

KALAMAZOO PUBLIC SCHOOLS  
Office of the Superintendent  
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Kalamazoo, MI 49008  
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April 22, 2020

**MEETING ANNOUNCEMENT FOR THE  
KALAMAZOO PUBLIC SCHOOLS BOARD OF EDUCATION**

A remote meeting of the Board of Education of the Kalamazoo Public Schools will be held on **Thursday, April 30, 2020 at 7:00 p.m.** Kalamazoo Public Schools will be live-streaming the April 30 board meeting at 7:00 p.m. on Public Media Network:

<https://www.publicmedianet.org/live-streams>

Additional details will be posted on the Kalamazoo Public Schools website.

KALAMAZOO PUBLIC SCHOOLS

Jennie Hill, Secretary  
Board of Education

- ❖ Please contact the Superintendent's Office in advance of the meeting if auxiliary aids or services for individuals with disabilities are needed.
- ❖ Official minutes of Kalamazoo Public Schools Board of Education open meetings are available for inspection within eight working days of the meeting at the Superintendent's Office, 1220 Howard Street, Kalamazoo, MI 49008.

**KALAMAZOO PUBLIC SCHOOLS**  
**Board of Education Meeting**  
**1220 Howard Street**  
**April 30, 2020 – 7:00 P.M.**

**A G E N D A**

- I. Call to Order**
- II. Pledge of Allegiance**
- III. Attendance**
- IV. Announcements and Recognitions**
- V. Committee Reports/School Reports**
- VI. Correspondence**
- VII. Consent Calendar Items**
  - A. Minutes**  
March 12, 2020 Regular Meeting Minutes
  - B. Business and Financial Reports**  
Purchase Recommendations 2020-39, 2020-40, 2020-41, and 2020-42
  - C. Personnel Items**  
Personnel Changes
  - D. Other**
- VIII. Persons Requesting to Address the Board (3 minutes individual limit)**
- IX. Reports and Recommendations**
  - A.** Continuity of Learning Plan
  - B.** Regional Enhancement Millage Resolution
  - C.** Sale of WKDS 89.9 FM to Western Michigan University Radio Station  
WMUK 102.1 FM
- X. Other Business**
- XI. Comments by Trustees/Superintendent**
- XII. Closed Session (if needed)**
- XIII. Next Regular Board of Education Meeting: Thursday, May 14, 2020**

KALAMAZOO PUBLIC SCHOOLS  
Board of Education  
1220 Howard Street  
March 12, 2020 – Regular Meeting

**I. Call to Order**

President Sholler-Barber called the March 12, 2020 regular Board of Education meeting to order at 7:01 p.m. in the Board Room of the Administration Building, 1220 Howard Street.

**II. Pledge of Allegiance**

The Pledge of Allegiance was recited.

**III. Attendance**

Board members present: Ken Greschak, TiAnna Harrison, Jennie Hill, Jermaine Jackson, Tandy Moore, Jason Morris, and Patti Sholler-Barber. Interim Superintendent Gary Start was also present.

**IV. Announcements and Recognitions**

Communication Specialist Linda Mah presented Kalamazoo Central High School National Merit Scholarship Finalists: Ethan Fonger and Cormac Roth, twelfth grade.

Also in attendance and introduced by Ms. Mah was Valerie Boggan, principal of Kalamazoo Central High School. The students' parents and family members in the audience were also recognized.

Mr. Start stated that KPS took the coronavirus very seriously. He noted that we need to take preventative measures such as:

- If you are sick, stay home;
- Wash our hands with soap and water, if that's not available, use a hand sanitizer that is at least 60 percent alcohol;
- Cover your mouth when coughing;
- Wipe down surfaces; and
- Avoid contact with people who are sick.

Mr. Start explained that the district was taking aggressive measures with its maintenance program by providing disinfecting wipes to staff and classrooms, installing hand sanitizers in all KPS buildings, and treating all KPS buses with a disinfectant. He noted that KPS will stay in close contact with the Kalamazoo County Health Officer/Director Mr. James Rutherford.

Mr. Start stated that the district was focused on addressing the food insecurity of students and their families in the case of a school shut-down, how KPS will provide instruction, how to deal with those families without internet, high risk students with health issues, and employee shortages. He noted that he was proud of all the KPS staff who were doing the best for students and families.

