



KRESA CONTINUITY OF LEARNING PLAN

APPROVED ON APRIL 27, 2020
APPROVED BY DAVE CAMPBELL
SUBMITTED ON APRIL 27, 2020

ASSURANCES

KRESA provides the following assurance for the Continuity Plan of Learning for the remainder of the 2019-2020 school year:

1. All student learning will take place under the direction of a teacher of record for each student enrolled in the district.
2. KRESA 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. The Continuity of Learning Plan was developed in collaboration with district administrators, school board members, teachers, and local bargaining unit.
4. Food distribution has been arranged for or provided for eligible students.
5. KRESA has mobilized disaster relief childcare centers which are located on the district's website and is updated regularly.
6. KRESA 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. KRESA assures that the Continuity of Learning Plan which includes all assurances and Budget Outline will be posted immediately following approval to the District's/PSA's website.



INTRODUCTION

Kalamazoo RESA is committed to supporting students and families during this very challenging time. The well-being of our students, families, and staff are a top priority. We do not want to overload students and families with assignments, activities, and projects. However, we do want to provide continuous learning opportunities while supporting families with this new experience. We recognize each of our families are in different places and have different needs; thus, requiring different supports. This time truly gives new meaning to— “It takes a village!”

While each of our children/ students/ and families are in different places, so too are staff. This traumatic event has hit us all; however, we remain dedicated to our children/ students and families and their learning.

We would also like to extend a thank you and acknowledge those who contributed to the development of this plan. We utilized several documents as guidance in the development of the plan, specifically from MAISA, GELN, Portage Public Schools. All KRESA program administrators, the KRESA Board of Education, and the teachers and support staff contributed to the development of this plan. Their work is evident throughout.

Please know that KRESA remains committed to our core values:

Collaboration – *We work together*

Innovation – *We find a better way*

Compassion – *We lead with heart*

Trustworthy – *We act with integrity*

Respect – *We value all people*

If you have questions or need support, know that your child/ student’s team is there to help you. Please reach out to or share with them concerns and/ or needs so we can assist.

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PART I:

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.

Our goal is to support students and families as they navigate this difficult time. The primary considerations for this plan are Maslow's Hierarchy of Needs, Whole Child/ Whole Family, and Trauma Informed practices. Work will include an emphasis on social emotional learning and mental health supports as children/ students/ families face the challenges of this pandemic. Due to the varied unique needs and ages of each student we support within KRESA programs, this will look different for each child/ student and family.

KRESA serves unique learners, children/ students from birth to age 26. Each classroom and/or student will have an individualized plan (Student/ Family Learning and Service Plan) that will be developed based on the unique needs of the child/ student/ family. Through a family interview/ survey, consultation with the child's team, and a review of the IEP (if applicable), a Student/ Family Learning and Service Plan will be developed to address the needs of the child/ student/ family.

The Student/ Family Learning and Service Plan will be communicated with the family via a method the family has identified as the best way to communicate (i.e. video conference, email, postal mail, and/or by phone.)

A variety of instructional and communication formats will be used based on the child/ student's age and needs of the child/student and family. These formats include but are not limited to: Hard Copy Media delivery (letters, survey, learning packets), Mixed Media (a combination of media/ Internet and hard copy materials), and Digital Media Delivery (Apps, on-line learning platforms, on-line tools, content, and various other electronic media). This plan will consider accessibility, the student's age/grade/ instructional level, specific supports or other needs the student may have related to learning. If a student requires specific technology in order to access their learning, this will be provided by the district. Care will be taken to ensure that Spanish-speaking families are provided all communication in their native language, and student materials in their native language if needed. KRESA employs part time Spanish translators to support communication with our students/ families.

In order to minimize educational stress for the family and child/student, the child/ student's team will work together to plan, prepare, and support the child/family. However, a teacher/ provider will take the lead in working and communicating with the family (how often?). The family will have access to all team members as appropriate or needed. Teams will consider parent/ family input, goals/ objectives/ benchmarks/ outcomes, age, unique needs of the child/ student as learning materials are created. No student will be penalized for not being able to fully participate.

