



**CONTINUITY OF LEARNING
INSTRUCTIONAL PLAN
2020**

CONTINUITY OF LEARNING PLAN

The Milan Area Schools Continuity of Learning Plan will be put into action on Monday, April 20, 2020. This plan will serve as a guiding document for student support during the current school closure. The district is well aware of the enormity of the challenge in this distance learning endeavor. The implementation of the Continuity of Learning Plan will be guided by the district's mission, vision, and belief statements:

MISSION: *Milan Area Schools prepares individual learners to realize the best version of themselves, by creating a supportive, caring, and inclusive educational community.*

VISION: *Partnering together as a community, all individuals will achieve their greatest potential.*

BELIEF STATEMENTS:

Milan Area Schools believes...

- *All individuals have equal value and unique gifts*
- *In providing a safe and nurturing environment that contributes to successful learning*
- *In utilizing instructional strategies that are based on best practice*
- *In offering relevant learning*
- *In fostering an inclusive and affirming school culture*
- *In investing in student capacity to learn and in personal success*
- *In engaging the entire community to maximize student learning and preparedness*

Communication to all district stakeholders will remain a priority for Milan Area Schools. The District will continue to send out consistent and routine messaging with updates on services and important information for students and their families. Students will also receive regular communication from their principals, teachers, and support staff to promote, guide, and monitor their academic engagement and social emotional well-being.

The staff at Milan Area Schools will continue to prepare and develop appropriate and equitable programming and support as we partner together with families through this unprecedented period of time. The district will provide access to quality educational materials, using multiple alternative modes of instruction, and the support needed for students and families to successfully access those materials. Milan Area Schools will remain committed to meeting the mental health, nutritional, and safety needs in addition to supporting continued academic engagement of all students at all times. The district will provide professional development and support to all staff members as necessary to implement the Continuity of Learning Plan.

Specific grade-level information is provided below. This information will address important elements of the Continuity of Learning Plan within each of our buildings and will serve as the distance learning component of our overall comprehensive approach to supporting the whole child during this school closure.

MILAN AREA SCHOOLS STAKEHOLDER RESPONSIBILITIES

DISTRICT RESPONSIBILITIES	<ul style="list-style-type: none"> ● Maintain a thoughtful and accessible Continuity of Learning Plan using stakeholder input. ● Support schools in planning and implementing the Continuity of Learning Plan. ● Communicate regularly with all stakeholders. ● Help schools identify needed resources in the community (academic, health, social, emotional).
SCHOOL RESPONSIBILITIES	<ul style="list-style-type: none"> ● Implement the Continuity of Learning Plan. ● Communicate regularly with all stakeholders. ● Support teachers in planning and implementing the Continuity of Learning Plan. ● Help families find needed resources in the community (academic, health, social).
TEACHER RESPONSIBILITIES	<ul style="list-style-type: none"> ● Make distance learning activities available in a timely manner. ● Be available to answer student, parent, or guardian questions. ● Communicate regularly with students. ● Provide a range of meaningful distance learning activities that meet the needs of all learners. ● Provide regular feedback to students on progress related to distance learning activities.
STUDENT RESPONSIBILITIES	<ul style="list-style-type: none"> ● Consider maintaining a regular daily schedule, including healthy eating and sleeping habits. ● Review and set a schedule for distance learning activities. ● Engage in distance learning activities. ● Ask clarifying questions when you need help or don't understand. ● Be respectful to yourself, teachers, and peers.
PARENT / GUARDIAN / RESPONSIBILITIES	<ul style="list-style-type: none"> ● Each day, review and discuss with students their distance learning activities. ● Reserve a space for students to complete distance learning activities. ● Encourage students to get enough sleep. ● Set sensible time limits for technology use outside of distance learning activities. ● Help students establish and follow regular daily routines including designated time for the distance learning activities (as outlined below).



