**Montabella Community Schools**

**Continuity of Learning Plan**



# Ultimate Goal

The ultimate goal of Montabella Community Schools Continuity of Learning Plan is to provide a framework to ensure students and families have suggested routines and structure to stay connected to their school family and the opportunity to advance through the curriculum.

# Guiding Principles

* Emphasize relationships in this digital learning environment
* Focus on essential learning - less is more
* Extend grace in this unique and trying time
* Be consistent with our expectations, communication and practices

**Continuity of Learning and COVID-19 Response Plan (“Plan”)**

**Assurances**

Date Submitted: 4/21/2020

Name of District: Montabella Community Schools

Address of District: 1390 E North County Line Road, Blanchard, MI 49310

District Code Number: 59045

Email Address of the District: smillis@montabella.com

Name of Intermediate School District: Montcalm Area 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: 4/21/2020

Name of District: Montabella Community Schools

Address of District: 1390 E North County Line Road, Blanchard, MI 49310

District Code Number: 59045

Email Address of the District Superintendent: smillis@montabella.com

Name of Intermediate School District: Montcalm Area 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:

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.***

District/ PSA Response:

* Alternative modes of instruction for continuity of learning will be provided by Montabella Community Schools via technology (online learning, telephone communications, email, virtual instruction, videos, slideshows, etc.), project-based learning and flash drives.
* Materials needed by families to engage in these alternative modes of instruction may include:
  + Telephone, email access, or other form of receiving communication from the school
  + Technology device and internet access
  + Specialized materials to complete assignments that are not available in the home will be provided by the school upon request
  + \*Chromebooks and hotspots (available for check out by families with parent signature on the technology loan agreement form).
  + Flash drives will be provided for students without connectivity. Flash drives will contain the videos for their courses.
* Teachers will be made aware of FERPA considerations when using technology to provide live virtual interaction that may be recorded for students to view at an alternative time. They will be cautioned not to put screenshots of students on social media or in any places where it would be accessible by the public. Teachers will make students aware at the beginning of a live meeting that will be recorded. They will instruct students to turn off their camera if they do not wish to inadvertently have their image recorded. Recordings can be posted in Google Classroom but not on any public forums.

1. 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:

Montabella Community Schools cares about the health and safety of our students and their families. This includes more than just physical health. The change in “normal” can be taxing on both students and parents emotionally. Supports available to families include

* Our care support team, (social workers, counselor, school psychologist, teacher consultant, and behavior specialist) who can help connect families not only with resources such as food but also ideas for providing structure at home for students who have a lot more time on their hands.
* Teachers, can also assist with ideas for goal setting as well as help both students and parents understand learning activities, provide missing work, and be available during virtual office hours for one-on-one assistance.
* Administrators who can address questions regarding policies and procedures as we navigate the changes caused by the abrupt closure of school.
* Food delivery for families will be provided on Tuesday and Thursday at designated locations throughout the district for the duration of the 2019-2020 school year ending on May 29, 2020.
* Food delivery for the 2020-2021 school year will be provided through the use of school buses. Deliveries will be made on Tuesday and Thursday of each week. Food for 3 days will be delivered to the bus stops for each student enrolled in the district. Those students that live outside of the school district will be given the opportunity to meet the bus to collect their food distribution.

School staff will communicate with parents and students as needed through remote learning. Some classrooms already have a mode of communication with parents/students established. This will not change, however, additional means may be used as well. Multiple forms of communication available include

* SeeSaw
* Google Classroom
* Zoom
* Email
* Text messages
* Phone calls

Important communication notes:

* Ongoing two-way communication is beneficial and essential during this time away from school. The school is committed to responding in a timely manner (24 hours or less on weekdays) and encourages parents and students to do the same.
* Secondary teachers will communicate weekly via two-way communication with students that are currently failing.
* Two-way communication of struggling elementary students will be ongoing throughout phase 3.  Instructors will communicate through phone conferences with both students and parents.
* Elementary students that are in danger of retention will be notified by February 15.  If a student’s academic progression warrants retention, written notification will be sent by May 31. Secondary students will be communicated with prior to the end of the school year if they are in jeopardy of retention due to lack of passing classes. Written communication at the completion of the school year will be sent to retained students.