Trustee Moore stated that she would like to hear from other board trustees on what they were hearing from KPS families. She noted that she felt school closure was imminent and wanted to discuss how KPS was preparing for that eventuality.

Mr. Start stated that food insecurity for students was at the top of the list. He noted that KPS had a summer feeding program that could be mobilized quickly. Mr. Start explained that KPS was

looking at different instructional opportunities in case of a closure. He shared that the biggest obstacle for distance learning was the internet. Mr. Start stated that Special Education Director Reuquiyah Saunders was identifying students with health issues, KPS Attorney Counsel Marshall Grate and Assistant Superintendent of Human Resource Sheila Dorsey-Smith were examining union contracts, and Assistant Superintendent of Teaching and Learning Services Cindy Green was exploring online teaching.

Trustee Harrison shared her concern about the coronavirus and its effect on KPS schools and students. She thanked Mr. Start for listening to her concerns. Trustee Harrison stated that she was confident that any decision made by KPS senior staff would be in the best interest of our children.

Trustee Hill stated that she had confidence in the Kalamazoo County Health Department and its decisions regarding our community and health. She noted that the KPS website had the same information on the coronavirus as the Kalamazoo County Health Department. Trustee Hill stated that she was confident that KPS would do what's right by its students.

Trustee Jackson noted that we were in a challenging position in our district. He asked what KPS was doing if parents had different feelings about attending school than the district. Mr. Jackson asked if parents chose to keep their students home would those be unexcused absences.

Mr. Start stated that it would be an excused absence.

Trustee Morris thanked the administration for all of the hard work they were doing on this difficult subject. He noted that many other organizations had emergency plans and asked if KPS had any sort of plan for this situation. Trustee Morris asked if KPS would use this experience and develop a plan for a rapid response team in the future.

Mr. Start stated that KPS does have extensive emergency plans in place. He noted that this particular situation is difficult as there are so many different variables to consider.

Trustee Greschak stated that he hoped this situation would not develop into the need to close schools. He shared his concern for the turmoil it would cause for our KPS families. Trustee Greschak stated that he appreciated the hard work that the administrative team was doing to make educated decisions.

Trustee Moore stated that she was not challenging anyone's hard work; however, the board had not had a conversation regarding this situation. She asked if KPS hourly employees would have uninterrupted pay.

Mr. Start stated that a lot of those decisions would depend on how long this interruption goes on.

Trustee Greschak stated that KPS was cancelling large events, which would help flatten the curve on the spread of the coronavirus.

Mr. Start thanked Trustee Greschak for sharing that KPS was cancelling all large scheduled gatherings as recommended by Governor Whitmer Wednesday night.

Trustee Jackson appreciated hearing the different perspectives from his fellow trustees. He noted that closing school for several weeks doesn't necessarily mean a safer situation for our students, possibly a more dangerous one.



Trustee Moore shared that often children are safer in school than at home. She noted that students are not the most vulnerable but that her concern was for the elderly. Trustee Moore stated that she appreciated the efforts being made by the administration and hoped that KPS could find a way to pay its hourly employees and keep children learning.

President Sholler-Barber stated that KPS was preparing for this situation. She noted that these discussions with the board were very beneficial.

Mr. Start stated that KPS was taking this coronavirus extremely seriously. He shared his concern for the inequity among our students in their availability to the internet for online learning. Mr. Start explained that KPS was working together to solve these concerns.

President Sholler-Barber noted that it was obvious that the KPS senior leadership team was dedicated and focused on the urgency of this issue. She shared that this potential closure would cause a lot of hardship on our families.

Trustee Moore stated that she felt the board needed more detail from the district on this coronavirus situation. She noted that the county health director can't help KPS get learning materials to KPS students. Trustee Moore explained that people in our community will suffer hardship if their children are home from school. She noted that we need to advocate at local, state, and the federal level to help put emergency plans and resources in place.

Trustee Harrison shared that the board does not deal with day-to-day workings of the district. She stated that she stands in support of the decisions that the KPS administrative team was making.

Mr. Start stated he felt that he and the administrative team had been working hard to keep the board members informed of the decisions KPS was making. He shared that they had been trying to be very honest with the board as decisions were made. Mr. Start stated that he was proud of the work that had been done in such a short period of time.

President Sholler-Barber stated that board trustees can call Mr. Start at any time if they have any questions. She noted that KPS had been very good at sending emails and keeping board members up to date on the coronavirus situation.