PADDOCK ELEMENTARY SCHOOL

Grades Young Five - 2



TIME COMMITMENT FOR STUDENTS

The following chart contains recommendations and guidelines for remote learning activities:

Grade Levels	Minimum	Maximum	Length of Sustained Attention
GSRP	10 Minutes/Day	20 Minutes/Day	3-5 Minutes
Young 5 - K	30 Minutes/Day	90 Minutes/Day	3-5 Minutes
1 - 2	45 Minutes/Day	90 Minutes/Day	5-10 Minutes

GSRP students should spend a minimum of 10 minutes and a maximum of 20 minutes per day on activities. Young 5 and Kindergarten students should spend a minimum of 30 minutes and maximum of 90 minutes per day on coursework. First and Second grade students should spend a minimum of 45 minutes and maximum of 90 minutes per day on coursework. It is also advisable to take 5 minute or longer breaks every 3-5 or 5-10 minutes to increase student engagement.

COMMUNICATION AND CONNECTION

Teachers will check in at least twice weekly with students. This may be in the form of individual phone calls, emails or learning management systems (LMS), such as Google Classroom, class video conferences, etc. Remote activities will be available in a timely manner (new links/resources provided each Monday) with workbooks provided to each student. Staff will document communication with students.

INSTRUCTIONAL CONTENT AND DELIVERY

Milan Distance Learning Workbooks will be mailed to the home of every student containing daily academic enrichment activities. Teachers will also provide weekly learning activities in all subject areas that will be shared on the school website, through social media and emails to families, with supporting paper packets as needed.

GSRP students will have an opportunity to obtain learning packets through email, social media, the school website or paper packets upon request. All students will continue to receive individualized learning support on a weekly basis.

The goal with the shift to remote learning is to keep students engaged academically and support continued student growth. However, there is no substitute for the face-to-face classroom learning and instruction provided by Paddock teachers nor for the services provided by support staff. **While providing instructional resources and activities, we are mindful of a variety of equity issues; our goal is to minimize any increase in the achievement gap while continuing to develop all of our students academically. First and foremost, our concern will always be with the development and support of the whole child.** Other tasks, such as physical activity, reading, problem solving, and creativity are equally important for the development of a healthy, happy child. Students will be provided additional support as needed by teachers to maintain engagement in course content.

ASSESSMENT AND GRADING

The focus and concern during these unprecedented times rests with the health of the whole child. Feedback will be done in the following ways: progress monitoring, coaching students through the work, and discussing the work. The goal and focus for assessment is participation and continuing academic engagement. Students that were on track to move to the next grade level at the time of school closure will be promoted to the next grade level for the 2020-2021 school year.

STUDENT SUPPORT

Milan Area Schools students with disabilities and English Language Learners (ELL) are general education students first and foremost. The supports and framework for delivery of instruction have been developed with the needs of all students in mind. As a full inclusion district our classroom and elective teachers ensure equity in access in every lesson that they develop.

Students that received focused reading support through an Individual Reading Improvement Plan (IRIPs) will continue to receive the base instructional support from their classroom teachers as well as elevated support from the district's reading intervention staff, as indicated in the IRIP and through monitoring of the student's reading progress. Student progress will be monitored by classroom teachers, Reading Interventionists, and the building principal. Students in need of elevated levels of reading intervention support will be contacted directly by a member of the intervention staff to coordinate a schedule of services.

In addition to the outstanding support that all students will receive from our general education teachers, students with disabilities will continue to receive support from their special education services providers. Teacher Consultants will work with classroom teachers to ensure that all students with disabilities have the support they need to access the work and activities for their class. Teacher Consultants and all other service providers (SLP, SSW, OT, PT) will continue to provide the services and supports that are outlined in each student's IEP and/or 504. In addition, an Elementary ELL Coordinator will be working individually with students on their caseloads to provide assistance for students to access and process coursework.

In order to support the mental well being of our students, School Social Workers, School Psychologists, School Counselors, and Behavior Specialists will work with teachers to support the social and emotional needs of our students during these unprecedented times. These service providers will also reach out to students and families to offer support and resources for any need which a family may be experiencing. Parents or guardians may also contact building principals to access services from the district support staff in any time of need.

All parents of GSRP students transitioning to kindergarten will have a virtual year-end conference with their student's teacher to discuss developmental progress of their student and to discuss the next steps in getting their child registered and prepared for the following school year. This conference will take place between May 25th and June 5th.



SYMONS ELEMENTARY SCHOOL

Grades 3 - 5



TIME COMMITMENT FOR STUDENTS

The following chart contains recommendations and guidelines for remote learning activities:

Grade Levels	Minimum	Maximum	Length of Sustained Attention
3 - 5	60 Minutes/Day	120 Minutes/Day	10 -15 Minutes

Students should spend a minimum of 60 minutes and maximum of 120 minutes per day on coursework. It is also advisable to take 5 minute or longer breaks every 10-15 minutes to increase student engagement.

