

MI District Continuity of Learning Plan Responses to 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.

Instruction

- Teachers will hold a virtual class meeting 1 X per week, with a focus on SEL. Things like “Morning Meeting(s)” will have a student-centered focus and will engage students in discussions to help them feel connected and valued. The emphasis is on continuous relationship building, and feelings of support, throughout the distance learning time. (teachers/classmates/support staff, principal, families, etc.).
- K-12 will have daily/weekly social emotional messaging that goes out including lessons, activities, etc. to support SEL. Teachers may also post additional SEL activities for students to engage in. The message of care and support are included in lessons, activities, etc.
- Provide ideas of how families can spend time together to bond, talk, create, cook together, fix things, or build things as a family. Ideas such as reducing waste and using things such as recyclable items for students to create projects (i.e. stem activities). Schools and teachers ask students to send in pictures or video of these family activities. The class or the school, then created a PPT to share with the classroom/school community.
- Teachers will host 2-4 hours of Office Hours per week. This provides time for students and parents to connect with the teacher to answer questions or receive additional support.
- A consistent schedule and instructional platform(s) will be used to connect and support student learning needs. Lessons are adjusted along the way to meet individual student needs.
- Teachers use multiple modes to ensure that they can communicate with students and families.
- Weekly lessons will be posted to platform at a consistent time each week.

Personalized Connections

- Teachers will maintain connections and build relationships with students throughout the closure and will reach out to students in multiple ways, including additional time and focus on the students who are not participating, or are showing signs of need.
- Teachers will call/contact/connect with every student 1-3 times per week for check-ins (phone calls, sending individual notes or cards to students through the postal service.)
- Non-core teachers, support staff, counselors, PBIS coordinators, principals, etc. will reach out and provide the additional support to address students’ (families) health and wellbeing.
- Identify/utilize the process of ensuring that student/families basic needs are being met (food, supplies, health/mental health supports, etc.).
- Ensure translators are available for students/families who speak languages other than English.
- Social Workers will provide family supports beyond academics.

Formative Assessment/Supports

- Teachers will notify their building/district administrator of students/families who need additional support. The district team, building administrator, counselors, behavioral specialists, and outside agencies will work collaboratively to provide individualized support to students and families.
- Leadership team will deploy resources to families based on needs (i.e., mental health, behavioral, food, medical, etc.)
- Teachers and instructional support staff will keep detailed records of parent and student interactions.
- Building principals, teachers, support staff will seek input from families as to the best mode of two-way, personalized communication.

MI District Continuity of Learning Plan Responses to 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.

Mental Health Supports:

- Focusing on attending to students' social-emotional needs is more important than ever.
- District/building counselors, 31n counselors, at-risk liaisons, behavioral specialists, SSW, building administrators, and local health agencies are working with students and families to provide remote counseling sessions, and additional support to family and student needs.
- Teachers are monitoring students, talking with families and making referrals to building administrator so additional supports can be provided to the students/families in need.
- Daily/weekly SEL opportunities are embedded into teacher time with students. (These common lessons have been created and made available by district teams, teams of social workers, school psychologist, counselors, interventionist, as well as additional supports from outside agencies.
- Modeling SEL by creating slideshows of teachers, parents, students, "modeling/and talking about healthy and safe behaviors (i.e., being responsible, kind, caring, helpful, respectful, etc.)
- On-going mental health supports.
- Telephone hotlines, to mental health services, are made available to support students and families.

Monitoring Student Participation & Assessing Needs

- Through weekly meetings and individual communication, teachers at all levels will inquire, monitor, and assess needs of families and students.
- Teachers and support staff work collaboratively to monitor student interactions and participation.
- Weekly meetings are held with administration/teachers to identify any additional students or families who need support.
- Surveys are sent to families to determine current mental health needs of students/families.
- Emotional Support Teams (internal and outside agencies) monitor and provide mental health supports based on student and family needs.

Communication

- Teachers have weekly contact, with individual students (virtual meetings and phone calls). Teachers monitor student interaction and participation in weekly group lessons as means to identify students and family who may need additional support.
- School counselors, SSW, and principals, general and special education staff are reaching out to connect with individual students and families to determine needs and offer assistance and supports to families.
- Use of various platforms and social media to address/educate community members, parents, and students on topics such as mindfulness, time management, & staying positive.
- Referral process is in place, within schools, to communicate needs and help families connect with needed supports.
- Weekly resources are provided to teachers for use within virtual community circles with students. These resources focus on SEL.
- Collaboration with outside community mental health organizations are strengthened as the collaborate provide mental health screening and/or services for families.
- District staff are reminding staff of their legal responsibility to follow procedures related to state level mandated reporting requirements.