PART II:

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.

In an effort to continue to build student/families connections and relationships, KRESA staff will conduct an initial interview/ survey or contact with student/family, dates, times, and content will be discussed and determined to support the child/student in the learning environment. This will include regular communication with the student/ family, through agreed methods (phone, email, text, etc.) to address the whole child/ whole family. Lead staff will work to assist the family with identified needs connecting them to appropriate community resources.

Where appropriate, the staff who support students within the classroom will provide videos / photographs / phone calls, etc. as a way of maintaining a connection with children/students and to keep relationships going with families during this time. These connections will happen weekly throughout the school closure.

[Sample Parent Interview \(English\)](#)
[Sample Parent Interview \(Spanish\)](#)

PART III:

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

KRESA is considering a variety of instructional formats due to the varied needs of the children/students and families we serve. Instructional formats may include but are not limited to: Hard Copy Media delivery (letters, survey, learning packets), Mixed Media (a combination of media/ Internet and hard copy materials), and Digital Media Delivery (Apps, on-line learning platforms, on-line tools, content, and various other electronic media). Some technology platforms/ tools used will be Google Classroom, Microsoft Teams, Skype Business, Zoom, email, Remind, and other support apps and tools. The mode of delivery will be based on the contact/interview/ survey with the student/ family, access to technology and tools, any IEP needs, previous data (March 2020), and the individual needs of the child/student.

Most students served by KRESA have significant learning needs. It is for this reason that we broke down students into age groups to describe the instruction, rather than by grade. KRESA students who attend school in a local building will also be provided instructional materials and support by their general education teachers, which is covered by each local district plan. Allocating the amount of time for learning must be highly individualized with our students and in coordination with families, which is why specific times aren't listed for our district. It is the expectation that students will be provided with the rigor that matches their ability and the family's situation.

[Service for KRESA Programs by Age Range \(English\)](#)
[Service for KRESA Programs by Age Range \(Spanish\)](#)

PART IV:

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

Monitoring of learning may include team consultation, communication with the family, the addition of or adjustment to resources provided. Teachers will also complete internal individual student documentation on how the student responded to lessons/ goals/ objectives/ benchmarks/ outcomes and any additional needs of the family. Feedback will be provided to the student/ family during weekly scheduled contacts. Depending on the applications agreed upon for use, data may be gathered by the app and shared with the teacher.

Students Preschool through age 26 will be monitored based on learning targets/ goals/outcomes identified by the child/ student's teaching/ provider team. If a student within KRESA participates in coursework within a local district grading and monitoring practices will follow the local district plan. If this learning/ course-work is not completed or not completed satisfactorily the teaching/provider team will review options to address the child/ student's individual needs.

[Sample: Student Family Learning and Service Plan \(English\)](#)
[Sample: Student Family Learning and Service Plan \(Spanish\)](#)

PART V:

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

Currently, KRESA will be re-allocating existing funds to address any needs related to printing, mailing, and materials/ supplies costs for children/ students who need learning in a Hard Copy Media format or who do not have access to learning through other digital means. The district will purchase additional laptops with cameras and voice capability for staff who require a laptop to work directly with students. Additionally, administrators are tracking all assistive technology devices/tools and mobility equipment provided to families. It is possible some of this equipment may need replacement when school resumes its regular schedule and format of instruction. Finally, the district is exploring options to support students with the transition back to traditional school. All funds used will be special education funds or allocated funds from the state to support this work.

- Computer devices with camera and voice capability – \$6,000
- Printing – \$3,000
- Replaced equipment (iPad, mobility equipment) – \$10,000

PART VI:

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

This plan was developed with input from all program types and levels. All administrators who lead a program that supports students attending a KRESA sponsored program reviewed the plan on April 15, 2020 and provided additional input. During a regularly scheduled KRESA Board Meeting on April 16, 2020, all board members were provided an update on the plan and had the opportunity to ask questions and provide input. Identified Teacher Leaders within programs, as well as representation from our Education Association, participated in a Zoom conference on April 20, 2020 to review and provide input into the plan.