COMMUNICATION AND CONNECTION

Teachers will check in at least twice weekly with students. This may be in the form of individual phone calls, emails or learning management systems (LMS), such as Google Classroom, class video conferences, etc. Remote activities will be available in a timely manner (new links/resources provided each Monday) with workbooks provided to each student. Staff will document communication with students.

INSTRUCTIONAL CONTENT AND DELIVERY

Milan Distance Learning Workbooks will be mailed to the home of every student containing daily academic enrichment activities. Teachers will also provide weekly learning activities in all subject areas that will be shared on the school website and Facebook page, with supporting paper packets as needed. Chromebooks will be made available to all students through a school-wide distribution/parent pick-up process.

The goal with the shift to remote learning is to keep students engaged academically and support continued student growth. However, there is no substitute for the face-to-face classroom learning and instruction provided by Symons teachers nor for the services provided by support staff. **While providing instructional resources and activities, we are mindful of a variety of equity issues; our goal is to minimize any increase in the achievement gap while continuing to develop all of our students academically. First and foremost, our concern will always be with the development and support of the whole child.** Other tasks, such as physical activity, reading, problem solving, and creativity are equally important for the development of a healthy, happy child. Students will be provided additional support as needed by teachers to maintain engagement in course content.

ASSESSMENT AND GRADING

The focus and concern during these unprecedented times rests with the health of the whole child. Feedback will be done in the following ways: progress monitoring, coaching students through the work, and discussing the work. The goal and focus for assessment is participation and continuing academic engagement. Students that were on track to move to the next grade level at the time of school closure will be promoted to the next grade level for the 2020-2021 school year.

STUDENT SUPPORT

Milan Area Schools students with disabilities and English Language Learners (ELL) are general education students first and foremost. The supports and framework for delivery of instruction have been developed with the needs of all students in mind. As a full inclusion district our classroom and elective teachers ensure equity in access in every lesson that they develop.

Students that received focused reading support through an Individual Reading Improvement Plan (IRIPs) will continue to receive the base instructional support from their classroom teachers as well as elevated support from the district's reading intervention staff, as indicated in the IRIP and through monitoring of the student's reading progress. Student progress will be monitored by classroom teachers, Reading Interventionists, and the building principal. Students in need of elevated levels of reading intervention support will be contacted directly by a member of the intervention staff to coordinate a schedule of services.

In addition to the outstanding support that all students will receive from our general education teachers, students with disabilities will continue to receive support from their special education services providers. Teacher Consultants will work with classroom teachers to ensure that all students with disabilities have the support they need to access the work and activities for their class. Teacher Consultants and all other service providers (SLP, SSW, OT, PT) will continue to provide the services and supports that are outlined in each student's IEP and/or 504. In addition, an Elementary ELL Coordinator will be working individually with students on their caseloads to provide assistance for students to access and process coursework.

In order to support the mental well being of our students, School Social Workers, School Psychologists, School Counselors, and Behavior Specialists will work with teachers to support the social and emotional needs of our students during these unprecedented times. These service providers will also reach out to students and families to offer support and resources for any need which a family may be experiencing. Parents or guardians may also contact building principals to access services from the district support staff in any time of need.



MILAN MIDDLE SCHOOL

Grades 6 - 8



TIME COMMITMENT FOR STUDENTS

The following chart contains recommendations and guidelines for remote learning activities:

Grade Levels	Minimum	Maximum	Length of Sustained Attention
6 - 8	15 Minutes/Day/Course	30 Minutes/Day/Course	1 Subject Area or Course

Students should spend a minimum of 135 minutes and maximum of 210 minutes per day on coursework. For example: 15-30 min for ELA, Math, Sci, SS and 10-20 min for the remaining three classes. It is also advisable to take 5 minute or longer breaks in between each subject area.

COMMUNICATION AND CONNECTION

Teacher teams will check in at least weekly with students. This may be in the form of emails or learning management systems (LMS), such as Google Classroom, class video conferences, etc. Remote activities will be available in a timely manner (new links/resources provided each Monday) with packets available during food pick-up events. In addition, teachers will establish office hours of 90 minutes per week and communicate those times out to families and students. Teachers will also work to connect with their PowerTime students at least one per week. Office hours can be used for additional support, Q&A, or feedback. The guidance office will be touching base with all students every ten days, in the form of email, Google forms, etc. Staff will document communication with students.

