additional capacity and support may be needed

District Leaders and School Leaders
   ❏ Ensure capacity for all committees has been realized (NIET Planning Scenarios and Governance for Return to School Subcommittees)
   ❏ Utilize the Return to School Committee to generate a list of potential external partners (External Partnership Charette)
   ❏ Gather additional input from Board of Education, Directors, Department Heads, parent groups, community groups (e.g., Rotary, community coalitions, United Way, local churches, translation services, special populations)
   ❏ Utilize Return to School Committee to assess strengths of your organization; identify where capacity and support are sufficient and where support may be needed in personnel such as substitutes, facilities, transportation, food services, instruction, technology, special services (SOAR Analysis Template)
   ❏ Determine which specific external partners might supplement the identified areas of need
   ❏ Assign each member of the Return to School Committee specific potential partners to contact and identify specific individuals who will liaise with your organization
   ❏ Maintain a tracking system for procurement of needed resources and supports which are not currently available in the district or school (including who is responsible for procurement)
   ❏ Develop strategies for securing consultation assistance (consider outreach to your ISD/ESA)
   ❏ Establish a way to track projected cost and potential revenue streams (Title, Care $, General Fund)

Establish a two-way communication structure between school and community

District Leaders and School Leaders
   ❏ Develop a communication and engagement plan and calendar
   ❏ Establish a protocol for communicating with stakeholders, including parents, staff, community partners, and others and identify using the MSPRA Toolkit:
      ● Methods and media that will be used, including social media, email, automated calls, US mail, television, radio, flyers, and so on
      ● Who will develop and edit the communication
      ● Who will issue the communication

- ❏ Identify the specific personnel who will reply to media inquiries
- ❏ Develop a method such a dedicated phone line or email to accept inquires from the public and specify who and how often the messages are checked and distributed to appropriate personnel to respond

Operations:

Essential actions to ensure operations support a safe, organized, and fluid transitions between modes of instruction without disruption to high-quality instruction and student learning

Significant consideration must be given to Equity, Whole Child, Professional Learning, and Technology to implement safe, nurturing, realistic and sustainable practices. Schools will have to change their day-to-day operations to ensure student and staff health and safety while delivering innovative and effective educational programming. Leaders will have to plan transportation, food service, safety protocols, and staffing consistent with public health recommendations.

Assess and Update student enrollment and attendance policies

and communicate any student enrollment or attendance policy changes with school leaders and families

District Leaders
- ❏ Review current Pupil Accounting Manual, any relevant Executive Orders, Michigan Department of Education guidance to determine the level of flexibility the district has in scheduling and in documenting student attendance related to in-person, hybrid, or remote instruction
  - Revise attendance policy and enrollment as necessary and seek school board for approval if necessary and use established communication protocols to ensure that all district staff understand attendance and enrollment changes
  - Review Student Information System capabilities with data manager/IT to adjust in accordance with any new guidance or requirements
  - Update website

School Leaders
- ❏ Use established communication protocols and channels to communicate attendance and enrollment changes with students and families
- ❏ Update handbooks and website with new policies

Guiding Questions and Resources

- ❏ (Updated 7.30.20) Below is a non-exhaustive list of current resources that have been made available on public sites and through professional associations focused on Pupil Accounting that may affect attendance policies to be considered and communicated to families.
  - Pupil Accounting Checklist
  - Pandemic Pupil Accounting FAQs
  - Pupil Accounting Recommendations
  - Virtual Learning Options-Program Comparison

  Please note: Documents and resources regarding Pupil Accounting comprise a current collection of available resources. In no way do the inclusion of these documents constitute a recommendation or endorsement from GELN. We await forthcoming recommendations from the Governor's Return to School Advisory Council and MDE guidance.

Liaise with State Education Agency (SEA) and ISD or ESA regarding new resources

District Leaders
- ❏ Identify local and state contacts
- ❏ Appoint a Return to School Committee member to maintain a regular connection with SEA and ISD/ESA and establish expectations communication back to the Return to School Committee
- ❏ Refer to MDE Guidance Memos, State of Michigan Coronavirus FAQ, and Executive Orders as needed
- ❏ (Updated 7.30.20) Below are a variety of tools from local health agencies. Although we are including these samples, we expect all LEAs to communicate with their local Health Department for guidance pertaining to their schools:
  - Appendix A COVID-19 Screening Tool
  - Appendix B COVID-19 Health Screening Acknowledgement
  - Appendix D Contact Tracing
  - Back to School During the Pandemic PDF
  - COVID-19 Return to School Toolkit
  - PPT with CDC Guidance
- ❏ Stay connected to professional organizations for updated information and guidance
  MAISA - Michigan Association of Intermediate School Administrators
  MASSP - Michigan Association of Secondary School Principals
  MASA - Michigan Association of Superintendents and Administrators
  MAASE- Michigan Association of Administrators of Special Education
  MEMSPA - Michigan Elementary and Middle School Principals Association

Liaise with State Education Agency (SEA) regarding amendment of school schedules

District Leaders

- ❏ Consider any [Executive Orders](#), Regional Phase per [MI Safe Start Plan](#), [county health department](#) guidance, CDC [guidance for schools](#), CDC [School Decision Tool](#), CDC [Work Place Decision Tool](#), [pupil accounting](#) requirements, [MDE Guidance](#), and community priorities to inform thinking regarding the format of school reopening (remote, hybrid, in-person)
- ❏ Prepare to move in and out of Face-to-Face, Hybrid and Remote Instruction as needed to address additional outbreaks
- ❏ Consult stakeholders and relevant reopening committees to get feedback on proposed formats to re-opening
- ❏ Review a variety of schedules in trusted resources to identify the best options for your school, such as
  - [Reopening School During the COVID-19 Pandemic](#) from Michigan State University Office of K-12 Outreach, pages 7-11
  - [Scenarios and Considerations for 2020-21](#) from the National Institute for Excellence in Teaching and accompanying [Considerations](#) Summary
  - Transcend's [Recovery to Reinvention Plan and Playbook](#), pages 24-35
  - [What K-12 "Return to Learn" Plans are Getting Wrong](#) from EAB, especially slide 14
  - These [sample formats](#) will help you visualize various schedules
  - [Here](#) and [here](#) are descriptions of Denmark's reopening of schools
  - Read about plans for West Bloomfield [here](#) and for another Michigan District's plans to reallocate space by moving upper elementary to the middle school to prioritize elementary students 4-5 days per week of face-to-face instruction, while MS and HS students share the space in the HS with an AA/BB schedule, balancing remote learning and face-to-face [here](#)
- ❏ If state and public health officials allow, determine a model for instruction that prioritizes face-to-face learning, especially for the youngest and most vulnerable students including:
  - Early childhood and elementary students
  - Students with disabilities
  - English learners
  - Migrant students
  - Students experiencing homelessness, temporary housing, or poverty
  - Evaluate the pros and cons of each plan and prepare a summary and recommendation for the Return to School committee