1. Please describe the district’s plans to deliver content in multiple ways so that all pupils can access learning.

District/ PSA Response:

Instruction during remote learning will focus on learning standards that would be presented during in-person and/or remote instruction. Remediation and enrichment will be provided as needed.

* To earn credit or master standards, students are required to participate in learning opportunities and assessments though SeeSaw/Google Classroom.
* The method of submission of student work will be indicated in SeeSaw/Google Classroom. Those without internet connection will submit through the use of a flash drive.
* Accommodations will be provided to students with IEPs and 504s as practicable in the remote learning setting. Contingency Learning Plans will be reviewed, modified as needed or developed for all students with an IEP in consultation with parents to indicate the accommodations required for remote learning as well as the schedule for specially designed instruction for goal progress. Contingency Learning Plans for resident students in MAISD self-contained and satellite programs will be developed by MAISD staff.
* Teachers will communicate their office hours to parents and students. This is a dedicated time that teachers will be available to help students with work or conference with parents. Teachers will be available during regular school hours.
* The table below indicates the basic framework for lesson delivery, independent work, and communication.

|  |  |  |  |
| --- | --- | --- | --- |
| Grade Level/  Subject Area  Instructional Plans | Lesson Delivery | Independent work | Communication |
| PK | See Montabella Community Schools Preschool Continuous Learning Plan 2020 included following question 15. | | |
| K-6 | Minimum of at least one live lesson per week in ELA or Math. Recorded how-to-videos for every lesson. All videos will be posted to SeeSaw. | Students will be completing assignments that will be housed in Seesaw. Additional practice activities or assignments in other programs could be assigned but will be linked in Seesaw. | Teachers will schedule a small group time, one on one time, and whole class time on a weekly basis. |
| MS/HS Content Areas | Minimum of 3 videos per class each week that will be uploaded to Google Classroom. | Assigned through Google Classroom. Assignments could use other programs but will be linked in Google Classroom. | 2 weekly online office hours of a minimum of 30 minutes will be established for each class. |

1. Please describe the district’s plans to manage and monitor learning by pupils.

District/ PSA Response:

* Students will have opportunities to demonstrate understanding of concepts and skills during this time of continuity of learning. This can be shown in a variety of different ways. In addition to materials that are in Seesaw and Google Classroom other programs will also be used to monitor student progress including: MobyMax, Journeys materials, Math Expression materials, or teacher created materials.
* Instructors will collaborate to create a phase 3 online pacing guide
* Pacing will be monitored by the administrator through grades entered in Powerschool, discussions during PLC’s, and overviews/reports generated by Seesaw
* Students will have multiple opportunities to provide mastery of each standard taught.
* Student attendance will be recorded on a daily basis in PowerSchool. Failure to attend daily session could result in decreased academic performance as well as truancy referrals.
* Teachers will document every attempt made to engage disengaged students.
* Students will be monitored through completion of assignments and assessments that are recorded in Powerschool.
* Final grades will be calculated based on ongoing information in Powerschool. If in-person learning resumes both remote and in-person learning will be calculated together to determine final grades.

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

District/ PSA Response:

Montabella Community Schools anticipates additional costs in the form of technology in order to implement the plan.  Chromebooks were loaned to students that needed a device in order to connect electronically for work and access to teachers.  We anticipate that not all of the devices will be returned and that the district will need to replace those devices in order to continue to provide access to technology at the buildings next school year.  Additionally, we will be providing internet access to some families that do not have access or that do not have sufficient data plans at home to support remote learning.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Anticipated Cost | Revenue | Fiscal year |
| Chromebooks | $25,000 | CARES | 2020 |
| Software (Seesaw, Kickstand, Relay, Edgenuity, Apex) | $100,000 | CARES | 2021 |
| Internet data plans | $25,000 | CARES | 2021 |
| PPE(masks, gloves, shields, desk barriers, floor markings) | $100,000 | CARES | 2021 |
| Hygiene materials (sanitizer and stations, portable sinks | $50,000 | CARES | 2021 |
| Classroom supplies (lanyards, pencil boxes, crayons, etc.) | $2000 | CARES | 2021 |

1. 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:

This plan was developed in conjunction with various stakeholders throughout the district.  District administration started with an outline of a potential plan and that was communicated to all teachers for input and adjustments.  After teacher input was gathered union leadership of both the support personnel association and the teachers’ association meet virtually with the district superintendent for additional input and guidance.  The draft plan was communicated and shared with board members and input and suggestions were gathered prior to the plan submission.