INSTRUCTIONAL CONTENT AND DELIVERY

Content will be delivered via links and resources including but not limited to the use of Google Classroom as our LMS, videos, assignments and readings, live office hours for feedback, and paper packets for students without access to the internet. For students that did not bring home their district-provided Chromebooks, arrangements will be made for a distribution/parent pick-up process.

The goal with the shift to remote learning is to allow continued academics and learning. However, there is no substitute for the face-to-face classroom learning and instruction provided by Milan Middle School teachers nor for the services provided by support staff. **While providing instructional resources and activities, we are mindful of a variety of equity issues; our goal is to minimize any increase in the achievement**

gap while continuing to develop all of our students academically. First and foremost, our concern will always be with the development and support of the whole child. We realize that our middle school students may be going through a variety of emotions and other barriers to their learning. While the work provided may go beyond a student's recommended maximum time, we encourage families to stick to these guidelines unless the student is craving more enrichment. Other tasks, such as physical activity (play), reading, problem solving, and creativity are equally important for the development of a healthy, happy child. Students will be provided additional support as needed by teachers to maintain engagement in course content.

ASSESSMENT AND GRADING

Letter grades will not be given during this time for a variety of reasons including, but not limited to, the ability of student's to access materials, home-related engagement issues, and other equity concerns. Students who were failing classes at the time of the closure will be given the opportunity to show competence throughout the remainder of the closure so as to pass the class.

The focus and concern during these unprecedented times rests with the health of the whole child. However, we do realize that providing feedback, monitoring, and communicating progress of that learning will be critical. Feedback will be done in the following ways: progress monitoring and providing meaningful feedback, coaching students through the work, discussing the work, and communicating completion through PowerSchool. Teachers will collect multiple pieces of evidence of students' learning and mastery. The goal and focus for assessment is participation and discussion of the work.

STUDENT SUPPORT

Milan Area Schools students with disabilities and English Language Learners (ELL) are general education students first and foremost. The supports and framework for delivery of instruction have been developed with the needs of all students in mind. As a full inclusion district our classroom and elective teachers ensure equity in access in every lesson that they develop.

In addition to the outstanding support that all students will receive from our general education teachers, students with disabilities will continue to receive support from their special education services providers. Teacher Consultants will work with classroom teachers to ensure that all students with disabilities have the support they need to access the work and activities for their class. Teacher Consultants and all other service providers (SLP, SSW, OT, PT) will continue to provide the services and supports that are outlined in each student's IEP and/or 504. In addition, a Secondary ELL Coordinator will be working individually with students on their caseloads to provide assistance for students to access and process coursework.

In order to support the mental well being of our students, School Social Workers, School Psychologists, School Counselors, and Behavior Specialists will work with teachers to support the social and emotional needs of our students during these unprecedented times. These service providers will

also reach out to students and families to offer support and resources for any need which a family may be experiencing. Parents or guardians may also contact building principals to access services from the district support staff in any time of need.

GRADES AND CREDIT

Students who were in good standing, D (level 1) or higher, at the time of closure will receive a P for passing the course. Students who were failing a course will have the opportunity to work with their teacher to complete learning activities and alternative assessments which will provide them with the opportunity to gain a passing grade.

For semester two, students will earn a pass/incomplete grade that will not be weighted into their GPA. Their semester one (S1) grades will be the status of their yearly grade point average.

Continuing to work on the provided academic material will best help prepare students for next year. Due to several risk factors involved, we will not be retaining students. Student retention is not a building or district practice; if you have any concerns, please contact the building principal, Dr. Shanna Spickard.



MILAN HIGH SCHOOL

Grades 9 - 12



TIME COMMITMENT FOR STUDENTS

The following chart contains recommendations and guidelines for remote learning activities:

Grade Levels	Minimum	Maximum	Length of Sustained Attention
9 - 12	15 Minutes/Day/Course	30 Minutes/Day/Course	1 Subject Area or Course

Students should spend a minimum of 135 minutes and maximum of 210 minutes per day on coursework. For example: 15-30 min for ELA, Math, Sci, SS and 10-20 min for the remaining three classes. It is also advisable to take 5 minute or longer breaks in between each subject area.

