

## **Continuity of Learning and COVID-19 Response Plan ("Plan") Application Template**

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

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

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

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

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

## **Continuity of Learning and COVID-19 Response Plan ("Plan") Guiding Principles**

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

### **Keep Students at the Center**

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

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

### **Design Learning for Equity and Access**

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

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

### **Assess Student Learning**

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

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

## **Continuity of Learning and COVID-19 Response Plan ("Plan") Assurances**

**Date Submitted: April 15**

**Name of District: St. Louis Public Schools**

**Address of District: 113 E. Saginaw St. St. Louis, MI 48880**

**District Code Number: 29100**

**Email Address of the District: jmckittrick@stlouisschools.net**

**Name of Intermediate School District: Gratiot-Isabella RESD**

**Name of Authorizing Body (if applicable):**

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

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

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

1. Applicant assures that all student learning will take place under the direction of a teacher of record for each student enrolled in the district.
2. Applicant assures that it will continue to pay school employees during the balance of the 2019-2020 school year under the same terms and conditions established prior to the school closure order period.
3. Applicant assures that the Plan was developed in collaboration with district administrators, school board members, teachers, and local bargaining units.
4. Applicant assures that food distribution has been arranged for or provided for eligible students.

5. Applicant assures coordination between applicant and Intermediate School District in which the District/PSA is located to mobilize disaster relief child care centers.

6. Applicant assures that to the extent practicable the District/PSA will in good faith provide

students with IEPs/Section 504 Plans the opportunity to participate in learning consistent with existing plans.

7. Applicant assures that Continuity of Learning and COVID-19 Response Plan, Assurance Document, and Budget Outline will be posted immediately following approval to the District's/PSA's website.

### **Continuity of Learning and COVID-19 Response Plan ("Plan")**

*The goal of a Continuity of Learning Plan and COVID-19 Response Plan is to ensure that each District or Public School Academy is providing, to the best of its ability, each student with alternative modes of instruction to help them stay on pace in their learning. This application recognizes that there is no "one-size-fits-all" solution; multiple means of engaging students and supporting families may be necessary that may vary by grade level, school building, or student population served.*

For the purposes of the Plan, "district" refers to school districts and public school academies.

**Date Submitted: April 15**

**Name of District: St. Louis Public Schools**

**Address of District: 113 E. Saginaw St. St. Louis, MI 48880**

**District Code Number: 29100**

**Email Address of the District: [jmckittrick@stlouisschools.net](mailto:jmckittrick@stlouisschools.net)**

**Name of Intermediate School District: Gratiot-Isabella RESD**

**Name of Authorizing Body (if applicable):**

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

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

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

District/ PSA Response:

The St. Louis Public School District has surveyed our St. Louis families. We had well over 90% of our families reply to our survey. The survey allowed families to indicate if they have access to both the Internet and a device. Of the families who replied to the survey, 80.2% have access to the Internet, yet only 65.5% our families would like to have on-line assignments. Building principals reached out to families who did not reply to the survey, as well as families who reported they had Internet yet no device. On Tuesday, April 21st, we are checking devices to those families. In the event a family is unable to pick up the device, we will make alternate arrangements. At the high school, we are a 1-to-1 school, in which all students have been issued a device.

We will be offering a blended approach for our students. Students who have access to a device and Internet will be able to submit school work on-line. For students who have accessibility issues, they will be mailed packets on weekly to bi-weekly

occurrence. The packets will also have a self-address, postage paid envelope included in the packet. This will allow families to mail the packets back to their respective buildings.

St. Louis Public Schools will mail home learning packets to every single student for the first mailing. Every packet will contain the following: District informational letter, learning expectations for each class or grade level, teacher contact information and available office hours, accessibility options for families (on-line vs. packets), initial learning documents, due dates for materials to be submitted or returned. Any families missing due dates will be called by teachers to ensure they received materials and/or if they need support. Also, all students will be contacted minimally twice a week by their classroom teacher. Teachers will log their contacts. Any concerns or unsuccessful contact will be referred to a support team, which will consist of teachers, building administrator(s), social/emotional teacher or counselor.