PART VII:

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

This plan will be posted on the district's website in both English and Spanish (other formats/ languages will be on an individualized family basis). Each administrator will send a message through School Messenger or send a letter home to parents informing them of the plan. Teachers will follow up by contacting families to discuss current needs and gather information to assist in the development of an individualized plan for their student/ class. Communication supports and protocols outlined in #1 and #2.

[Continuity Plan Letter to Parents \(English\)](#)

[Continuity Plan Letter to Parents \(Spanish\)](#)

PART VIII:

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.

Administrators will reach out to families the week of April 20, 2020, to connect parents with the Continuity Plan and what to expect in next steps.

Teachers/ providers will be reaching out to collect information via phone or other means on the needs of each child/ student/ family, meeting with each child/ student's team, and planning next steps for each student beginning April 22.

Full implementation of the plan will formally begin on April 27, 2020.

PART IX:

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.

KRESA currently does not have any students who are enrolled in a Dual Enrollment or Career Technical Education programs due to either the age of the child/student or the specialized needs of the student.

PART X:

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

Students and families can access county school food sites for two meals per day. Distribution information is posted on the KRESA website. [Kalamazoo County School Food Distribution Sites](#)

Kalamazoo county also has food available at other non-school sites. [Kalamazoo County Non-School Food Pantries](#)

Staff provided links to or paper copies of how to access food sources within the community during the development and communication of the Student-Family Learning and Service Plan. Additionally, staff regularly connect and communicate with families regarding needs and can connect families on an as needed basis.

PART XI:

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.

KRESA will continue to employ and pay current staff at their 2019-20 rate. Based on the needs of students/ families, staff may be reassigned to prepare, and coordinate materials or other needs identified through family contacts and staff interactions. KRESA has protocols in place for essential staff to enter buildings as well as for the delivery of materials. This includes following identified guidelines established by the Department of Health and Human Services.

PART XII:

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

Provider teams will monitor and document progress on the plan weekly. This includes all collaboration, contacts, and services for each student as well as the outcome. Provider teams will complete online

documentation identified by program this may include contact logs, Child Plus, online or other forms. Data collected from Provider teams and building programs will be used to evaluate child/student participation and the overall effectiveness of the plan. KRESA staff, departments, and programs will work collaboratively to monitor and evaluate learning and supports and adjust as needed.

PART XIII:

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.

Provider teams will monitor the need for mental health supports in an ongoing basis. Provider teams can support basic mental health needs within regular contacts. Teachers will monitor needs during weekly contact and refer student/families based on their individual needs/concerns. Referral will be forward to a counselor, social worker or community support resources as applicable. Additional supports from counselors, social workers, or other specialists are available through KRESA. Individuals can also be referred to identified community partners who support mental health.

Additional Resource Supports include:

- Adults and children:
www.childmind.org/coping-during-covid-19-resources-for-parents
www.iocdf.org/covid19/talking-to-kids-about-covid-19
www.caps.umich.edu/article/your-mental-health-and-covid-19
- High School and Middle School:
www.unicef.org/coronavirus/how-teenagers-can-protect-their-mental-health-during-coronavirus-covid-19
- A list of Local Counseling Agencies engaging in Teletherapy available here:
[Teletherapy Services in the Kalamazoo Area \(English\)](#)
[Teletherapy Services in the Kalamazoo Area \(Spanish\)](#)

PART XIV:

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

KRESA has created a list of emergency childcare locations in Kalamazoo County. The list is updated regularly and can be found at [Child Care Centers](#).

Currently, there is available capacity at these locations and there is not a need for additional support. If the need changes, we will be in contact with local districts to request involvement and collaboration to meet the emergency childcare needs in Kalamazoo County. Our district will engage in those conversations as requested and will support the efforts to meet this important need.



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