COMMUNICATION AND CONNECTION

Teachers - Teachers will check in at least weekly with students. This may be in the form of emails or learning management systems (LMS), such as Google Classroom, Schoology, class video conferences, etc. Remote activities will be available in a timely manner (new links/resources provided each Monday) with packets available during food pick-up events. In addition, teachers will establish office hours of 90 minutes per a week with a minimum of two 45 minute sessions and communicate those times out to families and students. Office hours can be used for additional support, Q&A, or feedback. The guidance office will be touching base with all students every ten days. Teachers will document communication with students.

Counselors/Social Worker - Counselors/Social Workers will conduct Individual contact with each student at a minimum of once per ten business days. Counselors/Social Workers will document communication with students.

Teacher Consultants - Teacher Consultants will conduct a minimum of one contact per each student on their caseload each week. Teacher Consultants will document communication with students.

INSTRUCTIONAL CONTENT AND DELIVERY

Content will be delivered via online videos, the use of Schoology as our LMS, recorded videos by teachers, assignments and readings, live office hours for feedback, and paper packets for students without access to the internet. For students that did not bring home their district-provided Chromebooks, arrangements will be made for a distribution/parent pick-up process.

The goal with the shift to remote learning is to allow continued academics and learning. However, there is no substitute for the face-to-face classroom learning and instruction provided by MHS teachers nor for the services provided by support staff. **While providing instructional resources and activities, we are mindful of a variety of equity issues; our goal is to minimize any increase in the achievement gap while continuing to develop all of our students academically. First and foremost, our concern will always be with the development and support of the whole child.**

With that being said, we realize that our students may be going through a variety of emotions and other barriers to their learning, such as but not limited to the following: helping to care for other siblings, struggling with anxiety or fear of the situation, becoming sick/ill, or lack resources or skills to do the work. Students will be provided additional support as needed by teachers to maintain engagement in course content.

DUAL ENROLLMENT, ONLINE COURSES, AND CAREER TECHNICAL EDUCATION COURSES

For Dual Enrollment courses and online courses by entities outside of the control of Milan High School, we are recommending that students contact their respective providers for questions regarding grades and credits. MHS does not have the ability to override the policies of these individual educational entities. It is expected that students will maintain progress in these courses to earn credit per the course providers guidelines.

CTE courses provided by MHS and through the South West Washtenaw Consortium will be following similar instructional guidelines as above. Significant challenges in terms of use of materials and credentialing mean that these courses will be significantly impacted. Students will not be penalized for this impact during the time of closure. Our CTE programs are actively searching for ways to ensure hours, certifications, and LARA requirements are met. Teachers will be communicating with students as updates occur and as support is needed.

ASSESSMENT

Students will be routinely assessed for learning through assignments, class activities, Schoology, and office hour discussions. The feedback provided by and to students will allow for an understanding of student learning which will drive future learning opportunities. Feedback will be done in the following ways: progress monitoring and providing meaningful feedback, coaching students through the work, discussing the work, and communicating progress through PowerSchool. Teachers will collect multiple pieces of evidence of students' learning and mastery. The goal and focus of assessment is participation and discussion of the work. Students will be given multiple ways of showing their understanding of the work with opportunities to provide written and/or digital representations of their learning. Student engagement and communication will be actively monitored and entered into PowerSchool to allow for student and family communication.

STUDENT SUPPORT

Milan Area Schools students with disabilities and English Language Learners (ELL) are general education students first and foremost. The supports and framework for delivery of instruction have been developed with the needs of all students in mind. As a full inclusion district our classroom and elective teachers ensure equity in access in every lesson that they develop.

In addition to the outstanding support that all students will receive from our general education teachers, students with disabilities will continue to receive support from their special education services providers. Teacher Consultants will work with classroom teachers to ensure that all students with disabilities have the support they need to access the work and activities for their class. Teacher Consultants and all other service providers (SLP, SSW, OT, PT) will continue to provide the services and supports that are outlined in each student's IEP and/or 504. In addition, a Secondary ELL Coordinator will be working individually with students on their caseloads to provide assistance for students to access and process coursework.