Provide guidance regarding recruiting, interviewing, and hiring staff remotely

District Leaders and School Leaders
- ❏ Develop profile of desired traits and experience for potential faculty and staff
- ❏ Determine responsibilities in the hiring process if different from normal circumstances; assign or reassign roles as needed to adapt to current circumstances
- ❏ Establish shared agreement with bargaining units for practices and protocols under current circumstances (see AASA's Guidelines for Reopening Schools: An Opportunity to Transform Public Education, page 30)
- ❏ Assure onboarding processes are modified to accommodate current circumstances
- ❏ Assure all paperwork is available in electronic format
- ❏ Ensure staff responsible for hiring have the necessary tools, devices, and access to fulfill recruitment and hiring responsibilities
- ❏ Make use of tools and guidance like the Virtual Talent Guide

Review layoff and assignment to teaching positions per contracts

and requirements of the Michigan Revised School Code

District Leaders and School Leaders
- ❏ Assess staffing needs
  - ● Considering the anticipated students returning, average number of School of Choice students, students transferring to online options
  - ● Evaluate retirements and resignations
  - ● Determine potential layoffs due to student enrollment changes
  - ● See AASA Guidelines for Reopening Schools, pages 29 - 36
- ❏ Obtain all credential and endorsement information for existing staff and review; it can also be found at Michigan Online Education Certification Systems)
- ❏ Fill difficult to assign positions with current staff certified in those areas, assign as needed to reduce the number of potential layoffs
- ❏ Determine potential openings that may occur after the staff has been placed
- ❏ Place surplus staff in positions as appropriate
- ❏ Review the number of staff who cannot be placed due to incongruent certification
- ❏ Lay off staff as needed; consult legal counsel and Board Policy
- ❏ Follow board adopted procedures for laying off staff

Assess the demographics of your teaching and support staff

for age, health, certification, preference, and ability to teach in different

modalities, and to determine who is returning and impact on layoffs

District Leaders and School Leaders
- ❏ Assess staffing needs, considering anticipated returning students, School of Choice, potential layoffs due to reduced student enrollment
- ❏ Refer to the MDE Staffing - CTE - Placement Guidance - Critical Shortage prior to the placement of surplus staff in positions as applicable
- ❏ Review the number of staff who cannot be placed due to incongruent certification; certification information can be found here for all certified staff in Michigan
- ❏ Lay off staff as needed consulting the Revised School Code, the district's collective bargaining agreements, and the district's attorney
- ❏ Follow board policy and administrative guidelines for laying off staff
- ❏ Conduct a staff survey to gauge staff readiness to return to work. Include questions related to areas of comfort and/or expertise with returning to face-to-face and online instruction, areas of certification, necessary supports as we strive to achieve fluidity of instructional formats, and concerns regarding COVID-19

Conduct a staff assessment to understand who is coming back, and to what level of capacity staff can perform assigned functions

(Updated 7.30.20)
District and School Leaders
- ❏ Conduct a staff survey to gauge staff readiness to return to work. Include questions related to areas of comfort and/or expertise with returning to face-to-face and online instruction, areas of certification, necessary supports as we strive to achieve fluidity of instructional formats, and concerns regarding COVID-19.
- ❏ Encourage staff who may have medical needs or require additional support due to COVID-19 to seek out an administrator or go to Human Resources in order for those items to be addressed.
  - ❏ Ensure Referrals are available for EAP or other Mental Health supports to administrators and Human Resource Staff.
  - ❏ Create and update an FAQ (Sample) regarding COVID-19, including policies regarding exposure, utilization of sick days, exposure protocols, quarantine requirements and sick bank considerations, in addition - protocols for staff illness while at work

Assess the need for positions focused on student and staff wellness, but also including technology support and monitoring of staff wellness

District Leaders and School Leaders

- ❏ Review any staff and student wellness data and existing staff resources to identify a need for additional support in areas of new focus, such as technology and mental health
- ❏ Take into consideration special talents or backgrounds that may support placement in a new roles if there is a need for layoffs in one area of the organization (e.g., physical education or science teachers who may have health or wellness certifications or backgrounds, staff with courses or special interest in technology integration)
- ❏ Determine if [staff can be used in alternate environments](#) that meet needs under exigent circumstances (e.g., teachers reassigned for daycare, release time for tech support and development)
- ❏ Determine needs for professional development related to COVID-19, personal protective equipment (PPE), stress in the workplace, teaching remotely, teaching on a new platform, etc.
- ❏ Identify community partners or insurance-sponsored counseling programs that may be of help

Develop a plan to replace teachers and staff who are not returning

District Leaders and School Leaders
- ❏ Consider new instructional models that leverage highly effective teachers instructing with co-teachers or other support personnel to leverage getting the best instructional delivery to the greatest number of students when in remote teaching circumstances or when short-staffed.
- ❏ Update or prepare job descriptions and postings in advance and identify a wide range of advertising locations
- ❏ Utilize re-deployed staff to support student learning if there is a [staff shortage due to vacancies](#) or extended illness
- ❏ Identify support staff who are eligible for substitute permits
- ❏ Provide necessary professional development to re-deployed staff

Reassigning teaching, support, transportation, and other staff to serve core needs

District Leaders and School Leaders
- ❏ Follow or develop district guidance to communicate the need for additional support and the process for reassigning personnel or for requesting a transfer
- ❏ Consider collective bargaining agreements, certifications ([MDE - Certification Guidance](#), [Michigan Online Education Certification System](#), [MDE Staffing - CTE- Placement Guidance - Critical Shortage](#), and [Quick References: Courses That Can be Taught](#)) and restricted funds as part of the reassigning process