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

District/ PSA Response:

The approved plan will be communicated to parents through a robo-call that will indicate where the plan is posted on the district website and available at food pick up sites.

Individual teachers will be in contact with parents and students regarding instruction.

1. 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, 2008.

District/ PSA Response:

April 13, 2020

1. 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:

Montcalm Area Career Center and Early College students will continue on with their course progression remotely. Course offerings will continue online through a platform determined by the MACC or MCC. Daily participation is expected by students in order to successful progress through courses, all course will be graded. Certifications provided through career center may not be available through remote learning and assessments will be made up if possible so that students could still have access.

Student support services remain available online and through Live Chat on the Montcalm Community College website for Dual Enrollment students. Montabella Community Schools’ counselor will also engage with dual enrollment students through Zoom meetings weekly until the college term is over to check progress and offer support.

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

District/ PSA Response:

Food distribution will continue during Phase 3 or lower of the 2020-2021 school year. Food service staff will continue working through the duration of the school year regardless of whether in person learning is taking place. Food service staff will prepare meals for distribution. All students will have the availability of both breakfast and lunch free of charge.

Food will be delivered through bus routes to all resident students on Tuesday and Thursday. Students that reside out of district will be given the opportunity to meet the bus for food delivery.

1. 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:

Montabella Community Schools will pay all employees for the work that they are providing for the 2020-2021 school year. Staff that can provide services remotely will continue to be paid their regular rate of pay. Staff will be redeployed if possible to other meaningful work that needs to be completed and will be compensated for that work. Staff that cannot continue their work and cannot be redeployed will be subject to potential layoff.

1. Provide describe how the district will evaluate the participation of pupils in the Plan.

District/ PSA Response:

* Daily attendance will be recorded in Powerschool. Attendance is determined by the completion of a daily activity.
* Teachers will document every attempt made to engage disengaged students.
* Students will be monitored for participation through completion of assignments and assessments that are recorded in Powerschool.
* Teachers will document attendance of two-way communication weekly.

1. 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:

Our care support team, (social workers, counselor, school psychologist, teacher consultant, and behavior specialist) who can help connect families not only with resources such as food but also ideas for providing structure at home for students who have a lot more time on their hands. Social workers (school employees and 31N contracted providers) and counselors are meeting with pre-identified caseloads to provide proactive support as well as reacting to needs identified through wellness checks or self-reporting for all students.

1. 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:

Montabella Community Schools is available and willing to assist with a child care facility in collaboration with the Montcalm Area ISD if the need arises. At this time the Montcalm Area ISD is taking care of all the needs for the county. If increased need arises Montabella Community Schools is capable of opening up a facility and or working in collaboration with Montcalm Area ISD to provide support with materials, personnel or other resources.

Montabella Elementary is a licensed childcare facility and plans to provide childcare services during the remote learning phases. The school will work in collaboration with the Montcalm Area ISD to help identify families in need of childcare.

Optional question:

1. Does the District 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?

District/ PSA Response:

Montabella Community Schools currently has a waiver for a pre labor day start for the 20-21 school year. We plan to start instruction prior to labor day to accommodate the loss time. Teachers will identify essential standards that were taught and those that were missed during the 19-20 school year. Those standards missed will be the start of the instruction in the 20-21 school year.

With the abrupt school closure there are essential standards and curriculum that were not addressed in the 2019-2020 school year.

* Teachers have identified standards and content that would have been taught after March 13, 2020.
* This content may be presented as enrichment activities for students to continue engaging in learning and to be better prepared for the 2020-2021 school year; however, it will not be calculated in the current grade.
* The scope and sequence for classes in the 2020-2021 school year will be adjusted to include these standards and curriculum. It is hoped that by developing a strong foundation and mastery of the standards and curriculum taught through March 13 that less review will be needed in order to make room for this new learning in the fall.

**MAISD and Montabella Community Schools Preschool**

**CONTINUOUS LEARNING PLAN 2020**

**Goals:**

1.   **Build relationships**

2.   **Clearly communicate**

3.   **Teach families**

4.   **Focus on developmental learning and authentic assessment**

5.   **Seek new ways to initiate learning**

**GSRP Learning Plan Components:**

1.   **Home Learning Kits** – Learning kits will be available on an as needed basis. The kits will be handed out at the identified food drop off locations.