In order to support the mental well being of our students, School Social Workers, School Psychologists, School Counselors, and Behavior Specialists will work with teachers to support the social and emotional needs of our students during these unprecedented times. also reach out to students and families to offer support and resources for any need which a family may be experiencing. Parents or guardians may also contact building principals to access services from the district support staff in any time of need.

GRADES AND CREDIT

Grades will not be given during this time for a variety of reasons including, but not limited to, the ability of student's to access materials, home-related engagement issues, and other equity concerns. Students who were in good standing, D- or higher, at the time of closure will receive credit for the course. Students who were failing a course will have the opportunity to work with their teacher to complete learning activities and alternative assessments which will provide them with the opportunity to gain credit. Students will not be penalized if they are not able to participate fully in the learning activities for the remainder of the semester.

Seniors will be given the opportunity to receive credit, recover credit, and meet graduation requirements through a variety of initiatives. Seniors will not be denied the right to graduate as a result of the state mandated closure impacting required coursework.

Coursework grades and/or credit/no credit for second semester 2020 will not impact student cumulative GPA's or class standing.



MILAN ADULT EDUCATION

Grades 9 - 12



TIME COMMITMENT FOR STUDENTS

For online coursework, students are encouraged to spend the amount of time needed to maintain progress. The providing vendor for the online courses will share guidance and maintain support for completion. For courses taken onsite at Milan Adult Education, the paper packets that were provided will contain all of the content for the remainder of each course. Students are expected to contribute 35 to 40 minutes per day per course to maintain progress on completion of course packets.

COMMUNICATION AND CONNECTION

Teachers will check in with students at least once per week and document all communication with students. This may be in the form of emails or learning management systems (LMS), such as Google Classroom, Schoology, class video conferences, or via phone calls. In addition, teachers will establish office hours of 90 minutes per a week with a minimum of two 45 minute sessions and communicate those times out to families and students. Office hours can be used for additional support, Q&A, or feedback.

INSTRUCTIONAL CONTENT AND DELIVERY

Content for onsite courses will be delivered via online videos, email, recorded videos by teachers, assignments and readings, live office hours for feedback, and paper packets for students without access to the internet.

The goal with the shift to remote learning is to allow continued academics and learning. However, there is no substitute for the face-to-face classroom learning and instruction provided by MAS teachers nor for the services provided by support staff. **While providing instructional resources and activities, we are mindful of a variety of equity issues; our goal is to minimize any increase in the achievement gap while continuing to develop our students academically. First and foremost, our concern will always be with the development and support of the whole-student.**

With that being said, we realize that our students may be going through a variety of emotions and other barriers to their learning, such as but not limited to the following: helping to care for other siblings, struggling with anxiety or fear of the situation, becoming sick/ill, or lack resources or skills to do the work. Students will be provided additional support as needed by teachers to maintain engagement in course content.

ASSESSMENT

Students will be routinely assessed for learning through assignments, class activities, and office hour discussions. The feedback provided by and to students will allow for an understanding of student learning which will drive future learning opportunities. Feedback will be done in the following ways: progress monitoring and providing meaningful feedback, coaching students through the work, and discussing the work. Teachers will collect multiple pieces of evidence of students' learning and mastery. The goal and focus of assessment is participation and discussion of the work. Students will be given multiple ways of showing their understanding of the work with opportunities to provide oral, written, and/or digital representations of their learning. Student engagement and communication will be actively monitored.

STUDENT SUPPORT

IEP and 504 plans will be updated as required by law. Teacher Consultants will work with their caseloads and general education teachers to ensure that the requirements of these plans are being met to the best of their abilities. English Language students will also be communicated with and supported by a Secondary EL Coordinator on a weekly basis.

GRADES AND CREDIT

Grades will not be given during this time for a variety of reasons including, but not limited to, the ability of student's to access materials, home-related engagement issues, and other equity concerns. Students who were failing classes at the time of the closure will be given the opportunity to show competence throughout the remainder of the closure so as to regain credit.

Students who were in good standing, D- or higher, at the time of closure will receive credit for their course.

Students will not be penalized if they are not able to participate fully in the learning activities for the remainder of the semester.

Graduating students will be given the opportunity to receive credit, recover credit, and meet graduation requirements through a variety of initiatives. Graduating students will not be denied the right to graduate as a result of the state mandated closure impacting required coursework.