- ❏ Determine where additional support is needed, such as daycare, janitorial, student support
- ❏ Determine who will be responsible for managing reallocation of personnel using a timeline to assist with timely and efficient movement, and consider who might be consulted in order to address equity,
- ❏ Develop a plan for a variety of circumstances (e.g., the employee can no longer support the new position, the original department needs their person back, the support is no longer needed, illness, etc.)
- ❏ Utilize substitute teachers or non-instructional staff to facilitate the redistribution of students into small groups to assist with physical distancing and differentiated instruction

Recruit, interview and hire new staff

District Leaders and School Leaders
- ❏ Refer to the Virtual Talent Guide for recruiting, selecting, and hiring staff
- ❏ Communicate with human resources to determine any new procedures
- ❏ Recruit interview committee members with relevant expertise
- ❏ Establish clarity about the role of and the decision-making process for the interview committee
- ❏ Determine if interviews will be remote or in person and ensure appropriate tools or precautions
- ❏ Conduct interviews and following typical process for identifying the top candidate(s), checking references, and extending an offer of employment

Establish a communication structure with bargaining unit leaders

to review current agreements and begin determining areas in need of LOAs

District Leaders
- ❏ Identify key bargaining unit partners and determine substitute for these partners should key partners become ill
- ❏ Organize a matrix that includes each bargaining unit and potential contractual issues to be resolved, taking into account all possible instructional models for return to school
- ❏ Determine the electronic means and platforms to be used for communication and collaboration
- ❏ Establish a regular schedule for communication and collaboration to ensure topics are addressed in a timely manner.
- ❏ Refer to pages 5 and 13 of the MSU Reopening Schools During the COVID Pandemic White Paper for further guidance

Establish a training schedule in conjunction with bargaining unit leaders

<u>District Leaders and School Leaders</u>
- ❏ Provide training and supports to address instructional priorities for the district under face-to-face, hybrid, and remote learning conditions. See <u>National Institute for Educational Excellence in Teaching</u>: Professional Development and Training Plan, pages 33-35
- ❏ Consider adding training days prior to the start of school to swap for non-student and staff report days during the regular school year in accordance with bargaining unit LOAs provided this does not create a shortage of student instructional days and hours under a hybrid schedule; leverage as much time as possible before schools starts
- ❏
- ❏ Ensure common expectations with bargaining unit representatives regarding professional learning
- ❏ Create and update as needed operational procedures related to COVID-19, including utilization of sick days, exposure protocols, quarantine requirements, sick bank considerations, staff or student illness while at work <u>(Sample)</u>
- ❏ Train and distribute safety protocols, such as these for <u>hand hygiene</u>, <u>cleaning</u>, <u>social distancing</u>, <u>PPE</u>, <u>van use</u>, <u>bus safety</u>, <u>illness at school</u>, <u>homebound services</u>, and these <u>general considerations</u> when assessing risk and developing other protocols
- ❏ Provide pre-service training during the summer; see pages 61 - 65 in the <u>The Transcend Playbook: Recovery to Reinvention</u> for planning guidance
- ❏ Use existing resources such as those below
  - Community Mental Health for stress and anxiety supports for staff
  - Health Department for education on COVID-19 and use of PPE
  - Safe Schools Modules for COVID-19

Facilities*:*

Essential actions necessary to ensure district and school assets are, and remain, safe for students and staff to inhabit

One of the most challenging aspects of reopening schools will be in setting up facilities to meet the needs of teaching and learning while adhering to physical distancing practices and other CDC or local health department requirements. Learning is inherently social and is often in conflict with maintaining appropriate physical distance between individuals. Districts will require innovative thinking and new practices that foster learning and collaboration, even when physical separation is required. Difficult decisions regarding allocation of physical space, changing the purpose of program specific rooms, closure of certain areas of the building and grounds will

need to be made and enforced while considering [Equity](), [Whole Child](), [Professional Learning](), and [Technology]().

Audit necessary materials for cleaning, disinfecting, and preventing spread of disease

District Leaders
- ❏ Engage Building Operations staff in reviewing CDC Guidance Documents regarding, [Mitigation]() and [Cleaning and Disinfecting]()
- ❏ Determine supplies need to implement safety protocols, such as these for [hand hygiene](), [cleaning](), [social distancing](), [PPE](), [van use](), [bus safety](), [illness at school](), [homebound services](), and these [general considerations]() when assessing risk and developing other protocols
- ❏ Assess current inventory of supplies and equipment within the district
- ❏ Conduct walk-throughs of buildings to determine what changes must be made to the physical plant, furniture, and parking to ensure safety and compliance with public health and state directives
- ❏ Evaluate need for additional equipment, i.e. touchless drinking fountains, hand washing/sanitizing stations, touchless doors, etc.
- ❏ Determine need to remove district supplies that do not meet disinfection ability out of cleaning rotation temporarily; if unopened and do not meet the need, return to vendors
- ❏ Begin preliminary identification of isolation areas for potentially infected individuals and submit needed modifications to the facilities team
- ❏ Estimate impact on district budget

School Leaders
- ❏ Assess building needs for cleaning, [MSU Reopening -Mitigation]() at a classroom level pages 10-12. Identify cleaning and disinfecting supplies needed for each classroom and common area
- ❏ Conduct walk-throughs of buildings to determine what changes must be made to the physical plant, furniture, playground, bus ramp, or parking to ensure safety and compliance with public health and state directives
- ❏ Begin preliminary identification of isolation areas for potentially infected individuals and submit needed modifications to the facilities team

Provide guidance for cleaning and disinfecting all core assets,

including school buildings and playgrounds commensurate with the alert level when school resumes.