Trustee Jackson stated that all trustees were entitled to their individual concerns regarding the coronavirus and how it relates to our students. He shared that he was optimistic that KPS may not have to close school. Trustee Jackson noted that this situation was moving quickly and that we really can't predict what will happen tomorrow.

President Sholler-Barber stated that Trustee Moore should feel free to share suggestions or ideas with Mr. Start.

Trustee Greschak stated that the role of the board was not to manage the business of our schools. He shared that he didn't know enough about how a school district operates to be able to offer proper suggestions. Trustee Greschak noted that ideas could be shared; however, the board is not qualified to be telling the district what to do in an emergency situation. He stated that this administrative team knows what they are doing and that the board needs to trust them.

Trustee Hill stated that she had confidence in KPS administration decision making. She noted that board members can talk about their concerns and ideas with other board members in groups of two or three.

President Sholler-Barber emphasized that board members can share their concerns or ideas with Mr. Start at any time.

## **V. School Reports/Committee Reports**

### **Committee Reports**

Operations Committee – *Ken Greschak, chair*, stated that the committee had met on March 3 and had discussed the coronavirus outbreak. He noted that the committee had also discussed the upcoming enhancement millage renewal on May 5 and the new superintendent contract.

Policy Committee – *TiAnna Harrison, chair*, stated that the committee had met on March 3 and had discussed Policy 5.7 Suspension, Exclusion, Expulsion, and Permanent Expulsion. She noted that Director of Student Services Nkenge Bergan had explained the policy in-depth.

President Sholler-Barber shared the upcoming committee meetings:

- Evaluation/Accountability Committee – March 17;
- Communities in Schools Kalamazoo – March 20;
- Teaching and Learning Council – March 21;
- Operations Committee – April 14;
- Policy Committee – April 14; and
- Curriculum Committee – April 15.

## **VI. Correspondence**

Secretary Hill reviewed the correspondence received for the period of February 26 through March 10, 2020. (File #16.)

## **VII. Consent Calendar**

President Sholler-Barber presented the Consent Calendar items: VII.A. February 27, 2020 Regular Meeting Minutes; VII.B. Purchase Recommendations 2020-32, 2020-33, 2020-34, 2020-35, 2020-36, and 2020-37; and VII.C. Personnel Changes.

**MOTION:** Implied to approve the Consent Calendar as presented.

**Disposition:** Voice vote: motion carried, 7-yes, 0-no, 0-abstentions.

Interim Superintendent Gary Start reviewed the purchase recommendations:

- 2020-32 in the amount of \$32,417.00 from the Facilities Management cost center for the purchase of a new John Deere Skid Steer Bobcat for Facilities Management. This will be used to move salt, sand, dirt, rocks, play equipment, and deliveries as needed. This purchase will replace the existing 20+ year old bobcat, which is unreliable.
- 2020-33 in the amount of \$293,068.00 from the 2018 bond for the replacement of piping and pool filter equipment at Kalamazoo Central High School.
- 2020-34 in the amount of \$1,066,255.00 from the 2018 bond for the roof replacement at Northeastern Elementary School.
- 2020-35 in the amount of \$2,462,790.00 from the 2018 bond for the roof replacement and masonry work at Maple Street Magnet School for the Arts.
- 2020-36 in the amount of \$49,610.00 from the 2018 bond for roof work at Dr. Martin Luther King, Jr. in Westwood Elementary School.

- 2020-37 in the amount of \$26,426.60 from the Teaching & Learning Services cost center for the purchase of approximately 6300 books for the Summer Reading Program to encourage and promote reading over the summer.

### **VIII. Persons Requesting to Address the Board**

President Sholler-Barber read the new Policy 1.2 and shared the public participation guidelines:

- Persons requesting to address the board will be asked to complete a sign-in sheet by the end of the public comment period. The portion of that sign-in sheet requiring completion will include: name, school district in which the person resides, and connection to/interest in the Kalamazoo Public Schools. The optional portion will be held private and will include: mailing address, email address, phone number, topic about which they will be speaking and, if authorized and applicable, the organization they represent.
- The presiding board officer will invite persons to come to the podium in the order in which the sign-in sheets were completed.
- If after 30 minutes everyone who has completed a sign-in sheet has not had the opportunity to address the board, the public comment period will be tabled and resume before adjournment.
- Speakers have three minutes each and must stop speaking promptly when signaled.
- Speakers may not address confidential student or personnel matters, but may submit such concerns to the board in writing.
- Speakers are encouraged to provide the board with a written copy of their comments and other appropriate supporting documentation, which will be copied and distributed as needed to appropriate staff/personnel.
- The public is required to exercise common courtesy during the meeting and must follow rule of order. The presiding board officer may terminate public comments that are profane, vulgar, or defamatory, especially if these comments result in a disturbance or breach of peace. Personal attacks against an employee or board member that are totally unrelated to his or her duties are prohibited. If a person engages in disruptive conduct or is out of order, the board presiding officer will strike his or her gavel and warn the person to discontinue their behavior. Further disruptions will result in the person being asked to leave. Refusal to leave will result in being escorted out of the building. (MCL 380.1808)

*Mr. Jim Roschek, Gull Lake*, introduced himself as holding the lease on the Grand Prairie Golf Course. He stated that the Kalamazoo Township suggested they get a beer and wine license for the golf course in order to attract more golfers to the golf course. Mr. Roschek noted that the proximity of this golf course to an elementary school required the submission of a form to KPS. He thanked the board for their time and consideration.

### **IX. Reports and Recommendations**

None.

### **X. Other Business**

None.

### **XI. Comments by Trustees**

Trustee Jackson stated his concern regarding student safety. He noted that the city had recently installed pylons indicating street crossing with the intent for pedestrians to feel safer. Trustee Jackson shared that the city had also done a great job creating safe lanes for bikers. He stated that he would like to see blinking yield signs on North Street where he had seen cars driving 60 miles per hour. Trustee Jackson explained blinking yield signs would make our streets much safer for all children walking in that area.

Trustee Hill stated how much she had enjoyed attending the middle school literacy night on March 5. She shared that she was excited about the robotics program and was able to drive a robot at Hillside Middle School. Trustee Hill also shared that she had attended the Historically Black Colleges and Universities (HBCUs) fair at Phoenix High School on March 5. She stated that she had attended the Kalamazoo County School Officials Association (KCSOA) meeting on March 11.

Mr. Start shared that people assume that schools don't have enough money. He noted that KPS had lost 20% to inflation since 2005. Mr. Start stated that the governor's recommended budget increase only approximate inflation and that for the past 20 years politicians had been cutting taxes, which was not accidental. He noted that at some point politicians were going to have to address a significant need to increase revenue.

Trustee Morris stated that the world was changing fast. He shared that the administrative team was doing everything they could and thanked them for that. Trustee Morris advised that he would like to explore if KPS could continue to pay non-union staff during this potential shut-down.

Trustee Morris stated that he had visited a Community in Schools (CIS) site at Kalamazoo Central High School and that it had been very eye opening and informative. He noted how impressed he had been with CIS Director Mr. James Devers and all that he had done to address KPS students and families. Trustee Morris announced that he would run for a full term on the school board in November.

Trustee Harrison stated that she had attended workshop sessions on the homework gap at a conference in Washington, D.C. She noted that she looked forward to conversations and ways to fill the homework gap.

President Sholler-Barber congratulated Trustee Morris on running again for school board. She noted that Mr. Devers does a fabulous job in keeping the momentum going at CIS. President Sholler-Barber stated that she was happy the transit millage had passed. She asked that the community please keep public education in mind when voting.

## **XII. Closed Session**

President Sholler-Barber moved that the Board convene in closed session at 8:25 p.m. for the following reason:

Pursuant to section 8(e) of the Open Meetings Act, MCL 15.268(e), the board can meet in closed session to consider material exempt from open discussion or disclosure by state or federal statute, and under MCL 15.243 (1)(g), information or records subject to attorney-client privilege are confidential and exempt from public disclosure. Accordingly, I move that the board convene in closed session to review a written legal opinion of counsel Clark Hill PLC, which written legal opinion is exempt from disclosure as privileged and confidential documents pursuant to the attorney-client privilege.

President Sholler-Barber stated that they may or may not return to the floor.

**MOTION:** The motion to move into closed session was seconded by Trustee Morris.

**Disposition:** Roll call vote: motion carried, 7-yes, 0-no, 0-abstentions.

The board returned from closed session to public session at 9:15 p.m.

**MOTION:** It was moved by Trustee Morris, supported by Trustee Jackson, to object to the application to sell alcoholic beverages near a KPS elementary school.

**Disposition:** Roll call vote: motion carried, 7-yes, 0-no, 0-abstentions

**MOTION:** It was moved by Trustee Harrison, supported by Trustee Morris and Trustee Greschak, to amend Section 5 of the interim superintendent's contract.

**Disposition:** Roll call vote: motion carried, 7-yes, 0-no, 0-abstentions

**MOTION:** It was moved by Trustee Greschak, supported by Trustee Jackson, Trustee Morris, and Trustee Harrison to approve the contract for new Superintendent Dr. Rituparna Raichoudhuri.

**Disposition:** Roll call vote: motion carried, 7-yes, 0-no, 0-abstentions

President Sholler-Barber adjourned the meeting at 9:19 p.m.

- IX.** President Sholler-Barber announced the next regular Board of Education meeting date: Thursday, March 26, 2020 at 7:00 p.m.

Respectfully submitted,

Betse Klepper, Recording Secretary  
on behalf of Jennie Hill, Secretary  
Board of Education

KALAMAZOO PUBLIC SCHOOLS  
Office of the Superintendent

TO: Board of Trustees

FROM: Gary L. Start, Interim Superintendent

DATE: April 30, 2020

SUBJECT: Approval of the Attached Purchase Recommendations

RECOMMENDATION: It is recommended that the board approve the purchases reflected on the attached Purchase Recommendation Data Sheets.

RATIONALE: In general, purchases greater than \$24,459 for materials, supplies, equipment, building construction, renovation, or repair are brought before the board for approval.

The attached purchase recommendation data sheets include all purchases that require approval at this time. Aspects of the purchases that are considered significant to the decision-making process are outlined on the data sheets.

**KALAMAZOO PUBLIC SCHOOLS**

**PURCHASE RECOMMENDATION DATA SHEET**

**Board Meeting Date:** April 30, 2020  
**Request Number:** 2020-39  
**Amount:** \$1,199,800.00

**Item:** 4,000 Lenovo 300e G2 Chromebooks @ \$299.95 each

**Cost Center:** 2018 Bond

**Cost Center Representative(s) attending Board meeting:** Nathan McLaughlin

**Description of Need:**

This purchase is for 4,000 Chromebooks to replace end-of-life Chromebooks in elementary and secondary buildings. This includes Google provisioning, asset inventory integration, etching of the KPS logo on the lid, and complete onsite delivery services.[1]

**Vendor:** CDWG.com  
Chicago, IL.

**Number of Proposals Requested:** N/A

**Low Bid Accepted?** N/A

**Additional Information:**

The REMC statewide cooperative acquisitions project is provided as a service for the schools of Michigan. This program has been established through legislation (Michigan Compiled Laws Act 451 Section 380.671) and the rules and regulations of the Michigan Board of Education. The project provides large-volume bid prices on a variety of educational resources, which enables schools and school districts statewide to aggregate purchases and generate savings in tax dollars and staff time.

The 2018 bond included a system-wide budget for purchase and replacement of technology. This purchase is within the overall parameters of the budget.

**KALAMAZOO PUBLIC SCHOOLS  
PURCHASE RECOMMENDATION DATA SHEET**

**Board Meeting Date:** April 30, 2020  
**Request Number:** 2020-40  
**Amount:** \$79,999.68

**Item:** “Science and Sustainability” Teacher and Student Resources

**Cost Center:** Teaching & Learning Services

**Cost Center Representative(s) Attending Board Meeting:** Cindy Green

**Description of Need:**

Lab-Aids Inc. has created “Science and Sustainability” teacher and student resources, both paper and online, which pair with our new Environmental Science course for 9th-grade students. The materials cover research-based best practices including inquiry-based instruction, hands-on learning, and online learning management system.

**Vendor:** Houghton Mifflin Harcourt

**Number of Proposals Requested:** N/A      Received: N/A

**Low Bid Accepted?** N/A

**Additional Information:**

The district spent over two years researching resources for the new 9th-grade environmental science course. Teachers piloted other programs and unanimously found this one to be the best option. The new way of introducing science courses at the high school level will help with state and national assessments. This is the first update to the high school science course requirements since 2009.