1.  Home Learning Lesson Plans for minimum of 6 weeks

2.  Home Learning Resource Folder (virtual resource)

3. Home Learning Supplies (if families report need as identified by teaching teams)

4. Home Learning Virtual Schedule

5. Quality Literature 3 books provided to each family connected to lesson planning

6. Quality Literature Reading Calendar (to support reading everyday)

2.   **A common Virtual Platform connection for use with families** – The instructors and associate teachers will use some of the following platforms to connect with families.

1. Zoom or Google Meet

2. Class Dojo

3. Padlet

4. Facetime

**3.**   **Equity Measure Alternatives (teacher or family) to weekly social platform connection as needed:**

1. Letter Writing Campaign: teaching team members & parent child

2. Number/Counting Collection information shared via mail/phone

3. Phone call follow up for shared understanding

4. Quality Early Literature shared

* 1. List of books to provide to each GSRP child for in home library support
  2. Order & distribute books to each child
  3. Teachers and associate teachers will collaborate to develop a plan.  A minimum of two read alouds will be completed weekly and shared on identified platform.

4.   **Methods of Family Communication**:

1. Text & Phone calls

2. Emails

3. FaceTime

4. Traditional Mail

5. MTS Parent Portal & messaging**-** Instructors will provide information, as needed, to parents on how to access and navigate the portal

6. Class Dojo

**5.**   **MAISD ECS & ECC Staff Connections, Resources, & Support Activities available to Sub Recipients:**

1. ECS:  Google Hangouts Meet – Bi weekly ECS & ECC connection meetings will occur to discuss identified GSRP classroom status.

2. Teaching Teams: Google Hangouts Meet - ECS Classroom teaching team meetings or district teaching team meetings.  As requested by teaching teams; ECS will offer a minimum monthly virtual connection with each teaching team requirement.

3. Conduct virtual End or Program Data Review meeting with minimum requirement of ECS and teaching teams.  ECS will document process.

4. ECS: Virtual Training for teachers on virtual formats as requested

5. Share resources on Informing & Engaging Families to Sustain Early Learning at Home – \*High Scope Resource

6. Criteria for Home Learning Virtually Resource Document

7. ECC: Sub Recipient Continuous Learning Plan & MAISD Guidance available upon request.  EOP report support.

8. ECC & ECS: Confidentiality Guidance

9. Assigned Early Childhood Teacher Consultant available for support in differentiation for students with identified needs.   (Matt & Andrea)

10.  COVID 19 Continuous Learning Plan Resources on Drop Box :  for example<https://www.dptv.org/education/tv-programming-resources/#tv-resources>

**6.**   **Timeline for Continuous Learning Plan requirements & Support requests developed by sub recipients and provided to ECC.**

1. Instructors meet with principal and lessons begin 4/13/2020

2. Sub Recipient Continuous Learning Plan submitted to MAISD 4/22/2020

3. GSRP Amended contracts will be sent to sub recipient lead contacts by ECC by April 27th, 2020.  Signature returns required.

4. Teachers will use My Teaching Strategies (MTS) anecdotal record keeping to track and record educational opportunities participation during this minimum 6 week time frame starting no later than the week of April 27th, 2020.  This is a partnership with families and teaching team members for evidence to support assessment of learning during this timeframe.  For example: video of child and parent in read aloud activity can be uploaded by teaching staff to support MTS.

4. Continuous Learning Plan follow up report will be provided by the ECC on or before July 1, 2020 with required identified documentation for audit purposes.

**7. Home Learning Kit** | **quality literature, resources and identified supplies to assist with teaching from the Home Learning Lesson Plans.**

1.   Home Learning Lesson Plan Resource - Tool provided to families (virtually or hard copy per family preference) with 6 weeks of lessons (1 per day, 4 days a week, 30 min of intentional learning) based on Creative Curriculum learning. Lessons created will be uploaded to common virtual platform for access at any time. Packets and supplies will be available at food distribution stops for families that don’t have internet access.

2.   In Home Library Resourceprovided to families to support in home library & lesson planning activities

3.   Home Learning Resource Folder- Information regarding school food pickup, literacy calendars, templates, etc. will be available on each instructor’s platform.

