



Ypsilanti Community Schools
Continuity of Learning and COVID-19 Response Plan
Submitted to WISD on Friday, April 10, 2020

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 at the top of our 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: Friday, April 10, 2020

Name of District: Ypsilanti Community Schools

Address of District: 1885 Packard Rd, Ypsilanti, MI 48197

District Code Number: 81020

Email Address of the District: ycschools.us

Name of Intermediate School District: Washtenaw Intermediate School District

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: Friday, April 10, 2020

Name of District: Ypsilanti Community Schools

Address of District: 1885 Packard Rd, Ypsilanti, MI 48197

District Code Number: 81020

Email Address of the District Superintendent: azacheryross7@ycschools.us

Name of Intermediate School District: Washtenaw Intermediate School District

Name of Authorizing Body (if applicable):

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

**Ypsilanti Community Schools
Continuity of Learning and COVID-19 Response Plan
Submitted to WISD on Friday, April 10, 2020**

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

Question 1: Please describe the methods the district will use to provide alternative modes of instruction other than in-person instruction and a summary of materials each pupil and the pupil's parents or guardians will need to access meaningfully the alternative modes of instruction included in the Plan. If the Plan relies on electronic instruction, the Plan must ensure to the extent feasible that pupils have access to a connected device capable of accessing the electronic instruction and must not penalize a pupil for the pupil's inability to fully participate. (*“Alternative modes of instruction” means modes of pupil instruction, other than in-person instruction, that may include, without limitation, partnerships with other districts or intermediate districts or community colleges or institutions of higher education, use of vendors, use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a hybrid of multiple modes of learning that still promote recommended practices for social distancing to mitigate the spread of COVID-19.*)

YCS's Mode of Instruction for the Remainder of the 2019-20 School Year

The mode of instruction for the remainder of the 2019-20 school year at *Ypsilanti Community Schools* will consist of a playlist of synchronous - remote learning live lessons taught by our YCS instructional staff, asynchronous remote learning - pre-recorded skill-based lessons taught by certified teaching staff to help our students master targeted grade level / content specific skills, reinforced with student-engaged protocols that allow for whole group /small group instruction around specific skills that are essential for new learning to take place. Our Continuity of Learning and COVID-19 Response Plan includes online distance / remote learning via a remote learning device (I-Pads and Chromebooks), online live lessons (mini lessons, small group instruction, whole class instruction, group dialogue, use of student-led engagement protocols, independent student work), recorded lessons with instruction for independent work, paper learning packets, and project-based / place-based learning experiences aligned to the Michigan Academic Standards.

To ensure equitable services to our culturally and linguistically diverse student population, our *Continuity of Learning Plan and COVID-19 Response Plan* has been developed using our YCS 5 Pillars of Excellence, YCS's 4 Relationship Building Responsibilities, our *Leading from Where you Stand* Framework, and Our Washtenaw Intermediate School District - *Washtenaw Together As One* Community: Educational Agreements: Connecting, Learning and Leading for Equity. At YCS, Social Justice Core Principles are a way of being, teaching, leading and responding to our students and their families. We strive to intentionally develop a strong sense of belonging by establishing trust, strengthening relationships, and honoring our commitments. At YCS, we deliver a shared purpose that honors our MI-Excel Blueprint core principles of transparency, authenticity, and intentionality. We lead with conviction, commitment, and true collaboration.

- **Teaching the YCS's 5 Pillars of Excellence with Intentionality** - Our Instructional Framework has been developed to address our 5 pillars of excellence: *A love for learning, student voice, thinking about our thinking* (metacognition), *generating and asking great questions*, and *considering multiple perspectives*.
- **Teaching the YCS's 4 Relationship Building Responsibilities with Intentionality** - Our teachers and support staff will ensure that they model the following culturally responsive practices that promotes a strong *sense of belonging* - *“I see you,” “I hear you,” I value you,”* and *“I respect you”*. These four relationship building responsibilities allow us to *slow down* and *constantly reflect on our practice*, reflect on our communication protocols, check for

understanding, ask probing questions, paraphrasing, pause, and always presume positive intent when we are collaborating, learning together, and responding to each other. Our YCS Motto is that we must model with intentionality and precision what we expect our students to do.

- ***Leading from Where you Stand with Intentionality*** by using the following process - Leading with a DILTS-Mindset where our Identity matters. We must commit to the following core principles: *Less is More, Go Slow to Go Fast, Trust the Process, Stay the Course, and Slow Down and Reflect.*
- **WISD Educational Agreements: Connecting, Learning and Leading for Equity** that focuses on equity and inclusion for all, we are stronger together, we strive for a sense of belonging, we are committed to strengthening our human connectability, we will remain student-centered, continue to innovate and develop a culture of creativity, and create a community where we love one another. At YCS, we are committed to *Leading from Where you Stand*. We strive to apply strategies that support the recognition and acceptance of emotional intelligence, cultivate and build trust, communicate with clarity and being concise, employ care and compassion that allows leaders to engage from their personal vulnerability, assume positive intent, and lead from a non-judgmental space of acceptance, awareness, and true social justice principles when engaged in the decision-making process.
- **Shared Instructional Values:** Our *Continuity of Learning Plan and COVID-19 Response Plan* has been developed as a result of the following 4 Instructional Values: 1. Providing Individualized Instruction, 2. Focusing on Action Learning, 3. Building Genuine Relationships with Students based on Trust and 4. Linguistically Diverse Community, and by Embracing Culturally Responsive and Sustaining Practices.
- **Shared Agreements for Instructional Structure and Timing:** At YCS, we are committed to creating a *Continuity of Learning Plan and COVID-19 Response Plan* that honors: Social, Emotional, and Physical Wellbeing of All Students, Focus on Essential Outcomes Instead of Standards, Varied Mode of Delivery, Timing and Pacing that is Flexible, Grading and Providing Student Feedback that is Developmentally Appropriate and Equitable, Commitment to Ongoing Job-Embedded Professional Learning to Support Staff Development, and a Phase-In Rollout Plan for the Implementation of Our Remote Learning Initiative.

To ensure equitable services to our culturally and linguistically diverse student population, our *Continuity of Learning Plan and COVID-19 Response Plan* will include the following mode of instruction options:

Social Emotional Learning Check Ins, Lessons, and Check Outs Modes of Instruction:

- **Daily Social Emotional Learning Check Ins / TRAILS SEL Curriculum Lessons / Check Outs** taught by our teachers using a curriculum that uses a trauma informed and resilience / culturally responsive framework to help our students deal with stress, anxiety, depression, loss, how to set goals, practice mindfulness, develop their growth mindset, learn to self-regulate, practice self-directedness, build relationships, develop empathy, and develop a strong sense of belonging. Morning meeting structures will be used to help students build a community of belonging by demonstrating empathy during this time of loss. Our teachers and instructional support staff will be responsible for reaching out to our

students and families to build relationships and maintain two way communication throughout the remainder of the 2019-20 school year.

- **Family Support Hotline** - Our 31A Social Workers and other support staff will reach out to every family in the district to respond to their needs to eliminate barriers that can get in the way of preparing our students for learning. A YCS Administrator will lead this group and will ensure that our culturally and linguistically diverse community receives the support they need to feel safe, have their basic needs met, have their online support needs addressed, and that their children are in the right frame of mind to continue learning forward.
- **Counselor, SSW, SSW Interns, and Seniors Activity Staff Sponsors to Support Our Seniors** - Many of our Seniors are experiencing anxiety right about now. The effect of the COVID-19 Pandemic and school closure has been traumatic for a lot of our students. Our Seniors have been hit the hardest because their world has come to a complete halt. Our seniors have been robbed from traditional celebrations to mark their 13 years of schooling. This has caused a tremendous amount of stress with prom, graduation, senior trip, etc. being postponed or cancelled. This team will reach out to every senior to survey innovative ways of offering alternative / virtual forms of celebration. This team will also reach out to provide our seniors with any mental health needs they might have.
- **Community Liaisons Check Ins** - Our Community Liaisons will conduct daily Checks Ins with the families of students that are not engaging in our online remote learning experience. They will call families, conduct safe distance home visits, check on the families wellbeing, and will work with our Homeless Liaison to secure the basic needs that each of our families need. They will identify barriers that get in the way of student learning.
- **Paraprofessional Staff One-to-One Contact/Support** - Our Paraprofessional will be responsible for contacting individual students to assist them with getting their independent work completed. They will also serve as another layer of support to the students and families they are assigned to help.
- **Homeless Liaison - Boots On the Ground Support** - Our Homeless Liaison will continue to serve as the Family Support Hotline Lead responsible for aligning our most vulnerable families with the right type of support in a timely manner. He will continue to secure funding to better serve our diverse student population and families.
- **Principal Check Ins** - Our Principals will conduct weekly Check Ins with teachers, support staff, and families to deploy the right type of support at the right time of need. They will continue to leverage support from central office and community organizations to better serve their student population.
- **Social Worker to Assist a Child or Family in Crisis** - Our School Social Workers will contact each family in their designated school to help the district identify barriers that impact our most vulnerable families during the COVID-19 pandemic. Our SSWs will help families attend to their basic needs (care, safety, food, access to technology and internet, resources, mental health, trauma, etc.) and provide the support they need during this crisis. Our SSWs will serve as a point person to help identify barriers, opportunities, and better alignment of services and resources for our most vulnerable students and families.

Synchronous Remote Learning - Distance Learning Live Lessons Modes of Instruction:

- **Distance Learning / Remote Learning via Google Classroom for PreK** - Our PreK Distance Learning Plan incorporate Morning Check In Morning Meeting, Social Emotional Learning / TRAILS Curriculum, Early Literacy & Numeracy, Imaginative Play, Creative Arts, Music and Movement, Outdoor Exploration, Exercise, and Fine Motor Activities through daily 25 to 60 minutes of direct remote learning instruction.
- **Distance Learning / Remote Learning via Google Classroom for K-2** - Our K-2 Distance Learning Plan incorporate Morning Check In Meeting, Social Emotional Learning / TRAILS Curriculum, Foundational Skills / Vocabulary Development, Reading Workshop, Small-Group Instruction / Guided Reading / Independent Reading / Literacy Centers, Integrated Science & Social Studies Writing Workshop, Math – Mini Lesson, Imagine Math Lesson, Choice Independent Reading, and Brain Gym Activities through daily 60 to 90 minute lessons.
- **Distance Learning / Remote Learning via Google Classroom for 3-5** - Our 3-5 Distance Learning Plan incorporates a Morning Check In Meeting, Social Emotional Learning / TRAILS Curriculum, Foundational Skills / Vocabulary Development, Reading Workshop, Small-Group Instruction / Guided Reading / Independent Reading / Literacy Centers, Integrated Science & Social Studies Writing Workshop, Math – Mini Lesson, Imagine Math Lesson, Choice Independent Reading, and Brain Gym Activities through daily 90 to 120 minute lessons.
- **Distance Learning / Remote Learning via Google Classroom for 6-8** - Our 6-8 Distance Learning Plan incorporate ELA (HMH: Hidden Truths Unit) – 30 minute/ 3days per week, Math (Big Ideas-Ratios & Proportional relationships Integers Early expressions and equations)- 30 minute/ 3days per week, Science (Scholastic Magazine, Virtual Experiments-Physical Science)-30 minute/ 3days per week, Social Studies (Scholastic Magazine, Virtual Field Trips/Lessons tied to HMH unit)-30 minute/ 3days per week, Electives (Scholastic Magazine, Choice Board)- 30 minute T, W, Th., SEL (Trails Lessons) – 30 minute/day M, F, Den Hours: 15 minutes/day, HMH additional readings, writing assignments – 20 Minutes, Imagine Math-20 minutes, and Choice Independent Reading – 20 Minutes through daily 90 to 180 minute lessons.
- **Distance Learning / Remote Learning via Google Classroom for 9-12** - Our 9-12 Distance Learning Plan incorporates daily Check Ins, Attendance and Learning Content Area Assignments delivered through a 90 Minute Block schedule per day. Daily Instruction will concentrate on core subject areas, electives, and credit recovery 90 - 180 minute lessons.
- **Special Education Students LLI / General Education Curriculum Remote Learning Instruction** - Students with Individualized Education Plans (IEPs) will receive educational services as outlined in their IEPs. These will be done at least 1-2 times weekly unless prescribed differently in their plans. These lessons are in collaboration with general education staff. Ypsilanti Community Schools shall to the extent practicable and necessary, make individualized determinations whether and to what extent compensatory services may be needed for pupils after the school closure period prompted by the pandemic (COVID-19) state of emergency and/or state disaster ends. An example might be: The Special Education teacher might group the 1-to-1 special education paraeducators to an assigned group breakout session so that they can help the student with the support needed.

- **English Learners LLI Remote Learning Remote Learning Instruction** - Our English Language Learners will receive daily LLI Instruction from a Bilingual Specialist / Teacher with native language support. Students will receive reading, language, listening, and speaking literacy support, and support in other content areas as needed.

Asynchronous Remote Learning - Pre-Recorded Skill-Based Lessons, Videos, Family Outdoor Placed-Based Field Trips, etc.

- **Pre-Recorded Skill-Based Lessons / Video / Family Outdoor Placed-Based Field Trips** - Our teachers will pre-record lessons, create you-tube videos, and conduct virtual field trips to help our students master skill-based lessons aligned to our Michigan Academic Priority Standards.

Instructional Paper/Pencil Packets Modes of Instruction with Telephone Communication with Students and Families Modes of Instruction

- **Continuity of Learning Paper/ Pencil Packets with School Supplies** - Our *Continuity of Learning Plan and COVID-19 Response Plan* includes a Paper/Pencil Learning Packets that will be purchased and mailed to each home. This Learning Packet is designed to focus on the following content areas: SEL, ELA and Math.
- **Extended Learning Packets (Special Education-ESY / 504 Plans)** - Our *Continuity of Learning Plan and COVID-19 Response Plan* includes the purchase of Paper/Pencil Learning Packets for all Special Education and 504 students that will be purchased and mailed to each home. This Learning Packet is designed to focus on the following content areas: SEL, ELA and Math.
- **Summer School Packets** - Our *Continuity of Learning Plan and COVID-19 Response Plan* includes the purchase of Summer School Paper/Pencil Learning Packets that will be purchased and mailed to each home. This Summer Learning Packet is designed to focus on the following content areas: SEL, ELA and Math and the elimination of summer loss.

YCS’s Summary of Materials that Students and Families will Need to Access the Modes of Instruction Proposed Within the Document

All of our students and families will be provided with a device (I-Pads for PreK-2 and Chromebooks for grades 3-12) and internet access for six months as well as grade specific school supplies (notebooks, highlighters, pencils, pens, crayons, journal, paper, etc), Learning Packets, professional learning support, hotline assistance, daily scheduled online remote learning learning opportunities, and access to independent online programs for additional support. Our families have been notified via Superintendent’s Letters to keep our families involved, engaged and committed to leveraging resources for their children. At YCS, we are committed to maintaining two-way communication with our families. We will use such modes of communication as text, district app, Remind app, google hangout, group me, and school messenger to keep the lines of communication open throughout the duration of the COVID-19 Pandemic.

YCS’s Plan to Ensure that ALL of Our Students have Access to a Device and Internet to Access the Proposed Distance Learning Curriculum

All of our students and families will be provided with a device (I-Pads for PreK-2 and Chromebooks for grades 3-12) and Internet access for six months (If needed). We have secured funding and explored alternative sources to secure additional funding to support the purchase of devices and internet access for all of our students. We have identified Google Classroom as our LMS or Online Remote Learning Platform. We continue to provide online professional learning opportunities for our teachers and instructional coaches on how to use Google Classroom and Google Suite for Educators tools effectively. We are also purchasing Zoom for all of our teachers so that they can conduct their online learning with the ability to conduct breakout sessions for students in order to collaborate with each other. All of our teachers will post their K-12 HMH ELA Online Remote Learning lessons in Google Classroom which allows for grading, monitoring progress checks, and the ability to conduct formative assessments via rubrics. Our teachers will use the district provided lesson plan template to document their lessons in Google Classroom. Our instructional coaches will support our teachers in the delivery of strong and engaging lessons that focus on the *less is more, going deeper, and slowing down to reflect on our learning*.

YCS's Plan to Ensure that No Student is Penalized for Their Inability to Fully Participate in Our Continuity of Learning Plan

At YCS, we have made it clear to all of our stakeholders (leaders, teachers, and our families) that no YCS student will be penalized for their inability to fully participate in our *Continuity of Learning and COVID-19 Response Plan*. We understand that many of our families are personally being impacted by the Coronavirus and are experiencing trauma as a result of loss, depression, stress, and anxiety. These conditions serve as barriers to learning. We will reach out to each family and will provide the assistance needed to the best of our ability.

At YCS, we believe that good culturally responsive teaching practices when implemented well work for all of our students and families. We are committed to the wellbeing of all our students, families and staff. As a result we plan to honor the following four foundational beliefs we must hold true in our delivery of instruction, support, and services to our students and families. We will hold each other responsible for continually asking each other the following questions:

- We have empathy for the loss of “normalcy”
- We will do all that we can to engage all students
- Remote learning is not the same as face-to-face learning
- Remote learning takes different skills

Question 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.

The Methods that YCS has and will Use to Keep our Diverse Student Population at the Center of our Educational Activities

At YCS, we always put the needs of our diverse student population in the front of our work. We are very intentional about openly talking and challenging our thinking about critical topics that impact our student population including: race, poverty, class, and other factors that must be handled with urgency and mitigated through a courageous conversation lens. At YCS, we lead

through an intentional equity lens that honors our collective equity work with integrity, transparency, and resilience. We hold each other responsible for the development of our collective identity.

We use the DILTS Leadership Framework to ensure that we are all growing our personal identity forward. As a Mi-Excel Blueprint District, we are committed to leveraging equitable allocation of district and building level resources based on the needs of our students and their families. We are grounded in two core principles: 1. Anchored in a culture of collective responsibility that is collegial, collaborative, and professional and 2. Grounded in a safe, orderly, and respectful environment for all of our students. At YCS, we also have a genuine commitment to educating all of our students through a WHOLE CHILD lens. We are always making certain that we keep developmentally appropriate, linguistically, and culturally responsive practices at the front of our conversations and work.

This deep equity work will require us to slow down and reflect on our practice throughout the delivery of instruction to ensure that we are honoring our commitment to delivering lessons that value culturally responsive pedagogies. To keep our students at the center of our activities we will intentionally incorporate the following 5 culturally responsive instructional strategies along with student-engaged protocols for inquiry that allows our students to learn how to demonstrate empathy, understanding, and hold each other accountable for listening and learning from each other. We are currently traveling through uncharted waters at YCS. We are genuinely committed to continue to stay flexible, go slow to go fast, and seek new ways of learning and doing things. We do not have all of the answers regarding what online learning at YCS is at this time...but we will have a better understanding as a result of having gone through this experience. We will aspire to continue to have an innovator's mindset that empowers learning, unleashes talent and leads a culture of creativity.

We will employ the following 5 culturally appropriate instructional strategies:

- **Getting to Know Your Students** - Staff will get to know our students by forming an online relationship, using student-engaged inquiry protocols, icebreakers, student prompts, and asking great questions like - *What characteristics make a good friend?* Also, this is an opportunity for our staff to show students that we see, hear, value and respect them for who they are as individuals.
- **Incorporating a World Learning Scenario** - Our staff will work with our students and families to ensure that they take part in our Placed-Based Learning Projects Modules being designed by EMU SEMIS Program, MI-STEM, our Unified Arts Team, and our Science Staff. These PBL Projects are designed to engage the entire families as they go for walks in their immediate community.
- **Using Online Learning Groups with Intentionality** - These online learning groups will allow for choice and partnerships. During these online sessions students will participate from discussions about social justice, being resilient, and our identity.
- **Including Games in our Lessons** - Gaming will be infused in our lessons to incorporate fun and help students to learn from one another.
- **Engaging Experts to Respond to Student Questions** - At this time of adversity, having experts in the field answer questions online with our students is a powerful way of helping

students frame questions and learn from experts they invite to join their lessons. This will be done through google hangout, zoom, or google meet.

The Outreach that YCS will Use to Build Relationships and Maintain Connection with our Students and Families

- **Weekly Family Outreach** - Our teachers and instructional support staff will be responsible for reaching out to our students and families to build relationships and maintain two way communication throughout the remainder of the 2019-20 school year on a regular basis. It is our expectations that each family will receive a minimum of two contacts per week. Our families will be able to reach our teachers via e-mails, Google Classroom, Google Meet parent meetings, and via our Parent Support Hotline.

In addition to these that are full detailed above, we will utilize:

- **School Messenger** - YCS is intentional in using School Messenger to immediately communicate with our families remotely.
- **Facebook & Social Media** - YCS is intentional in using Facebook and other social media platforms to communicate and keep our families informed about great things happening in the district.
- **Family Newsletters** - YCS will be intentional in utilizing Family Newsletters to keep our families informed about what's going on in YCS.
- **District Website** - YCS is intentional in using the district's website to post the most current updates and communicate with our families.
- **YCS Email**- YCS will utilize district assigned student email accounts to communicate with both students and families regarding academic and social emotional supports, needs and opportunities.
- **Language Translations** - YCS will contract with World Language vendors to assist us with translations to help our non-English speaking families receive that same information in their native languages.

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

YCS's Plan to Deliver Content in Multiple Methods of Delivery

To ensure equitable services to our culturally and linguistically diverse student population, our *Continuity of Learning Plan and COVID-19 Response Plan* will include the following modes of instruction options:

Social Emotional Learning Check Ins, Lessons, and Check Outs Modes of Instruction:

- Daily Social Emotional Learning Check Ins / [TRAILS SEL Curriculum](#) Lessons / Check Outs

Synchronous Remote Learning - Distance Learning Live Lessons Modes of Instruction:

- Distance Learning / Remote Learning via Google Classroom for PreK, K-2, 3-5, 6-8, 9-12

- Special Education Students LLI / General Education Curriculum Remote Learning Instruction
- English Learners LLI Remote Learning Remote Learning Instruction

Asynchronous Remote Learning - Pre-Recorded Skill-Based Lessons, Videos, Family Outdoor Placed-Based Field Trips, etc.

- **Pre-Recorded Skill-Based Lessons / Video / Family Outdoor Placed-Based Field Trips** - Our teachers will pre-record lessons, create you-tube videos, and conduct virtual field trips to help our students master skill-based lessons aligned to our Michigan Academic Priority Standards.

Instructional Paper/Pencil [Packets](#) Modes of Instruction with Telephone Communication with Students and Families Modes of Instruction

- **Continuity of Learning Paper/ Pencil [Packets](#) with School Supplies** - Our *Continuity of Learning Plan and COVID-19 Response Plan* includes a paper/pencil packet that will be purchased and mailed to each home of students who do not have internet access. This learning packet is designed to focus on the following content areas: SEL, ELA and Math.
- **Extended Learning [Packets](#) (Special Education-ESY / 504 Plans)** - Our *Continuity of Learning Plan and COVID-19 Response Plan* includes the purchase of paper/pencil packets for all Special Education and 504 students that will be purchased and mailed to each home for the purpose of extended school year support. This learning packet is designed to focus on the following content areas: SEL, ELA and Math and will be supported by instructional leaders.
- **Summer School [Packets](#)** - Our *Continuity of Learning Plan and COVID-19 Response Plan* includes the purchase of summer school paper/pencil packets that will be purchased and mailed to each home. This summer learning packet is designed to focus on the following content areas: SEL, ELA and Math and the elimination of summer loss.

Our *Continuity of Learning Plan and COVID-19 Response Plan* consists of a comprehensive playlist of varied modes of instructional modes of learning that are intentionally supported through strong processes and student-inquiry protocols, clear student and staff expectations, a reflective monitoring delivered through student goal setting and a system of student-engaged formative assessments and rubrics.

At YCS, we plan to deliver instruction in varied ways to ensure that all of our students are served and have equitable access to high quality remote learning lessons / instruction that is supported via: professional learning for staff, students and families, helping students set goals and self-regulating their learning, teach content outcomes aligned to priority standards, delivery of flexible instruction, and engagement of our families through two way communication.

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

YCS’s Plan to Manage and Monitor Student Learning

The district’s plan to manage and monitor student learning at YCS involves teachers and instructional leaders to place formative assessments (Assessments for learning vs. Assessments of

Learning) at the center of our work. We know that monitoring student learning is essential but we plan to do this using a common-sense and culturally relevant assessment practices that allows for students to demonstrate mastery in multiple ways (use of rubrics, placed-based family projects, quick check, and use of simple formative assessments). The data gathered and collected from these assessments will be used to determine next steps to inform our instruction forward or to reteach. We plan to use the results of these mini formative assessments checks to plan forward any necessary supplemental lessons and/or follow-up instruction needed, to help us better check the learning to simplify the learnings, and determine the potential need for summer school learning opportunities.

Our teachers will monitor student learning and check for understanding throughout the lesson delivery cycle and will ensure that comprehensible reflective feedback will be discussed with our students. Our GLAT (Grade Level Action Teams) or CLAT (Content Level Action Teams). Teams will continue to meet together to purposely plan with their grade level/content specific teams using a standard lesson planning template shared by the administration. These teams will be responsible for serving as a critical friend that provides teachers with feedback and support to ensure that they are using formative assessment tools to guide instruction forward, to check for understanding, and for providing effective feedback to their students.

Our staff will also collaborate with families frequently to obtain updates on how each child is doing from a mental wellness stand. This will be our opportunity to speak with each family to see what the child is struggling with. With the information gathered our teachers will be in a better space to inform their instruction forward. At this time, instruction for learning is our focus only after social emotional needs are met. Formative assessments for checking for understanding are highly encouraged. No formal grades will be taken or recorded. Student self-assessment is also encouraged. For Middle School and High School we will be recording pass/fail only grades in the Google Classroom Gradebook. We will be using pass or fail grades at this time. We will use the 3 Pillars of [Grading](#).

Our K-12 HMH ELA Curriculum (K-5 - Into Reading and 6-12 Into Literature) and our Math Program are completely online. These tools were selected because they have a strong (differentiated structure with all types of tier 2 and 3 supports for EL, struggling learners, and for over achievers) with modified assessments after each section of a complete module. Our teachers are working together to identify which of these assessments can be used during this critical time (without causing stress to our diverse learners) to help our students to demonstrate understanding/mastery of the learning. Our teachers are well versed in the use of formative assessments (quick checks for understanding) that can be used before, during, and after the lesson to cement the learning. Our teachers are also chunking the learning by intentionally focusing on the *less is more* concept. Our teacher will also monitor online if our students are accessing the sites, completing their assignments, and will work with our paraprofessional so that they can contact the homes and speak with the families and students and help them get back on track. Our goal is not to stress students or their families. We are using formative assessments to help our students experience minimum loss of instruction previously taught to them.

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

**YCS’s Detail Budget Outlining Estimated Additional Expenditures Associated with the
Continuity of Learning and COVID-19 Response Plan**

At YCS, we have intentionally leveraged alternative sources of revenue to support expenditures incurred as a result of the COVID-19 Pandemic. We have written numerous grants, worked with community partners, university partners, and foundations to secure alternative funding sources to help us provide equitable services to our culturally and linguistically diverse student population. Below is the document that identifies our additional expenditures due to the COVID-19 Pandemic.

| Additional Expenditure | Cost | Revenue Sources | Allocated Amount | Additional Relief Funds Needed |
|---|-----------------------|--|-------------------------|---------------------------------------|
| Technology Devices | \$1,345,000.00 | Title III, Title I Headstart Title IV | \$147,192.00 | \$1,197,808.00 |
| Internet Access | \$60,000.00 | | | \$60,000.00 |
| Student Supplies | \$50,000.00 | United Way | \$10,000 | \$40,000.00 |
| Staff Supplies | \$30,000.00 | | | \$30,000.00 |
| CoVID-19 Building Cleaning | \$20,000.00 | | | \$20,000 |
| Food Service Stipends and Drivers | \$20,000.00 | | | \$20,000.00 |
| Enrichment Packets | \$30,000.00 | | | \$30,000.00 |
| Professional Learning | \$75,000.00 | Title II RAG Funds | \$35,000.00 | \$40,000.00 |
| Summer Staffing Need | \$380,000.00 | Title I At-Risk | \$233,000.00 | \$147,000.00 |
| Extended School Year | \$30,000.00 | ACT 18 IDEA | \$15,000.00 | \$15,000.00 |
| English Language Learning Opportunities | \$25,000.00 | Title III | \$15,000.00 | \$10,000.00 |
| Homeless | \$15,000.00 | Title I | \$4,000.00 | \$11,000.00 |
| Zoom Sessions | \$30,000.00 | | | \$30,000.00 |
| Legal Consultation | \$40,000.00 | Additional Costs | | \$40,000.00 |
| Translation Services | \$50,000.00 | | | \$50,000.00 |
| Grand Total | \$2,200,000.00 | | \$459,192.00 | \$1,740,808.00 |

*** We have applied for several grants to cover the cost of this unanticipated closure of the schools and the needs of all the expenses that arises from it. We are expecting to receive the funds from CARES Act as well.

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

YCS's Process for Engaging Community Stakeholders in the Development of the Continuity of Learning and COVID-19 Response Plan

YCS is a Mi-Excel Blueprint District. As a Blueprint District we lead by example. We are intentional about dramatically improving student, teacher, and leader performance throughout the district by anchoring our collective district and building-level work in a culture of collective responsibility that is collegial, collaborative, and professional. We are constantly identifying ways of engaging all stakeholders in the learning process.

At YCS, we have intentionally engaged community stakeholders in the development of the *Continuity of Learning and COVID-19 Response Plan* by engaging district and building level leadership, teacher leadership (all of our teachers), support staff, ancillary staff leadership, subgroups action teams experts (Special Education, EL, SES, Homeless, At-Risk Populations), board members, our exceptional WISD team, university partners, financial sponsors, and other community stakeholders to help us to use our innovator's mindset to empower learning, unleash talent, and lead a culture of creativity to ensure that our *Continuity of Learning and COVID-19 Response Plan* is not only innovative, creative and timely, but that it addresses our commitment of connecting, learning, and leading for equity.

The District has created over 15 committees to oversee this work. See link below:

[Continuity of Learning Committees](#)

[Committee Planning Tool](#)

[District Action Template](#)

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

YCS's Communication Plan to Notify all Students and Families of the YCS Continuity of Learning and COVID-19 Response Plan

At YCS, we are always intentional with our messaging to families. Due to the fact that we serve a large number of culturally and linguistically diverse student populations we have to have multiple ways of communicating our messages to our most vulnerable families.

We currently use and will continue to embrace new ways to communicate and reach our students and families. We have been successful in reaching our families through the following methods:

- District Website

- School Messenger
- Letters Mailed
- E-Mail
- Social Media / District Facebook
- Personal Outreach Phone Calls (In Multiple World Languages)
- Home Visits by our Community Liaisons
- Home Visits by our Homeless Liaisons
- School Leaders Phone Calls and E-mail
- Parent-to-Parent Outreach
- School Board Members Outreach
- Board Meetings

Our communication plan is to always keep our families informed by responding in a timely manner, having a clear message without educational jargon, and being available to serve our students and families. We have been and will continue to communicate with our families. Since the inception of the COVID-19, we have been intentional in keeping our staff, families and community informed. We rolled out our Pandemic Plan day one, created a COVID-19 Link in our District Website to keep everyone informed. We continue to reach out to our families using all of the above methods of communication.

Question 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.

Target Date for Beginning the Implementation of the YCS Continuity of Learning and COVID-19 Response Plan

Our official target date to be fully operational is April 13, 2020

At YCS, we will use a PHASE-IN approach. We have already started formal distance learning with our *dual enrolled* students who attend WCC. These students have successfully enrolled in the online courses and are doing well. Our staff continues to assist them in their learning and have been meeting remotely.

Our intention is to start instruction with our student population in phases. We have already ordered and received our chromebooks, have developed a comprehensive process for distribution, and will begin to disseminate the devices (PreK-2 I-Pads and 3-12 Chromebooks) next week.

As students access their devices and Internet access, we will provide the families with online professional learning sessions on how to help their children access Google Classroom and other online platforms.

Phase I - Week of April 13, 2020

- Rollout Devices for district staff
- Begin Teacher Professional Learning Opportunities
- Continued learning for students in APEX and dual enrolled courses
- Begin SEL, Goal Setting, Forming Relationships with each student and their families, discussing norms of online collaboration, and conducting regular check ins.

Phase II - Week of April 20, 2020

- Rollout Devices (Prek-2 I-pads and 3-12 Chromebooks) and Internet Access to students and households.
- Continue Teacher Professional Learning Opportunities
- Continue SEL, Goal Setting, Forming Relationships with each student and their families, discussing norms of online collaboration, and conducting regular check ins.

Phase III - Week of April 27, 2020

- Begin formal online Distance Learning Instruction as discussed in the plan.

Question 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.

YCS's Plan to Provide Assistance to Students Enrolled in Postsecondary Dual Enrollment Courses. Our Dual Enrolled students began formal instruction on April 6, 2020 at Washtenaw Community College. Our YCS staff will continue to support our students throughout their education at YCS.

DUAL Enrollment Plan

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

YCS's Continuation and Arrangement Plan for the Distribution of Food to Eligible Students

The District has a plan in place created by the Director of Food Service, Director Operations and Director of Human Resources. The plan involved multiple phases. Phase I was an [all call for volunteers](#) and multiple site selection created in conjunction with Washtenaw County. The [locations](#) were designed to provide food in strategic locations to eliminate as much as possible potential food deserts. Training was developed for staff and volunteers. The [training](#) was held at the YCS administration building in groups of ten or less

When it became apparent that a long term plan was needed to continue providing meals. The district's administration listed above designed a staff rotation for delivering meals and amended the locations and added additional sites for a total of 9 locations that include 5 of the district's school building kitchens. The [Essential Volunteers Screening and Entry Procedure](#) will be followed at the new locations.

Question 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.

YCS's Plan to Pay Employees and Redeployment of Staff Responsibilities to Support the Continuity of Learning and COVID-19 Response Plan

The District will continue to pay all YCS employees throughout the end of the 2019-2020 school year. The District has developed a [committee](#) to re-define multiple district roles to provide meaningful work for all employee groups. Two staff [survey1](#) and [survey2](#) were created to procure input from district administrators to make sure that staff were placed in redesigned positions that would be representative of their skill set. Once all roles have been temporarily redesigned a [letter](#) will be sent out to all impacted. The letter will define all changes such as position, hours and supervisor etc. It will also assure that the reassignments are temporary to help combat the COVID19 crisis.

At YCS, we are in the process developing a comprehensive job-embedded professional learning plan with a lot of intentional opportunities for learning.

Question 12: Provide how the district will evaluate the participation of pupils in the Plan.

YCS's Equitable Plan to Evaluate the Participation Students in the Continuity of Learning and COVID-19 Response Plan

At YCS, we are committed to an equitable and stress-free process for evaluating the participation of students in the *Continuity of Learning and COVID-19 Response Plan*. We are intentional in our effort to evaluate student participation by creating a positive environment where students check in daily, we take a quick temperature mood to determine next moves, will focus on the utilization of the TRAILS SEL Modules and trauma informed resilient practices to ensure real connection with our students through a strong sense of sense of belonging and the right support at the right time. We will also focus our learning through a student-centered framework where we practice the “*I see you*”, “*I hear you*”, “*I value you*”, and “*I respect you*” to build real relationships based on trust.e will strive to cultivate trust and lead through equity and inclusion. We aim in innovating how we deliver online remote learning that builds learning through connectability and collaboration.

At YCS, we plan to use quick teacher designed formative assessments and student-engaged protocols to check for student understanding, engage students in a process of collaboration, and continue to inform our instruction forward. We will use the data gained from Imagine Math and Imagine Reading to inform how our K-8 students are doing academically. We will also use the attached grading tool to ensure that all students are being evaluated fairly. Grades 9-12 will provide students with Pass/Fail Grades Only for the work completed during this plan.

[Grading](#)

Question 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.

YCS's Plan to Provide Mental Health Support to our Students Affected by the Emergency and State Disaster Prompted by COVID-19

At YCS, we have partnered with Starr Commonwealth and UofM TRAILS to provide Mental Health professional development training for our staff as well as modules that are focused to help students master reliance by working through modules that deal with stress, depression, anxiety, etc. These partners have been working with our schools to support our student's mental health

work forward. Our UofM Promise initiative will continue to help develop the skills of our middle school staff by focusing on how they can lead PBIS through a trauma informed and resilient framework. Our social workers, counselors, and other ancillary staff have been trained and are ready to step in and support our students with such topics as loss, depression, anxiety, environmental stress, and how to survive COVID-19.

We serve a culturally and linguistically diverse student population that is often marginalized and underserved. We will be intentional in securing the specialized services needed based on their need.

Question 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.

YCS's Commitment to Support the Washtenaw Intermediate School District to Mobilize Disaster Relief Child Care Centers as Outlined in the Executive Order

YCS is committed to support the Washtenaw Intermediate School District to mobilize disaster relief child care centers as outlined by the Executive order. We have an educational agreement with WISD where we honor our shared purpose, goals, instructional values & design, leadership practices, and educator support. We are prepared to work side by side with the WISD leadership to support all Washtenaw County students. We have committed Beatty and Perry Early Learning Centers as possible sites to utilize for this purpose. We believe and are committed to the shared educational agreements as outlined in the *Washtenaw Together As One Community: Connecting, Learning, and Learning for Equity* document.

Optional Question

Question 15: Does the District plan to adopt a balanced calendar instructional program for the remainder of the 2019-2020 school year? Does the District plan to adopt a balanced calendar instructional program for the 2020-2021 school year?

YCS does not intend to adopt a balanced calendar. The district created a [survey](#) to poll staff and created a committee that will address the calendar for the remainder of the 2019-2020 school year and complete plans on the [2020-21 calendar](#). Dates to start school for staff and students have been agreed upon by the Ypsilanti Community Education Association and the Ypsilanti Community Schools Educational Support Professional Association since March 6, 2020.

Name of District Leader Submitting Application: Alena Zachery-Ross, Superintendent

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website:

**CONTINUITY OF LEARNING ASSURANCES FOR WASHTENAW INTERMEDIATE SCHOOL DISTRICT GSRP
SUBRECIPIENTS:**

WISD is the approved grantee of Great Start Readiness Program (GSRP) funding under sections 1632d and 1639 of the School Aid Act, MCL 388.1632d and 388.1639. On April 22, 2020, Washtenaw Intermediate School District (WISD) issued updated expectations for GSRP programs in the document called: Head Start and Great Start Readiness Program (GSRP) Updated Expectations for the 2019/2020 Program Year.

On April 30, 2020 Governor Whitmer issued Executive Order No, 2020-65 rescinding and replacing Executive Order 2020-35. The new Executive Order expanded the provisions for K-12 education during the remainder of the 2019-2020 school year by including provisions for the Great Start Readiness Program (GSRP). Executive Order 2020-65 reaffirms the suspension of in-person GSRP program delivery for the remainder of 2019-2020 school year. The Executive Order requires that WISD's Continuity of Learning and COVID-19 Response Plan (CoL Plan) include an addendum for early childhood programs.

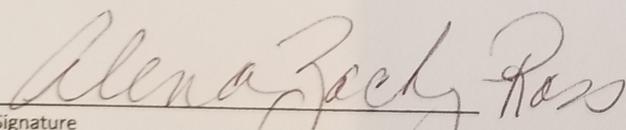
To comply with Executive Order 2020-65, WISD is implementing the following:

- The existing CoL Plan has been amended to include a plan for the Great Start Readiness Program (GSRP) compliant with the requirements of section II.16 of Executive Order 2020-65 and guidance issued by the Michigan Department of Education. The Early Childhood Plan has been incorporated as an addendum to WISD's original CoL Plan and includes requirements that GSRP sub-recipients comply with the Head Start and Great Start Readiness Program (GSRP) Updated Expectations for the 2019/2020 Program Year document issued on April 22, 2020.

The GSRP sub-recipient agrees to the following:

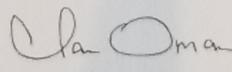
- Our organization will continue to comply with all the expectations identified in WISD's Head Start and Great Start Readiness Program (GSRP) Updated Expectations for the 2019/2020 Program Year document issued on April 22, 2020 as stated in WISD's updated Continuity of Learning and COVID-19 Response Plan (CoL Plan) Addendum for Early Childhood Programs.
- Our organization will begin implementation of the WISD's GSRP expectations and Early Childhood Plan Addenda no later than May 7, 2020.

FOR THE GSRP SUB-RECIPIENT:



Signature
Superintendent
5/4/2020

**FOR WASHTENAW INTERMEDIATE
SCHOOL DISTRICT:**



Signature
Executive Director