*It is important to note, the district will not penalize a pupil for the pupil's inability to fully participate.*

Each building will look different based on their specific need, therefore building specific plans are as follows:

### **St. Louis High School**

Students with Internet access: All SLHS students had been previously assigned a Chromebook. Instruction and assignments will be delivered using Google Classroom.

Students without Internet access: Students without Internet or access to on-line instruction will have work packets sent home through the postal service. They will have a postage paid envelope to return materials.

Building communication plan: Teachers will establish a communication log for each of their classes and track communication between themselves and students (minimum of two times per week). Teachers will use any of the following to communicate and engage students: Phone calls, emails, Google Classroom, platforms previously used that worked in communicating with students. Teachers will log their contacts. Any concerns or unsuccessful contact will be referred to a team including the building administration, life coach and counselor.

### **TSN - Middle School**

**Students with Internet access-** Students with Internet service, a device, and who choose to receive instruction on-line will access content via Google Classroom. Students with Internet and no device will have a Chromebook checked out and sent home.

**Students without Internet access** - Students without Internet access, a device, or who choose not to receive instruction via the Internet will receive a paper packet sent home through the postal service. They will have a postage paid envelope to return materials.

**Building communication plan** - Communication with students and families will be primarily conducted through Advisory teachers. Each teacher will establish a preferred contact method (phone, email, text, paper, Google Hangout) with each family during the first week of instruction. They will “check-in” with each family at least twice a week for the remainder of the year. Teachers will log their contacts. Any concerns or unsuccessful contact will be referred to a team including the building principal and counselor.

### **Nikkari Elementary**

**Students with Internet access:** Students with internet service, device, and who choose to receive online materials will receive content via Google Classroom. Students who need a Chromebook that have internet service will have the opportunity to check out a Chromebook to use at home.

**Students without Internet access:** All students will be provided educational supplies and instructional materials through the mail. This allows equal opportunity among all students regardless of technology or internet access. As a district, we will continue to look into internet support for the families without, but at this time the waiting period for hook up is multiple weeks away.

**Building communication plan:** Each grade level and group of teachers will establish and share a preferred contact method (phone, email, text, paper, Google platform) with each family during the first week of instruction. Our goal is to have at least two contacts per child each week. Teachers will log their contacts. Any concerns or unsuccessful contact will be referred to a team including building principal and social-emotional teacher.

## **Carrie Knause Early Childhood Elementary**

**Students with Internet access:** Students with internet will be provided suggestions of online academic supplemental support or enrichment activities. All families that have the internet, but were lacking a device were contacted and offered the option of checking out a Chromebook to use at home.

**Students without Internet access:** All students will be provided educational supplies and instructional materials through the mail. This will allow all students to have the same opportunity regardless of technology or internet access. As a district, we will continue to look into internet support for the families without, but at this time the waiting period for hook up is multiple weeks away.

**Building communication plan:** Teachers will continue to use the platforms/apps that they previously used during the school year to contact families. These platforms include Class Dojo, Bloomz and Remind. Teachers will also continue to email families and contact by phone using the Google Voice app. Our goal is to have at least 2 contacts with a child per week. Teachers will log their contacts, and concerns or unsuccessful contact will be referred to a team including the building principal and social-emotional teacher.

### **Students with Disabilities**

- All students will receive FAPE, which will include specially designed instruction based on the individual needs to ensure that the students are making progress in the general education curriculum toward meeting their IEP goals.
- Best effort will be made by special education and general education personnel to ensure that students with disabilities receive instruction that is consistent with their IEPs (or Section 504 plans), including as necessary, the provision of any related services.
- Contingency plans will be developed, with the IEP team, for all students with an IEP.

- 2) Please describe the methods the district will use to keep pupils at the center of educational activities, including outreach to continue building relationships and maintain connections, and to help pupils feel safe and valued.

District/ PSA Response:

St. Louis Public Schools staff has been in contact with students and families from the first day of the original shut down. Letters home to families and students have happened at the district level, building level, and classroom level. Communication has been used and will continue to be used through multiple platforms as well as by email, phone calls, social media, [St. Louis Public Schools' website](#), and mailing.