*4.*   Home Learning Supplies List– Teachers will communicate to the principal about the specific needs of learning supplies. The supplies will then be available at food drop off areas, upon request. Every attempt will be made to create lessons that contain supplies that can be found readily in homes.

5.   Home Learning Videos brief, 3-minute videos created by each early educator related to a Home Learning Lesson, activity or read aloud from the Home Learning Kit.  Posted on the identified virtual platform.

**8. Considerations for identifying the Teacher Directed Common Virtual Platform with Families. Establish a standard classroom tool to determine the best virtual platform to use with families and then invite them to connect to a secure virtual platform.  O**

1. Live Zoom or Google Meet**-** Live lessons and meetings will be done using Zoom or Google Meets. Lessons will then be uploaded to a common platform (Dojo or Padlet).

2. Virtual Field Trips-Teachers will host a minimum of one vitual field trip in the next 6 weeks.

3. Zoom or Google Meet-Will be used to connect groups to share event. When applicable the session will be uploaded to the common platform.

4.   With permission of parents the storyboard will be updated weekly-Story board will contain pictures and videos of parents engaged with students.

**9. Equity Measures** | **ways in which all children and their families are included in the learning process, regardless of access to online resources.**

1. Letter Writing Campaignearly educators mail letters to families and include paper and a stamped, self-addressed envelope to encourage a connection that involves literacy. Three “volleys” of letters are planned.

2. Quality Early Literature - curated, classic stories for all children in the class to read over the weeks with their families, teachers, and each other.  An in home library will be mailed to each GSRP child to support daily reading activities. Some lessons relate to the literature choice. Others include online connections, such as [Scholastic Learn At Home](https://classroommagazines.scholastic.com/support/learnathome/grades-prek-k.html)

3. Maintain an inventory of Hot Spots available to your families for internet use-During weekly communication with families the instructors will identify family technology needs. The needs will be communicated with the principal

Hot Spots may be obtained

Chromebooks may be distributed

**10. Summary of Guidance of the 12 Key Activities Required for Continual Learning Strategies during COVID-19 School Building Closure for Teaching Teams:**

* 1. Provide coaching – Short videos will be created and available on identified platform.
  2. Provide lesson plans for 20 minutes a day/4 days a week/6 week timeframe-Lessons will be available on the identified platform. Teachers will provide lessons Monday through Thursday. Friday the instructors will have office hours available. The instructors will communicate the schedule with the parents through phone calls, text, and emails.
  3. Post a recorded Read Aloud once a week- Teachers and associate teachers will post a read aloud on a weekly basis.
  4. Conduct one virtual field trip – Teachers will use the suggested resources found in dropbox to host one virtual field trip during 6 week period.
  5. Create Virtual Office Hours- Office hours have been established as 9-10am on Fridays. Parents have multiple ways of communicating with instructors via email, text, Class Dojo, phone calls, Google Zoom, and Google Meet.
  6. Capture and record My Teaching Strategies evidence- Instructors and associate teachers will attempt to collect artifacts from parents engaged in their student’s learning. The artifacts will then be displayed on the identified platform for families to see.
  7. Call/text families who are not able to engage with online learning to address barriers to learning- Teachers and associate teachers will remain consistent with the Montabella K-12 plan and contact all students a minimum of one time per week.  Any noted problems will be discussed with principal during weekly meetings. Teachers can also Consult with ECS and ECC to problem solve these specific situations. See Equity Measure section in the MAISD Continuous Learning Plan for option.

8**.** Make efforts to obtain Kindergarten through 2nd grade feedback-

Preschool teachers will distribute forms to teachers as required. This will be done through email. K-2 partners that don’t complete form will be identified and the principal will ensure this gets completed. Data as requested will be shared with Kindergarten teachers.

* 1. Identified professional development in My Teaching Strategies (MTS) and Creative Curriculum– At this time, there is not an identified need for additional professional development. This will be discussed weekly in grade level meetings. If needed the instructors will receive professional development on technology.

**11.Conduct Virtual End of the year one on one home visits with each child and family**.

1. Teachers and associate teachers will collaborate to complete end of the year virtual field trips.

* Home learning activities should be provided
* Kindergarten transitions support will be provided
* MTS data provided and discussed
* Sharing of Kindergarten expectations for beginning of year

Name of District Leader Submitting Application: Shelly Millis

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website: