



2022-23 Extended Continuity of Learning Plan (“Plan”)

The goal of the Extended Continuity of Learning Plan (“Plan”) is to ensure that the District provides, to the best of its ability, each student with alternative modes of instruction to help them stay on pace in their learning. Recognizing that there is no “one-size-fits-all” solution; multiple means of engaging students and supporting families may be necessary by grade level, school building, or student population served.

1. 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.

The Marysville Public Schools District will implement a hybrid of multiple modes of learning in its Plan that still promote recommended practices for social distancing to mitigate the spread of COVID-19. This Plan will require students (grades 3-12) to continue to utilize their 1:1 school issued Chromebook devices for the 2022-23 Academic Year so that they may partake in alternative modes of instruction. However, for families with students in grades Pre-K-2, who currently don’t have access to a device at home, a District 1:1 Chromebook or iPad will be issued to them.

Elementary level students (Pre-K-5) will engage in online learning via Google Classroom, SRA/Open Court Reading, Eureka Math, YouTube, or any other familiar online resources, as well as hard copy assignments prepared for the year. Elementary staff will also engage with their students weekly to provide alternative modes of instruction and support. Instruction will mostly be focused in the areas of ELA and mathematics. Because of this, students will be encouraged to access supplemental online learning resources for additional reinforcement (i.e., Lexia Reading Core5, DreamBox Learning, Reflex, etc.). Students without internet access will be provided hard copy instructional materials and grade-level/course resources (e.g., textbooks, workbooks, etc.) to complete their assignments. Additionally, school supplies, such as paper, pencils, crayons, etc., will be made available for students and families upon request.

Middle school students (grades 6-8) will participate in online learning by way of Google Classroom, myPerspectives ELA, Amplify Science, Illustrative Math, or any other familiar online resources, as well as hard copy assignments. Students at the middle school level will also have access to Lexia PowerUp Literacy and MAP Accelerator, in order to supplement ELA and math programs. Students without internet access will be provided hard copy instructional materials and grade-level/course resources (e.g., textbooks, workbooks, etc.) to complete their assignments. Additionally, school supplies, such as paper, pencils, crayons, etc., will be made available for students and families upon request.

High school students (grades 9-12) will engage in online learning via Google Classroom or any other familiar online resources, as well as hard copy assignments. As previously stated, students without internet access will be provided hard copy instructional materials and grade-level/course resources (e.g., textbooks, workbooks, etc.) to complete their assignments. Additionally, school supplies, such as paper, pencils, crayons, etc., will be made available for students and families upon request.

Teachers will document contacts with students through Google Classroom, email, phone logs, or by any other means necessary. Every effort will be made to ensure all students participate in active learning through the 2022-23 Academic Year. Furthermore, the District will not penalize any students for their inability to fully participate in the previously described alternative modes of instruction.

Special Considerations for Students with Disabilities:

- All students will receive FAPE, to the best extent possible, which may include specially designed instruction based on individual needs to ensure that students are making progress in the general education curriculum and towards the meeting of their IEP goals.
- The technology needs of each student with an IEP will be considered in order to provide access to general and special education services.
- For students with severe and profound needs, special education personnel, to the best extent possible, will work individually with families to identify creative and student-specific ways for the student to ensure that they are provided educational benefit with uniquely designed instruction.
- Best efforts 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.

2. 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.

To keep students at the center of educational activities, including outreach to continue building relationships and maintain connections, and to help students feel safe and valued, District staff will make contact with every student at least once per week. This may be done through the use of technology (for those that have access), such as email, [Google Meet](#), [Jitsi](#), [Zoom](#), or other forms of virtual meeting platforms, as well as phone calls. For students with technology access, teachers will also communicate each week through familiar instructional formats (i.e., [Google Classroom](#), [SeeSaw](#), [Edmodo](#), [Moodle](#), [Nearpod](#), etc.), with an emphasis on continuing to build positive relationships and maintaining connections. If students do not have access to technology, teachers will connect via phone or include notes to students in their instructional packets that focus on building positive relationships and maintaining connections. We are very sensitive to the fact that students and families may not have regular schedules and/or regular access to devices during these uncertain times, and will be flexible in our approaches to connect with students to help them feel safe and valued.

District staff will also keep students at the center of educational activities by considering five guiding questions (listed below) as they plan lessons and develop alternative modes of instruction:

1. How will I engage students in the daily work for our district model?
2. How will my students access the information they need to be successful?
3. How will I engage students in the text, materials and assignments?
4. How will I scaffold instruction for students who are not yet ready to access a specific grade-level text independently and meet the requirements of FAPE?
5. How will I assess my students?

Special Considerations for Students with Disabilities:

- Reasonable efforts will be made to provide appropriate access for students with disabilities.

- Clarity of written instructions will be provided to the best extent possible.
- Reading and math levels for students with disabilities will be accommodated as deemed necessary to the best extent feasible, consistent with the student's IEP or 504 plan.
- Shortened assignments will be provided to students with disabilities to account for demonstrated need of attention issues, consistent with the student's IEP or 504 plan.
- Focused work in specific classes for students with disabilities will be provided, to the best extent possible, to make progress in the general education curriculum, consistent with the student's IEP or 504 plan.
- Heightened efforts will be provided to ensure meaningful and equal access for students with disabilities.
- Virtual behavioral consultation with parents to support work completion will be provided to the best extent possible.
- Consideration for related services will take place to the best extent feasible.
- Delivering all special education programs and related services in a reasonable and individually-appropriate manner will be given under the circumstances to the best extent feasible.
- Documentation of the best efforts made by special education services and classroom personnel will be made to the best extent possible so as to support students with IEPs.

3. The District's Plans to deliver content in multiple ways so that all pupils can access learning.

Elementary level students (Pre-K-5) will engage in online learning via Google Classroom, SRA/Open Court Reading, Eureka Math, YouTube, or any other familiar online resources, as well as hard copy assignments prepared for the year. Elementary staff will also engage with their students weekly to provide alternative modes of instruction and support. Instruction will mostly be focused in the areas of ELA and mathematics. Because of this, students will be encouraged to access supplemental online learning resources for additional reinforcement (i.e., Lexia Reading Core5, DreamBox Learning, Reflex, etc.). Students without internet access will be provided hard copy instructional materials and grade-level/course resources (e.g., textbooks, workbooks, etc.) to complete their assignments. Additionally, school supplies, such as paper, pencils, crayons, etc., will be made available for students and families upon request.

Middle school students (grades 6-8) will participate in online learning by way of Google Classroom, myPerspectives ELA, Amplify Science, Illustrative Math, or any other familiar online resources, as well as hard copy assignments. Students at the middle school level will also have access to Lexia PowerUp Literacy and MAP Accelerator, in order to supplement ELA and math programs. Students without internet access will be provided hard copy instructional materials and grade-level/course resources (e.g., textbooks, workbooks, etc.) to complete their assignments. Additionally, school supplies, such as paper, pencils, crayons, etc., will be made available for students and families upon request.

High school students (grades 9-12) will engage in online learning via Google Classroom or any other familiar online resources, as well as hard copy assignments. As previously stated, students without internet access will be provided hard copy instructional materials and grade-level/course resources (e.g., textbooks, workbooks, etc.) to complete their assignments. Additionally, school supplies, such as paper, pencils, crayons, etc., will be made available for students and families upon request.

Teachers will document contacts with students through Google Classroom, email, phone logs, or by any other means necessary. Every effort will be made to ensure all students participate in active learning through the 2022-23 Academic Year. Furthermore, the District will not penalize any students for their inability to fully participate in the previously described alternative modes of instruction.

Special Considerations for Students with Disabilities:

- All students will receive FAPE, to the best extent possible, which may include specially designed instruction based on individual needs to ensure that students are making progress in the general education curriculum and towards the meeting of their IEP goals.
- The technology needs of each student with an IEP will be considered in order to provide access to general and special education services.
- For students with severe and profound needs, special education personnel, to the best extent possible, will work individually with families to identify creative and student-specific ways for the student to ensure that they are provided educational benefit with uniquely designed instruction.
- Best efforts 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.

In order to support students who are identified with specific needs, the District will partner with St. Clair County RESA, to supply all necessary devices to access materials, such as speech-to-text, visual and hearing impairment devices, etc.

4. The District's Plans to manage and monitor learning by pupils.

The care and support for our students will be the District's top priority. Nonetheless, staff members also recognize the importance of learning essential content, providing feedback, and assessing student progress. Consequently, the District plans to closely manage/monitor the social-emotional and academic needs of its students at all levels.

For students without internet access, teachers will review their learning packets to provide meaningful/high quality feedback. This will be done in a variety of ways (i.e., phone calls, mailings, text messages, notes, etc.). Feedback offered by staff will also be positive, encouraging, and may include examples to support further student learning. In the event that a learning packet is not returned or completed, teachers will reconnect with these students on a personal level to encourage them to do their best to complete the work and turn it in; they will not be penalized for their efforts or their inability to fully participate.

For students with technology, teachers will monitor student access, assignment completion, and provide quality formative feedback within the instructional platform. Feedback will be positive and encouraging and may include examples to support further student learning. To meet the needs of individual students, feedback will be given in multiple formats; potentially including, brief comments on assignments submitted electronically, comments shared in online bulletin boards, or comments shared during remote learning sessions.

Children participating in GSRP will continue to be provided with at-home learning experiences which are personalized for the strengths, interests and needs of each child, in consideration of their family, community, and culture. For instance, teachers will provide daily read alouds and engage in virtual

meetings twice per week with their students and families. This will be done in a variety of ways (i.e., SeeSaw, Bloomz, Zoom, etc.); school supplies, such as paper, pencils, crayons, etc., will be made available for students and families upon request. The district will also utilize a countywide GSRP form to document distance learning, including outreach efforts and family contacts. GSRP teachers will schedule a year-end virtual conference with each family. The district, in conjunction with St. Clair County RESA, will make available information, activities, and/or resources for children and families to facilitate the transition to kindergarten.

5. The manner in which the District collaborated in development of the Plan.

Administrators and teachers worked collaboratively to develop the Plan, schedule, and packets for students without access to the internet. The District also engaged in discussions about the Plan with staff, vetted public comment on the development of the Plan, public input, and took such input into account in determining whether to further revise the Plan.

6. The District will notify pupils and parents or guardians of the Plan.

The Plan will be posted to the District's website (<https://www.marysville.k12.mi.us/>), and other social media platforms. The Plan will also be in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.

7. The District will continue to provide or arrange for continuation of food distribution to eligible pupils.

The Marysville Public Schools District will continue to provide meals to students, ages 18. Meals will include both breakfast and lunch items for the week. Moreover, so that the District's food service department can anticipate the number of meals to prepare, a weekly survey will be made available to parents or legal guardians every Wednesday and links posted to the District's website, social media accounts, and SchoolMessenger communications.

If necessary, the District will communicate changes or alterations in its meal schedule due to directives from other agencies by sending out a communication to families. This communication will be posted to the District's website and other social media platforms.

Note: In preparation of meals, all food service staff and volunteers will continue to follow CDC guidelines, such as practicing social distancing, wearing personal protective equipment (e.g., gloves, face masks, etc.), and using proper sanitizing protocols.

8. The District will evaluate the participation of pupils in the Plan.

As previously stated, connecting with and caring for our students is the District's top priority. Because of this, teachers will document communications with students and parents (e.g., phone logs, emails, text messages, etc.). If a student does not have access to technology, teachers will keep track of which

students are completing the instructional packets. If a student has access to technology, teachers will use an instructional platform of their choice to monitor student wellness, engagement, and completion of assignments. If concerns are raised, due to lack of engagement, inconsistent completion and/or communication of needs from a student or parent, teachers will communicate with the principal, counselor and/or school social worker to develop a plan to connect with the student and family. When appropriate, community resources will be shared with the family. Community support agencies may also be sought to make these connections to support District families as necessary (i.e., St. Clair County Department of Health and Human Services, St. Clair County Community Mental Health, S.O.S. Marysville Food Pantry, etc.).

9. The District will provide mental health support to pupils affected by a state of emergency or state of disaster prompted by COVID-19.

As District staff make their weekly phone calls and emails, they will check in with students and families. If a need or concern is presented/shared, the staff member will communicate this to the principal, counselor, building-level social worker, or behavior specialist. These individuals will follow-up with families and determine what support(s) may be needed. The principal, counselor, building-level social worker, or behavior specialist may also help connect the family to outside agencies to assist in meeting their needs (i.e., St. Clair County Department of Health and Human Services, St. Clair County Community Mental Health, S.O.S. Marysville Food Pantry, etc.). The principal will also hold virtual weekly meetings with teachers, as needed, to identify any additional students or families in need. [Telehealth](#) may also be used for students/families with access to the internet. There are a variety of other ways in which mental health supports may be provided to students; these include:

- School social workers, counselors, and behavior specialists will identify and implement strategies that support students and families dealing with social and emotional needs.
- School social workers, counselors, and behavior specialists will create and provide support to teachers in order for them to provide professional learning structures that ensure purposeful and planned social and emotional learning practices during the COVID-19 closure term.
- School social workers, counselors, behavior specialists, and teachers will communicate social and emotional learning practices through various modalities in a culturally responsive manner to families.
- School social workers, counselors, behavior specialists, and teachers will focus on relationships to ensure that the academic and the social-emotional development of students remains positive and responsive to the specific needs of students.
- School social workers, counselors, and behavior specialists will work in partnership with parents, teachers, and other identified stakeholders to ensure that emotional distress due to the COVID-19 health crisis is minimized.
- Classroom teachers will communicate any student concerns to the building administrator, school social workers, counselors, and behavior specialists.

10. The District will maintain the health and safety of students, educators, and other school and LEA staff.

Transportation

- Following public health orders, the use of face masks for students and drivers, use of hand sanitizers, and cleaning protocols will be implemented.

- Buses will be properly cleaned after the departure of the last child from each run once the bus has returned to the transportation garage.
- Bus drivers, weather permitting, will keep windows open on the bus both in route and when stopped, if doing so does not pose a safety risk.

Daily Health Screenings and Temperature Checks.

- District families are encouraged to conduct health screenings for [symptoms](#) as needed. (Note: students with a temperature should remain at home until they are fever-free without the use of fever-reducing medicine for 24 hours).
- The District will compel students and staff to stay home if sick, including [COVID-19 symptoms](#).

Face Coverings

- The District will encourage [correct use of clean/well-fitted masks](#) that cover the nose and mouth and anyone who chooses to wear a mask will be supported in their decision to do so.

Vaccines, Testing, and Quarantines

- Students or staff will NOT be required to be COVID-19 vaccinated as a prerequisite to attend school or participate in extracurricular programs (i.e., sports, band, robotics, etc.).
- The District will promote vaccinations against COVID-19 and other preventable diseases for eligible staff/students.
- The District will NOT expect students participating in extracurricular programs (e.g., sports, band, robotics, etc.) or those that haven't been vaccinated to be tested for COVID-19; unless it becomes mandatory by public health officials.
- As necessary, the District will collaborate with public health officials to implement/follow contact tracing and quarantine protocols.
- The District will highly encourage students and staff to get tested for COVID-19 if they have symptoms or are in close contact with someone who has tested positive, regardless of vaccine status.

Hygiene and Cleaning/Sanitizing

- The District will promote [handwashing](#), [hand sanitizing](#), and [covering coughs and sneezes](#).
- The District will continue strategic school cleaning/sanitizing practices to help maintain healthy facilities.
- The District will provide ample supplies of hand sanitizer, as well as hand sanitizing stations.
- Each classroom will have either a sink with soap or a hand sanitizer dispenser.
- Teachers will teach and reinforce hygiene protocols throughout the year (e.g., [proper hand washing](#), [coughing and sneezing](#), [wearing of and maintenance for face coverings](#), etc.).
- The District will post signage related to cleaning and hygiene strategies throughout schools.
- Training on cleaning materials and protocols will be provided to staff. This training, at minimum, will include the appropriate use of PPE when cleaning, protocols for the classroom, and storage of cleaning materials/supplies.
- Custodial staff will routinely disinfect all high frequency usage areas daily.

Additional Safety Measures

- The District will continue to collaborate with and seek guidance from the CDC and public health officials on additional COVID-19 mitigation measures.
- The District will revisit COVID-19 student and employee training.

- The District will provide air purifiers in all classrooms/working environments and fans upon request.
- The District will post safety directives and reminder signage throughout all school buildings.
- The District will make available a Districtwide contracted nurse.
- The District will provide isolation areas in school buildings for those who feel ill.
- Water bottle filling stations will be available for use.

REVISED: Wednesday, March 22, 2023

SUPERINTENDENT: Dr. Shawn K. Wightman

DISTRICT: Marysville Public Schools

Extended Continuity of Learning Plan is posted on the District's website at <https://www.marysville.k12.mi.us/>.