At all levels, teaching staff will minimally contact students twice a week. Teachers will log each attempt and identify if it was a successful or an unsuccessful attempt. When a teacher is successful in contacting a student, they will ensure the student has the necessary support to complete distance learning. If additional supports are needed, the teacher will either provide the necessary support(s) or will communicate with the building principal. The building principal will assist in developing a plan on how to provide the necessary support. If after several attempts the teacher is not successful in contacting the student/family, notification will be given to the principal, counselor, life coach, or social-emotional teacher to help assist in engaging the family.

### **Social/Emotional Learning**

Elementary students will receive one activity per week that addresses social-emotional health. The lesson will be sent home with the classroom packets. The activity will be related to the topics that were started prior to schools closure. The first packet will go out on April 22nd, May 6th and May 20th. There will be a weekly video posted on the Carrie Knause Facebook page. The video will relate to the life skill topic being taught. The social-emotional teacher will also pay special attention to those students who were previously on their caseload and/or students who are identified moving forward.

The middle school will use the student's advisory teacher to provide the Second Step social-emotional lessons to their students. Guidance counselors will also plan additional lessons to be sent home. The advisory teacher, guidance counselor, and principal will be in charge of checking-in and communicating with students who were previously on the "watch list" and any new students who were identified by teaching

staff.

At the high school, the guidance counselor will design social-emotional lessons for students to complete. The guidance counselor, life coach, assistant principal will be in charge of checking-in and communicating with students who were previously on the "watch list" and any new students who were identified by teaching staff.

Students with disability - Differentiation will occur and will be based on disability and IEP accommodations. Focused work for specific classes/grade levels for students with disability, if deemed necessary, will be provided versus everyone in the same grade level receiving the same work. Special education teachers will work individually with every student and their teacher to provide accommodated materials that match the student's level and IEP goals.

Title teachers at the elementary will provide packets to send home in order to support struggling students.

We will provide translated documents for our English Learners. We are also in contact with our EL staff to assist in supporting and translating for our students and families.

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

District/ PSA Response:

A focus will be on core academics. Elective/Specials teachers will provide supplementary lessons. Elective/Specials teachers may be called upon to assist in communicating with students and encouraging engagement. Building principals have collaborated with their individual buildings to plan, create, and implement a plan for what distance learning will look like at their level. This does include the expected daily amount of time a lesson should last per level. Secondary teachers will need to work together to develop a reasonable amount of work for their core content area that does not impede another core area.

St. Louis Public Schools will be offering a blended approach to match the individual needs of our students. Students who have access to a device and Internet will be able to submit school work on-line. For students who have accessibility issues, they will be mailed packets on weekly to bi-weekly occurrence. The packets will also have a self-address, postage paid envelope included in the packet. This will allow families to mail the packets back to their respective buildings.

We are planning on sending our first mailing the week of April 20th. Every teacher will create a packet of content and information to send home to students. We will mail home packets to every single student on our first mailing. In the packets we will include the following: District informational letter, learning expectations for each class or grade level, teacher contact information and available office hours, accessibility options for families (on-line vs. packets), initial learning documents, due dates for materials to be submitted or returned. Any families missing due dates will be called by teachers to ensure they received materials and/or if they need support. Also, all students will be contacted minimally twice a week by their classroom teacher. Teachers will log their contacts. Any concerns or unsuccessful contact will be referred to a building level support team including building principal and social-emotional teacher or counselors.

CK- Content at Carrie Knause will be mailed home through paper packets to all students. Additional enrichment activities and websites will be sent through the Carrie Knause Facebook page, Bloomz, Class Dojo, and Remind.

Nikkari - Paper packets mailed home to all students. Digital media will be shared via Google Classroom, Nikkari Facebook page/groups, email, and Bloomz.

TSN - Paper packets will be mailed home to all families the first week of distance learning. Each week after that paper learning packets will be mailed home or online lessons will be primarily distributed via Google Classroom. The format choice was given to families, they notified the school of their preference through the survey.

HS - For the initial kickoff to distance learning, all students will be mailed paper copies of learning materials (this includes students who have elected to receive distance learning materials online).

Title teachers at the elementary will also provide packets to send home in order to support struggling students.

We will provide translated documents for our English Learners. We are also in contact with our ELL staff to assist in supporting and translating for our students and families.

Special education teachers will work individually with every student and their teacher to provide accommodated materials that match the student's level and IEP goals.

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

District/ PSA Response:

CK- Teachers will check in with students twice a week to see how they are doing and to discuss items in their learning packet. Additionally parents are encouraged to take pictures of their assignments and text or email them to the teacher. Teachers will also hold office hours for two hours a week on two separate days and answer communications within 24 hours.

Nikkari-Teachers will check-in with students at least twice a week to see how they are doing and to discuss items in their learning packet. Teachers will also hold office hours for four hours a week on at least two separate days and answer communications within 24 hours outside of office hours.

TSN - Advisory teachers will "check-in" at least twice a week to see how their advisory students are doing, this will include both academic as well as social and emotional questions and conversations. Students with specific core subject questions will be able to contact their core teacher during "office hours". Each teacher will hold four office hours per week on at least two different days. During office hours the teacher will be immediately available to answer a parent phone call or text, meet a student on Google Hangout, or answer an email. The rest of the weekdays teachers are expected to answer student communications within 24 hours.

SLHS- Student's fourth hour teachers will serve as his/her primary point of communication between teachers and students. Teachers will "check in" with students twice a week to see if they are in need of additional supports during distance learning. Students will be able to contact core and elective teachers during their designated "office hours" which will be held for a minimum of four hours a week divided between at least two days per week. During office hours teachers will be available to answer parent/student messages. Teachers who are contacted outside of office hours are expected to respond to student communications within 24 hours.

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

District/ PSA Response:

Additional expenditures include, but are not limited to, additional Chromebooks, repair or replacement of Chromebooks when they are checked back in, textbooks (replacement if needed), books, paper, printing and mailing cost. 12,000

Sources of revenue include state revenue (general fund) and state and federal grants.

Chromebooks - \$209/device for replacement costs. (Will not know total until collection of devices occurs)

Textbooks - Approximately \$150/textbook not returned (Will not know total until collection of devices occurs) 2,000

---

Initial mailing order- Initial order 10,000 envelopes = \$1054, 10,000 labels = \$186.80

Postage = \$7000 added to the machine, return postage (will not know until the post office bills us). We expect to have to load additional dollars for postage.

20 Verizon Hotspots 900L @ \$29.99 = \$599.80

20 Verizon Hotspots with \$79.987 for 2 months of service each = \$1599.60

24,440

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

District/ PSA Response:

Survey was sent to the teaching staff and completed on April 3, 2020. The survey requested information from staff on his/her home accessibility and online platforms they

use. The survey results were used when developing a plan for redeploying staff. St. Louis' teacher's collective bargaining leadership team met with administration via Zoom on April 6th. The guidance plan was communicated to the teacher's collective bargaining team. The teachers were provided an opportunity to discuss the guidance plan and ask clarifying questions. The teacher's guidance plan was then sent out district wide for staff to read and to use for future reference. Building principals held Zoom meetings with their respective buildings on April 8th. Staff were provided the opportunity to ask questions and seek clarification. Questions were fielded and responses were developed through administrative collaboration.

The support staff were sent the teacher guidance plan and it was discussed with the USW president. Feedback and clarifying questions were presented. The guidance plan was also sent to the support staff collective bargaining members.

The St. Louis Board of Education was emailed the guidance plan on Tuesday, April 7th. The St. Louis Board of Education emailed clarifying questions and feedback to the superintendent.

Based on the guidance plan and communication with district stakeholders, we used the guidance framework to create the Continuity of Learning plan.

On April 13th, K-5 teaching staff were requested to state the specific plan for their grade level in the areas of instruction, communication, and evaluation. All grade levels and teachers contributed to the document which allowed them to create their specialized plan.

The TSN Middle School met with their School Improvement Team via a conference call to brainstorm solutions on April 3rd. They also had a staff meeting Wednesday April 8th to seek input from teachers and support staff.

The High School had a staff meeting via Zoom on April 8th to brainstorm and answer questions. A question and answer Google Document was created and shared with staff in order to collaborate and problem solve.

District administration met on April 13th to collaborate on the individual questions within the Continuity of Learning plan. Building principals submitted their building level plan, in which they developed with teachers, into the plan document.

The St. Louis Board of Education will have the opportunity to review the Continuity of Learning plan. The superintendent will bring a recommendation to adopt the plan during

the regularly scheduled board meeting on April 20, 2020.

The guidance plan and Continuity of Learning plan take in account the following:

- This is an unprecedented situation and we will work together to provide a good faith effort in educating all of our students from a distance.
- We will protect the health and safety of all staff by putting safety measures in place that follow the CDC guidelines of mitigation, sanitation of work stations, limited number of staff in the building at any given time.
- All staff will contribute to collaborate among building, grade, and department level teams.
- Administration will support staff through collaboration, communication with families, and providing necessary resources to assist in delivery of continuing learning essentials.
- The focus will be to maintain engagement and support students academically, socially, and emotionally. We will minimize the amount of new material until the classroom teacher feels confident the individual student is able to move forward.
- Students will receive support(s) such as differentiation and modifications for his/her individualized learning needs (including but not limited to students with an I.E.P.)

We will plan for remediation in the fall for all students to assist the learning gap that will undoubtedly occur due to the constraints of distance learning.

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

District/ PSA Response:

The week of April 20th St. Louis Public Schools will mail home packets to every single student during the first mailing. In the packets we will include the following: District informational letter, learning expectations for each class or grade level, teacher contact information and available office hours, accessibility options for families (on-line vs. packets), initial learning documents, due dates for materials to be submitted or returned. The Continuity of Learning plan document will be posted on the district website. Each building's plan and expectations will be posted on their home page. Elementary buildings will provide links for the grade level learning packets. Some secondary teachers will post learning plans on their teacher website or Google Classroom.

- 8) Please provide an estimate of the date on which the district will begin implementation of the Plan, which must be no later than April 28, 2020.**

District/ PSA Response:

St. Louis Public Schools goal to have the plan ready for implementation the week of April 20, 2020. Students needing devices for remote learning will be issued on April 21st. Devices will be checked out by appointment only to families who were unable to pick up the device on the designated day. Paper learning packets will be sent via mail to every student. Within the packets we will provide families with an informational letter from the district, learning expectations for each class or grade level, accessibility options for families, and initial learning documents. Teachers will begin documentation of two-way conversations as soon as the mailing has occurred.

- 9) Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act 160 of 1996, as amended, MCL 388.511 to 388.524, and Career and Technical Preparation Act, 258 PA 2000, as amended, MCL 388.1901 to 388.1913, in completing the courses during the 2019-2020 school year.**

District/ PSA Response:

For the high school Dual Enrollment students, we will continue to work with providers (MMCC) to determine what support for completion might be needed for individual students enrolled. We will ensure students have the appropriate materials, resources, and support.

At the high school we offer local CTE courses. We have a plan in place using instructional resources made available to us through the Office of Career and Technical Education's portal. We will use on-line resources, but also prepare paper packets for students who do not have accessibility. We will allow students to complete certification in the summer. We are offering the same type of services to mark completers at the end of year and into summer if needed.

To assure CTE students in our consortium have the ability to work toward program completion and acquire an industry recognized credential if eligible, we have put a plan in place using instructional resources made available to us through the Office of Career

and Technical Education's portal.

[https://www.michigan.gov/mde/0,4615,7-140-28753\\_65803-522648--,00.html](https://www.michigan.gov/mde/0,4615,7-140-28753_65803-522648--,00.html)

For the continuity of learning from now until the end of the school year, CTE teachers will communicate in a mixed media format based on the needs of each student and will be using the above mentioned resource link in addition to current on-going learning profiles.

These resources are identified by individual CIP code and students will also be offered this opportunity as a part of the continuity of education plan as summer supplemental learning if needed for those preparing for a credential assessment.

Steps in place for credential assessments are:

- Identification of eligible students
- Assess the need of each student
- Offer instruction necessary to bring each student up to state minimum requirement
- Assess readiness
- Offer assessment to students who upon passage, obtains certification

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

District/ PSA Response:

Since the March 16th closure we have been providing meals to our St. Louis Public Schools students. Our food service has bagged up well over 24,000 meals since the beginning of the closure. We have already exceeded the amount of meals we provided during the entire last summer feeding program. We provide meals five days a week, Monday through Friday. On Fridays, we pack enough meals to last the entire weekend for those students. Food service meets in the morning to bag meals. Transportation employees pack the food vans and deliver meals to 11 different sites around town. We have a two hour pick up window for drive through meals at our TSN middle school. We have and continue to make arrangements for families who lack transportation or a food drop site close to their house, by delivering directly to their home. We have received phone calls from school of choice students who reside in our district, but attend other schools. We have added these families to our home drop off sites.

**11) Please confirm that the district will continue to pay school employees while redeploying staff to provide meaningful work in the context of the Plan, subject to any applicable requirements of a collective bargaining agreement.**

District/ PSA Response:

Employees covered by collective bargaining agreements and contractual employees (teaching staff, paraprofessionals, transportation, custodial, maintenance, food service, administration, and third party vendors) will be paid for the days and/or hours that they would have worked, as regularly scheduled, between March 16th and June 30th. All employee benefits will be maintained for the remainder of the 2019-2020 school year. The final date coverage for the 2019-2020 school year is August 28, 2020.

Bargaining unit employees will continue to receive contractual compensation to perform work in accordance with the terms of the District's Continuity of Learning Plan, pursuant to Section II.A.11 of EO 2020-35. Payment for extra-duties such as coaching or other extracurricular activities under Schedules B-2 and B-3 will be paid as follows for the 2019-2020 school year:

All Schedule B-2 stipends that were filled with a staff member for the 2019-2020 will be paid in full, with exception to the following:

Schedule B-2: Plays, High School will be paid 20% of the \$1,050 contractual stipend on the first payroll in May 2020.

Schedule B-3: All spring coaches and paid assistant coaches will be paid at 20% of the contractual stipend for the sport on the first payroll in May 2020.

Schedule B-2 or B-3 activities which have not occurred as a result of EO 2020-35 will not be paid.

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

District/ PSA Response:

CK - Teachers will evaluate student work through their communication with students and parents. They will also evaluate and provide feedback through the work that they receive back from the students. Students who do not participate will not be negatively impacted.

Nikkari: Evaluation of participation will be assessed using credit and incomplete. We will continue to utilize PowerSchool to track this work. Students who do not participate will not be negatively impacted. Final grades will reflect "S" for completion of activities or "I" for incomplete work and/or non-participation.

TSN - Learning assignments collected from students will be logged into PowerSchool and shown as "collected" in the grade book. This does not hurt the grade of those who do not turn in work, but will show and/or motivate students who log into PowerSchool that work completed is being monitored. At the end of the marking period, teachers can override the final marking period grade to be an "S" or "I"

HS - Students will receive an end of the semester grade of either Credit or an Incomplete. Students who earn credit will have the opportunity at the start of the 2020-21 school year to take a competency test to earn a letter grade. Students who earn an Incomplete will have the opportunity to participate in our Summer Credit Recovery Program to earn credit as well as a letter grade. Students who earn an Incomplete and DO NOT participate in the Summer Credit Recovery Program will have their grades adjusted to NO Credit in the fall. Teachers will track work completion in PowerSchool during the 4th marking period to determine if credit is earned during the marking period and for the semester.

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

District/ PSA Response:

Through teacher two-way conversations, counselor's previous caseloads, social-emotional teacher's previous caseloads, St. Louis Public Schools will continue to monitor the identified students. However, when new cases come up based on teacher, counselor, parent, or student self-referral, we will add these students to the identified "watch" list. We are continuing to use Gratiot Integrated Health & Isabella Citizens for

Health. They are continuing to serve remotely. We are still able to identify new students. St. Louis Public Schools also has an Isabella Citizens for Health counselor available to serve students with mental health needs.

Through Second Step lessons, St. Louis Public Schools will assist students recall their prior learning of coping skills. New lessons will be added to assist students with learning how to cope while at home. Students who are continuing to experience mental health issues will be communicated with via the school. Every building will assist students and families with signing up for mental health counselors, if they present a greater need than we are able to support.

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

District/ PSA Response:

We have not been asked to be involved in mobilization of disaster relief child care centers, but our RESD knows we stand ready to provide support should the need arise.

Optional question:

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

District/ PSA Response:

Name of District Leader Submitting Application: Jennifer McKittrick

Date Approved: 4-17-20

Name of ISD Superintendent/Authorizer Designee:

*Jan C. Amsterburg*  
*Dr. Jan C. Amsterburg*

Date Submitted to Superintendent and State Treasurer: 4-17-20

Confirmation approved Plan is posted on District/PSA website: 4-24-20