<u>District Leaders</u>
- ❏ Review documents distributed by [CDC](#) and [MSU Reopening-Mitigation](#) pages 10-12 regarding cleaning and disinfecting buildings and other areas of the district
- ❏ Ensure that district and school-based janitorial staff are aware of changes issued from [OSHA](#) Guidance on COVID-19 and [OSHA Guidance for Preparing Workplace.](#)
- ❏ Assess staffing needs and transfer staff in accordance with collective bargaining agreements to address revised cleaning schedules

<u>School Leaders</u>
- ❏ Research documents published by [CDC](#) regarding [cleaning and disinfecting](#) buildings, classrooms and other areas of the school
- ❏ Develop cleaning protocols in various areas of the school, with special focus on high traffic areas, food distribution areas, early childhood programs and equipment, elective classes with shared supplies, medical and triage rooms, and areas housing used PPE
- ❏ Identify areas that should be closed where PPE will not be effective, such as drinking fountains, staff lounges, vending machines, playground; post signage
- ❏ Assess maintenance staffing needs and schedules, considering cleaning time and frequency
- ❏ Develop a plan to communicate with the Return to School Committee

Procure additional supplies and equipment

Cleaning Supplies

<u>District Leaders</u>
- ❏ Consult any district and school cleaning protocols to determine supply and equipment needs
- ❏ Identify vendors who have the required cleaning supplies and equipment in stock and can deliver as needed and consult with ISD/ESA for group purchasing options to realize cost savings
- ❏ Order supplies and track district and building cost
- ❏ Modify budget line items as needed to cover necessary costs

<u>School Leaders</u>
- ❏ Coordinate with the district Operations Director to ensure compliance with new district protocols related to ordering of cleaning supplies and equipment
- ❏ Modify budget line items as needed to cover necessary costs
- ❏ Order supplies in line with district guidance as soon as possible due to delays in receiving supplies

PPE Supplies

District Leaders and School Leaders
- ❏ Review such guidance as CDC Guidance - Considerations for Schools, county health department recommendations, PPE safety protocols, and Governor's Return to School Advisory Council recommendations on PPE in the school environment
- ❏ Identify funds in building, program, and district budgets
- ❏ Collaborate with District and/or School Wellness and Response Team, director of special education, director of educational services, coaches, extra-curricular advisors, and other building and department leaders to determine what supplies (PPE Google SpreadSheet) will be required across the district
  - Plan PPE for staff, visitors, and students if they are not able to provide their own
  - Identify students who are not able to wear due to inability to remove, heath conditions, and age
  - Assess for special needs such as latex allergies
  - Assess need for Plexiglas shields for staff in high risk areas such as office, cafeteria, library
- ❏ Get a list of potential vendors of PPE from your health department
- ❏ Consult with ISD/ESA for group purchasing options to realize cost savings
- ❏ Plan for professional development to inform staff of the proper way to utilize PPE
- ❏ Order first shipment as soon as possible due to delays in getting needed PPE items
- ❏ Determine a schedule for ordering more materials as the district's needs change due to new or ongoing outbreaks throughout the year

Wellness:

Essential actions to keep students and staff safe and healthy

[Mental Health is critical to learning recovery](#) for students, families, and staff who have experienced trauma/loss during the COVID-19 pandemic and resulting school closures. The following recommendations represent minimum actions for district and school leaders. These recommendations are intentionally connected to the Whole Child work from the MAISA Remote Learning Guidance for Continuity of Learning and COVID-19 Response Plans ([page 6](#))

Establish a Wellness and Response Team

District Leaders
- ❏ [Create an adaptive Wellness and Response Team](#) with clear purposes, processes, action plans, and outcomes grounded in and across all the ten components of the Whole Child (WSCC) model
- ❏ The team may be a separate group or part of the larger Return to School Committee addressed in Governance or an existing Crisis Response Team

School Leaders
- ❏ [Create a building level Wellness and Response Team](#) with intentional connections to the District Level Wellness and Response Team
- ❏ The team may be a separate group or part of the larger Return to School Committee addressed in Governance or an existing Crisis Response Team

Guiding Questions and Resources
- ❏ Both internally in the Wellness and Response Team and externally with *community and state partners* that may not explicitly be on the Wellness and Response Team:
    - ● Do not duplicate work, rather share a unified message, resources/toolkits, websites, etc.
    - ● Remember, if the crisis team doesn't meet until there is a crisis, they are already behind (Michigan Association of School Psychologists (MASP), Michigan Association of School Social Workers (MASSW), Mental Health Counselors)
- ❏ While districts and school leaders are focused on establishing a team, what strategies/procedures should you put in place to ensure the team is highly functioning and addressing concerns regarding equity?
    - ● Recent results on [Student's Well-Being](#) pre and post COVID-19
    - ● Protocols including feedback loops, surveys, [equity analysis protocols](#)
    - ● [Equity-Focused Decision-Making Guide](#)
- ❏ Michigan Department of Education's [free and low cost](#) professional learning

Assess natural resources to determine the need for external supports

<u>District Leaders</u>
- ❏ The Wellness and Response Team must carefully examine existing physical and mental [wellness systems](), partnerships, and supports within the district and community to identify gaps and areas requiring support.

<u>School Leaders</u>
- ❏ Work alongside district Wellness and Response Team to ensure [building level needs]() are met through partnerships and outside support systems

Guiding Questions and Resources
- ❏ What components of your health education program need to be revisited?
  - ● Do you need to make additions to the program for behaviors like handwashing?
  - ● [Muskegon Area ISD's Wellness Response]() examples and checklist
- ❏ Who do you currently partner with to provide wellness services for your students (local health departments, behavioral health agencies)? What services do they provide?
  - ● [Michigan Model for Health]()
  - ● [Handwashing Social Story]()- multiple languages available
  - ●
- ❏ How do you utilize the staff you currently have or redeploy those staff to support social-emotional or physical well-being?
  - ● [Preparing for a Pandemic Illness: Guidelines for School Administrators and School Crisis Response Teams]()
  - ● Review student health records to determine who might require a health care plan or changes to a health care plan due to medically fragile or at-risk status
- ❏ How do you partner with families to determine their needs and meet them?
  - ● Michigan Cares - [Connecting Families]() Professional Learning - FREE

Evaluate staff mental health readiness

<u>District Leaders</u>
- ❏ Give thoughtful consideration to the [wellness of staff](), as it is critical to the success of students, buildings, and district
  - ● Recent results on [Teacher Well-Being]() pre- and post-COVID-19

<u>School Leaders</u>
- ❏ Give thoughtful consideration to these issues prior to staff returning to work and [attending to staff well-being]() should be ongoing

Guiding Questions and Resources
- ❏ Have you developed a communication plan regarding the services available? Have you identified what support internal staff (counselors, social workers, etc) could provide for staff in need?
  - ● [Rockford Public Schools SEL Plan Example]()
  - ● [Oakland Schools Wellness Plan Example and Links]()

- ❏ Have you developed and articulated a plan for direct outreach, such as assigned personnel responsible for connecting with a group of staff members?
  - ● Blank Template Example
  - ● Large Staff Example

Provide resources for staff self-care

District Leaders
- ❏ Determine and share what resources are available in your district for staff self-care, including resiliency strategies and Employee Assistance Programs (EAPs)
- ❏ Identify gaps in resources

School Leaders
- ❏ Determine and share what resources are available in your community for staff self-care including resiliency strategies. (As an example: Eaton RESA.)
- ❏ Identify gaps in resources

Guiding Questions and Resources
- ❏ Resources provided through your district's health insurance (e.g., free access to tele-health, treatment coverage for COVID-19, mental health supports through employee assistance plans)
  - ● TED Talks Importance of Self-care Playlist
  - ● Daily Dose of Kindness Self-care blog
- ❏ Resource for training staff about COVID-19 and Staff Wellness
  - ● Mindful Teachers Self-Care Resources This site is continually updates with articles, videos, and resources to help teachers practice self-care
  - ● Headspace for Educators Mindfulness and Guided Meditation App available to educators at no cost. The website includes a 6-week guide specifically developed for teachers in PDF form-no registration required.
  - ● Skovholt Practitioner Professional Resiliency and Self-Care Inventory A simple tool to guide professionals in the helping professions such as teaching and counseling self-reflect around four subscales: Professional Vitality, Personal Vitality, Professional Stress, and Personal Stress

Additional Resources To Consider
- ● Talking to Children about COVID-19
- ● Helping Children Cope during COVID-19
- ● Educator's Guide to Supporting the Social Emotional Needs of Students: COVID-19 Information
- ● Guidelines for Reopening Schools: An Opportunity to Transform Public Education
- ● Tips for Survivors of Disaster or Other Traumatic Event
- ● How Trauma Effects Kids in School
- ● Talking to Children About Racism
- ● Changing Minds to Address Poverty in the Classroom
- ● Social Emotional Learning
- ● Mindfulness for Children

Communicate with all stakeholders via variety of channels
(Updated 7.30.20)

District Leaders
❏ Will need to consider how to differentiate communication per stakeholders and do some things universally for all audiences.

School Leaders
❏ Will need to consider how to differentiate communication for staff and students and do some things universally for all audiences.

Guiding Questions and Resources
❏ Communication Plan for Adult Stakeholders
  ● (Samples) for notifying staff, families, and the public of school closures and any restrictions in place to limit COVID-19 exposure (e.g., limited hours of operation).
  ● (Samples) for changes of phases once school is open for how to respond to illness, death, and other COVID-19 related events.
  ● (First six week schedule example - 3 min video)
  ● Establish a point of contact person in your district to connect directly to your health department for any COVID-19 related incidents that happen in your district.

❏ Communication Plan for Students
  ● Consider a social media campaign appropriate for your school board policy.
  ● See MASP toolkit and other spaces already doing this work for general best practices of talking through trauma with children (tips for talking with children and resilience strategies for children)

Instruction and Technology:

Essential actions to achieve a comprehensive understanding of students' academic and social-emotional well-being when they return and to support successful transitions between remote, hybrid and face to face learning conditions and to provide high-quality, effective instruction under all learning conditions

District leaders must make plans that include flexible options to cover various learning conditions dictated by public health officials and state directives. This section focuses on curriculum and instruction. To ensure all students experience success, an assessment system must exist to inform teacher decisions that support student success as they progress through

the curriculum. Supporting the social-emotional learning needs of students is necessary for them to experience academic success. In addition, district and school leaders will need to place a heavy emphasis on the well-being of students and staff to enable them to meet the significant challenges created by the pandemic and school closures. The guidance and resources shared below are intended to support districts in laying a strong foundation for planning and implementing the work. Please be sure to consult with the Michigan Pupil Accounting Manual and your pupil accounting auditor for the most current guidelines, some of which are found under Operations: Student Enrollment.

Build a Return to Instruction working group that communicates with school leadership

District Leaders
- ❏ Determine the best team structure to support the district
    - ● Identify appropriate leader such as Director of Curriculum, Chief Academic Officer, or other district or school leader
    - ● Identify a representative group of stakeholders to serve on the committee, including administrators, teachers, specialists, and others
    - ● Identify others that may serve on the committee or provide valuable input, including parents and community partners
- ❏ Determine logistics, including, meeting schedule, format, digital platform, and timelines
- ❏ Outline goals and make equity a priority
    - ● Ensure that all participants have the tools and skills to participate meaningfully
    - ● In coordination with the district plan, building leaders convey policies and provide support to teachers so that ALL students are on track for success academically, socially, and emotionally
    - ● Consider the differential impact the pandemic and closure has had on such groups as those with 504 plans and IEPs, students whose parents have been required to work during the closure, students who are homeless or food insecure, and others; See Re-opening Schools During the COVID-19 Pandemic from MSU pages 4 and; Guidelines for Reopening Schools from AASA, especially pages 15 through 18; and The Transcend Playbook Equity Reflection Tool for further information and discussion related to equity.
- ❏ Outline two-way communication protocol between Return to School Committee and Return to Instruction working group

Remote Learning Resources
- ❏ Best Practices for Remote Teaching provides six strategies for working remotely with students
- ❏ Best Practices for Remote Learning in the Content Areas, (PBIS) Teaching Matrix for Remote Instruction This provides concrete strategies in a concise rubric that help foster a positive classroom culture in a remote learning context
- ❏ National Institute for Excellence in Teaching (NIET) Rubric for Virtual Learning is an extensive and detailed rubric that describes ways that strong teaching practice translates to the remote learning environment

Develop Assessment Plan and Set Goals

Develop a plan for assessing students' learning progress and loss and set an ambitious goal to ensure that every student experiences success academically and socially and emotionally by the end of the 2022 school year

In order to respond to immediate needs when students return, schools should consider the stress, trauma, inequities and potential learning loss students have encountered and focus energies on developing a strong formative assessment process. Both academic and social emotional needs must be monitored and addressed in order to optimize student success.

Assessments should provide teachers and students the ability to identify gaps in student learning and target individual student needs on an ongoing basis. Robust assessment systems, including the use of formative assessment should allow schools to gather evidence in relation to a benchmark or standard, pre/post unit information, or group comparison data (Transcend Playbook p 72-74) to inform instruction.

Pre-pandemic assessment systems will require review and changes to ensure that they are appropriate for remote learning environments. Shifts in assessment practices will require professional learning for educators. Many resources around assessment in the remote environment are currently under development and should be considered as districts review their assessment systems.

District Leaders
- ❏ Review most recent district data from multiple forms of assessment related to student achievement and growth, social-emotional functioning and trends in prior years; be sure to disaggregate by special populations
- ❏ Review levels of student engagement reported during implementation of the district's Spring Continuity of Learning Plan
- ❏ Establish two-year district growth and achievement targets for academics and social emotional functioning

School Leaders
- ❏ Review most recent school data from multiple forms of assessment (e.g., diagnostics, formative assessments, student work, conferences, advisories, parent feedback) related to student achievement and growth, social-emotional functioning and trends in prior years; be sure to disaggregate by special populations
- ❏ Review levels of student engagement reported during implementation of the district's Spring Continuity of Learning Plan
- ❏ Establish two-year growth and achievement targets for academics and social emotional functioning that are connected to school goals

- ❏ Develop a process to create and implement individualized plans for each student based on their needs
- ❏ Prioritize schedule and staffing to support those with the most need

Guiding Questions and Resources
- Oakland Schools Curriculum, Instruction and Assessment Toolkit For COVID-19 Reopening
- Oakland Schools Curriculum, Instruction and Assessment Toolkit-Math
- Assessment Guidance Planning Document
- Formative Assessments in Distant Learning framework
- Formative Assessment Tips for Remote Learning webinars
- Grading for Learning: Guidelines for Creating Student Success
- MSU Reframing Assessments as Tools for Student Support

Assessments that can be used to check in regarding student well-being:
- Student wellness check-in guide
- COVID-19 Well-Being: Evaluating, Measuring, and Assessing Needs

Liaise with your State Education Agency (SEA) about changes to testing and promotion

Adequate funding and flexibility will be necessary to support successful hybrid learning, Opportunity Labs recommends district leaders communicate to legislators the importance of ongoing, formative assessment practices that protect classroom instructional time.

District Leaders
- ❏ Communicate to legislators the importance of ongoing, formative assessment practices that protect classroom instructional time and advocate for
    - High quality, deliberate formative assessment practices used daily and weekly to monitor and adjust instruction positively impact student learning
    - Curriculum-based assessments that follow the scope and sequence of instruction (every 4-9 weeks) have a growing amount of research regarding the positive impact on teaching and learning
    - Limited time and activities tied to benchmark and summative assessment if waived by the state
- ❏ Review Michigan's Return to School Executive Orders and MDE policies about changes to testing, grading, report cards, and promotion policies

Resources
- Associations across Michigan will provide a summary for local leaders, such as MASSP Legislative News.
- "State legislators and departments of education will need to evaluate and amend rules and laws that govern student assessments and accountability measures" (see MSU Outreach and Engagement: Reopening Schools During the Covid-19 Pandemic p 13).

Ensure that teams are engaging in intentional curriculum and instruction planning

District and school leaders must be intentional about curriculum planning to support all learning conditions. It is probable that the established district curriculum will have to be modified to prepare for difficult to predict events that may change the educational context from the normal context to various instructional learning conditions (e.g., low attendance, face-to-face, hybrid or fully remote).

District Leaders
- ❏ Determine which current courses or programs (e.g., specials, hands-on or team-dependent learning, CTE, arts etc.) should be redesigned due to health and safety, budgetary, or logistical challenges
- ❏ Ensure all students are engaging with grade-level content, despite some lacking prerequisite content knowledge and skills
- ❏ Identify the prerequisite knowledge and skills students might struggle with in their current grade level, and fill those potential gaps 'just in time' when the material occurs in the school year

School Leaders
- ❏ Establish curriculum teams to review, adjust, or make recommendations regarding district curriculum maps, pacing guides and lesson plans to be ready for school closures or changes to instructional learning conditions
- ❏ Identify power or priority standards and adjust pacing guides that establish which content expectations will be covered in various instructional learning conditions (e.g., face-to-face, hybrid, or fully remote)
- ❏ Ensure all students are engaging with grade-level content, despite some lacking prerequisite content knowledge and skills
- ❏ Identify the prerequisite knowledge and skills students might struggle with in their current grade level, and fill those potential gaps 'just in time' when the material occurs in the school year
- ❏ Ensure that teachers understand that engagement is crucial to student success
  - Give students choice whenever possible
  - Consider creating small groups when possible
  - Give students voice whenever possible
  - Use multiple media to increase engagement
  - Connect learning to the real world
  - Video and closed caption virtual meetings provide context embedded supports for less proficient students

Resources

- MISD Math Critical Outcomes K-5
- MISD Math Critical Outcomes 6-12
- Oakland Schools 6-12 ELA Priority Content Scope and Sequence.
- Achieve the Core Math Focus by Grade This new Best Practices Document

● [National Institute for Excellence Teaching Strategies for Virtual Learning](#).

Secure resources for professional learning to support a successful return for all students

<u>District Leaders and School Leaders</u>
❏ Survey
❏ Set district priorities around all students, especially those differentially affected by pandemic circumstances:
    ● COVID-19: [Talking to Children about COVID-19](#), [Helping Children Cope during COVID-19](#), [Educator's Guide to Supporting the Social Emotional Needs of Students: COVID-19 Information](#)
    ● Trauma: see pages 24 to 28 in [Guidelines for Reopening Schools: An Opportunity to Transform Public Education](#) and [Tips for Survivors of Disaster or Other Traumatic Event](#), [How Trauma Effects Kids in School](#)
    ● Equity and implicit bias: [Talking to Children About Racism](#), [Changing Minds to Address Poverty in the Classroom](#)
    ● [Social Emotional Learning](#), [Mindfulness for Children](#)
    ● Inclusion and appropriate use of digital and online learning tools and systems
    ● Culturally Responsive Education
❏ Secure and deliver professional learning

A number of free and low-cost professional learning resources are available across the state.

Restorative Support Resources
● Click [here](#) to link to the Wellness section

Other Resources

[Best Practices for Remote Learning](#)

Maintain two-way communication with district leadership, parents, and stakeholders

<mark>(Updated 7.30.20)</mark>
<u>School Leaders</u>
❏ Maintain timely, accurate, and clear communication with district leadership
❏ Maintain timely, accurate, and clear two-way communication with families regarding student's academic and social-emotional functioning and school and classroom information.
    ● Determine the methods and media that will be used, including social media,

email, automated calls, US mail, flyers, and so on
- Ensure all communications are in both English and the home language. See the Translation Resources section on the MDE webpage
- Ensure teachers know and understand the school communication plan
- Ensure that teachers use the district's remote learning platform(s) effectively and parents have access to the information
- Consider a survey to gather information from parents, students and teachers
- Please be sure to consult with the Michigan Pupil Accounting Manual and your pupil accounting auditor for the most current guidelines, some of which are found under Operations: Student Enrollment.

Resources
- ❏ MAISA Remote Learning Guidance for Continuity of Learning Communication Guidelines p. 4-5 and p.14 for Supporting English Learners
- ❏ MSU Re-opening Guide, pg. 5 Communication Tools
- ❏ Seesaw is one remote learning platform that supports home school communication
- ❏ Michigan Pupil Accounting Manual

Establish virtual structures for teacher teams to collaborate without interruption across all instructional learning conditions

School Leaders
- ❏ Arrange the conditions to ensure that teachers
    - Continually assess and analyze student work that is submitted from remote learning assignments, if available
    - Select, evaluate, and share knowledge around the use and effectiveness of digital tools for remote learning, such as those in the Learning at a Distance Matrix
    - Select the most appropriate tools to assess students' academic and social-emotional health when they return
- ❏ Facilitate teachers' self-reflection regarding use of digital tools for remote learning
- ❏ Advocate with district leaders for appropriate professional learning and resources

Resources
- Michigan Virtual Remote Learning Training for Teachers
- Edupaths Professional Development for Educators

Create a technology survey and consider technology applications

Create a technology survey to assess the number and types of technologies teachers are using to conduct remote learning and begin to assess their effectiveness

Technology must improve instruction for students and complement curriculum and instruction. Reviewing the suite of technology tools for effectiveness refines the expectations for technology for teachers and support staff.

District and School Leader
- ❏ Conduct surveys to
  - ● Inventory the technology currently used by teachers.
  - ● Assess the effectiveness of the technology identified
  - ● Create professional learning plan for technology

Inventory Technology Used

District Leader
- ❏ Enumerate existing technology adopted by the district and each building. Data points to capture include:
  - ○ Name devices
  - ○ Identify supporting vendors
  - ○ Review terms of service - license agreement, privacy policy
  - ○ Determine annual cost
  - ○ Inventory buildings that use the technology
  - ○ Identify grade levels that use the technology

Assess the Effectiveness of Technology

- ❏ Determine professional learning needs
  - ● Communicate the expectations and purpose of each technology through initial and ongoing professional learning
- ❏ Streamline technology being used in order to increase positive impact on student experience
  - ● Inconsistent or too many technology interfaces overwhelm students, teachers and families. Additionally, it impacts the ability for parents and other district support staff to assist with technical support
  - ● Determine budget for professional learning around technology
  - ● Identify ongoing supports needed
  - ● Ensure Cyber security is in place
  - ● Secure Student data

Develop a Professional Learning Plan for technology focused on district adopted tools

- ❏ Create a scope and sequence for professional learning related to technology
  - ● Address pedagogical considerations when teaching remotely
    - ○ Carefully consider technology applications
- ❏ Identify Student information systems including:
  - ● Communication tools (Teacher-Student & Teacher-Parent)
    - ○ Automated Calling/Notification applications (i.e. SignalKit, Edulink, School Messenger, Remind)
  - ● All Student and Parent portals
  - ● Video conferencing (i.e. Zoom, Webex, Google Meet, MS Teams)
  - ● Documenting updated curriculum and pacing
    - ○ Rubicon Atlas - Oakland Schools
    - ○ Delivering of instruction / Learning Management Systems (LMS)
    - ○ Assessing learning

Resources
- ● Safety and Privacy of Digital Remote Learning Solutions
- ● FERPA 101
- ● Michigan Virtual Remote Learning Training for Teachers
- ● Asynchronous Professional Learning Modules
- ● MAISA Remote Learning Guidance for Continuity of Learning and COVID-19 Response Plans
- ● Do First Return To School Roadmap Considerations

Free Asynchronous Professional Learning Modules

One of the first things districts will need to do as they plan for the 2020-21 school year is to plan professional learning offerings for teachers around SARS-CoV-2 and trauma, equity and implicit bias, social emotional learning, inclusion and appropriate use of digital and online learning tools and systems, and culturally responsive education. These professional learning modules have been curated to meet these needs and are focused on three strands: equity, well-being, and remote teaching & learning.

(Updated 7.30.20) Coming August 11 we will provide an additional array of asynchronous professional learning resources for your use. These will include learning maps as facilitator guides that will support you in delivering professional learning at your site. Some of these

learning maps will include links to pre-recorded webinars by contact experts from across the state.

Equity

<u>Michigan Virtual</u>
- [Changing Minds to Address Poverty in the Classroom](#)
- [Integrating SEL Into Culturally Responsive Classrooms](#)

<u>National Council of Teachers of Mathematics (NCTM)</u>
NCTM has an extraordinary list of webinar recordings, as well as periodic live webinars in their [100 Days of Professional Learning](#) series. Some of these sessions may not be available for asynchronous viewing until October. Here are a few sessions that are specifically designed to support equity:
- [Making Math Culturally Relevant Through Experiential Learning (Grades 10–12)](#)
- [Supporting ELs through Mathematical Inquiry and the Discursive Assessment Protocol (Grades 6–8)](#)
- [Translanguaging to Persevere: Exploring Latinx Bilingual Students' Collective Problem-solving (Grades 8–10)](#)
- [A Lesson on Social Justice, What Should Be In It? (Grades 8–10)](#)
- [High Impact Strategies for Sustaining Girls' Academic Interest and Career Pursuits in Mathematics (General Interest)](#)
- [Moving Achievement Together Holistically: An Indigenous Approach to Math Education (General Interest)](#)
- [Who's Hiding? Empathizing and Expanding Opportunities for All (Grades 8–10)](#)
- [Classroom Norms and Routines for Building Student Agency and Equitable Mathematical Environments (General Interest)](#)
- [Impacting Learning for Black and Latinx Youth through Culturally Sustaining Pedagogies (Grades 6–8)](#)
- How We Move from Equality to Equity and Justice in Mathematics Teaching (General Interest)
- Challenging Dis/Abilities: Leveraging the Potential of All Students as Math Problem Solvers (General Interest)
- Productive Struggle for All: Supporting Students with Disabilities in a General Education Class (Grades 6–8)
- Building Agency, Fostering Identities, and Promoting Social Change via Social Justice Contexts (Grades 6–8)
- Promote Equitable Teaching Practices AND Focus on Content & Connections - Don't Settle For Only One! (General Interest)

<u>Oakland Schools</u>

- SIOP for Remote Learning

Well-Being

Michigan Assessment Consortium
- Leveraging the Science of SEL: How to support health and wellness during the COVID-19 Crisis

Michigan Virtual and the Michigan Department of Education
This partnership has created a series of free online courses that inform educators on best practices in social emotional learning:
- Introduction to SEL
- Integrating SEL Into Culturally Responsive Classrooms
- Embedding SEL Schoolwide
- Creating a Professional Culture Based on SEL
- Trauma-Informed Support

New Pedagogies for Deep Learning
- Cultivating Well-Being in Challenging Times with Dr. Jean Clinton

Oakland Schools
- Supportive Strategies Series

Remote Teaching & Learning

Association for Middle Level Education
- COVID-19: Helping Students Develop the Motivation to Invest in their Learning While Sheltering at Home with LeAnn Nickelsen and Rick Wormeli
- COVID-19: Assessment and Grading Concerns during Remote Learning – What's the Helpful Thing to Do? with Rick Wormeli

Early Literacy: Dr. Nell Duke, University of Michigan
- Small Group Reading Instruction at a Distance
- Word Work at a Distance

Formative Assessment for Michigan Educators (FAME)
- New Webinars on Using Formative Assessment in Remote and Online Learning

- ○ Using the Formative Assessment Process to Enhance Student Learning in an Online Environment: Getting Started
- ○ Formative Feedback: Navigating the Complexity of Engaging Student Thinking
- ○ Creating and Implementing Online Learning Lessons with Student Engagement in Mind

Michigan State University

The Master of Arts in Educational Technology Program at Michigan State University has developed a Mini-MOOC on Remote Teaching that focuses on high-priority, digestible topics with the intent of applying them to practice tomorrow. Because educators are teaching across a range of remote teaching contexts, they include no-tech, low-tech, and high-tech strategies throughout the experience.

Michigan Virtual

Unsure where to start with remote or blended teaching? Have some ideas, but need more resources? Michigan Virtual has designed a variety of free PD courses on remote & blended teaching to help you get started.
- Transitioning to Remote Teaching Series
    - ○ Getting Started
    - ○ Communication Online
    - ○ Digital Content
    - ○ Digital Assessment
    - ○ Adapting to Meet Needs
    - ○ SEL Supports
- Blended Teaching Courses
    - ○ #GoOpen: Open Educational Resources in Michigan
    - ○ Blended Classroom Design
    - ○ Assessments in the Blended Classroom
    - ○ Instructional Practices with Technology 101
    - ○ Digital Content in the Blended Classroom
    - ○ Google Forms, Failure-Free Failing, and CBE
    - ○ Growing Student Agency and Implementing Google Classroom
    - ○ Screencasting, the Future of Education

Muskegon Area ISD

These are recordings of the MAISD Remote Learning Webinar Series:
- Google Classroom Foundations - Elementary Focus
- Google Classroom Essentials
- Interactive Projects in Google Classroom
- Flipgrid - video discussions & more
- Google Hangouts Meet
- Google Hangouts Meet Essentials

- [Zoom Foundations](#)

National Council of Teachers of Mathematics (NCTM)

NCTM has an extraordinary list of webinar recordings - as well as live webinars in the near future in their 100 Days of Professional Learning series. NOTE: Some of these sessions may not be available for asynchronous viewing until October. Here are a few sessions that are specifically designed to support remote teaching and learning:

- [Supporting Students' Voice in the F2F and Virtual Mathematics Classroom (Grades 3–5)](#)
- [Humanizing Online Mathematics Teaching: Possibilities and Resistance (General Interest)](#)
- [Coding Math at a Distance (Grades 6–12)](#)

New Pedagogies for Deep Learning

- [Nuanced Leadership in a Time of Change: Opportunity Knocks](#) with Michael Fullan
- [Activating Deep Learning in Challenging Times](#)

University of Colorado Boulder

- These [inquiryHub webinars](#) support remote teaching in science.

Appendix

This appendix is a living document and will evolve as we progress through this state of emergency and reimagine public education.

Guiding Documents

- American Association of School Administrators: GUIDELINES FOR REOPENING SCHOOLS: An Opportunity to Transform Public Education
- American Enterprise Institute: A Blueprint for Back to School
- Center for Disease Control and Prevention
- EAB: What K-12 Return to Learn Plans are Getting Wrong
- Michigan Association of Intermediate School Administrators: Remote Learning Guidance
- MI Safe Start Plan.
- Michigan State University Office of Outreach and Engagement: Reopening Schools During the Covid-19 Pandemic
- National Institute for Excellence in Teaching: Planning Guide: Scenarios and Considerations for 2020-2021
- Return to School Roadmap
- The Transcend Playbook: Recovery to Reinvention

Acknowledgments

This document was developed by the Continuity of Learning Task Force, a subcommittee of the Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN), which represents Michigan's 56 Intermediate School Districts. The Continuity of Learning Task Force includes representatives from the following organizations, although their participation does not necessarily indicate endorsement by the organization they represent:

Early Childhood Administrators Network
General Education Leadership Network
Michigan Assessment Consortium
Michigan Association of Intermediate School Administrators
MIchigan Association of School Administrators
Michigan Association of Secondary School Principals
MIchigan Educational Technology Leaders
MIchigan Elementary and MIddle School Principals Association
Special Education Instructional Leadership Network