**KALAMAZOO PUBLIC SCHOOLS**  
**PURCHASE RECOMMENDATION DATA SHEET**

**Board Meeting Date:** April 30, 2020  
**Request Number:** 2020-41  
**Amount:** \$145,014.37

**Item:** Summer Literacy Independent Reading Program 2020

**Cost Center:** Teaching & Learning Services

**Cost Center Representative(s) Attending Board Meeting:** Cindy Green

**Description of Need:**

The goal of the program is to keep students focused on acquired literacy skills through continued practice of comprehensive strategies during the summer. This purchase, approximately 30,000 books, will allow all rising 3rd, 4th, 5th, and 6th grade students to receive seven self-selected books and one district-selected book to read at their homes every week and a half. The nonfiction and fiction selections will be at the students' independent reading levels. Students will share their opinions with their teachers by writing postcards after reading each book. The program is based on the research of Dr. James Kim and has generated positive effects on reading levels.

**Vendor:**

Mackin	Bulk Bookstore	Barnes & Noble	Bookbug
Burnsville, MN	Portland, OR	Kalamazoo	Kalamazoo
\$139,425.77	\$4,351.90	\$736.70	\$589.41
28,019 books	1,420 books	139 books	59 books

**Number of Proposals Requested:** 6      **Received:** 5

**Low Bid Accepted?** Yes

**Additional Information:**

Of the six bids submitted by vendors, Mackin provided the lowest bid for the greatest number of titles (28,019 out of 29,439 books). This summer reading program is in its eleventh year of providing literacy support to students. Research indicates that students have a "summer slide" that the district is trying to mitigate with the encouragement to read books of choice by students.

**KALAMAZOO PUBLIC SCHOOLS**  
**PURCHASE RECOMMENDATION DATA SHEET**

<b>Board Meeting Date:</b>	April 30, 2020
<b>Request Number:</b>	2020-42
<b>Amount:</b>	\$72,687.00

**Item:** Furniture for the Ravine Road Transportation Facility

**Cost Center:** 2013 Bond

**Cost Center Representative(s) Attending Board Meeting:** Karen Jackson

**Description of Need:**

This purchase recommendation is for the complete furniture package for the new Ravine Road Transportation Office and Garage. This includes furniture for the ten offices, four workstations for additional helpers during high volume times, two conference rooms, dispatch, lobby/waiting and child watch areas, break rooms for office staff and mechanics, a training room, and spaces for bus drivers including the drivers lounge, quiet room, and reading room.

**Vendor:** West Michigan Office  
Kalamazoo, MI

**Number of Proposals Requested:** 11      **Received:** 9

**Low Bid Accepted:** Yes

**Additional Information:**

<b>Bid Amount:</b>	\$ 125,000.00
<b>Contingency:</b>	<u>\$ 72,687.00</u>
<b>Under/(Over):</b>	\$ 52,313.00

KALAMAZOO PUBLIC SCHOOL  
Office of the Superintendent

TO: Board of Trustees

FROM: Gary L. Start, Interim Superintendent

DATE: April 30, 2020

SUBJECT: Personnel Changes

RECOMMENDATION: It is recommended that the board approve the following employment changes:

- I. Employment
  - A. Professional/Management
    - Brian S. Berheide**, Social Studies Teacher, Kalamazoo Central High School, 3/23/2020
    - Rachael K. Franks**, Early Childhood Special Education Teacher, School - To Be Determined, 8/25/2020
    - Alyssa J. Greenberger**, Second/Third Grade Teacher, Indian Prairie Elementary School, Rehired: submitted resignation and wishes to remain with Kalamazoo Public Schools, 3/23/2020
    - Kathryn B. Kuropas**, Math Teacher, Milwood Magnet School: A Center for Math, Science and Technology, 4/13/2020
    - Marcus S. Moore**, Math Teacher, Kalamazoo Central High School, 4/20/2020
    - Nicholas J. Wasylyshyn**, Math Teacher, Loy Norrix High School, 8/25/2020
  - B. Classified
- II. Promotions/Key Transfers
  - A. Professional/Management
  - B. Classified
- III. Leaves of Absence
  - A. Professional/Management
  - B. Classified
- IV. Terminations
  - A. Professional Management
  - B. **Kenneth B. Martin, Jr.**, Clinical Social Worker, Student Services, 3/25/2020, Resignation
  - Jamie M. Ottusch**, Science Teacher, Milwood Magnet School: A Center for Math, Science and Technology, 6/30/2020, Resignation

- C. Classified
  - Elizabeth M. Jasiak**, Assistant Payroll Supervisor, Business & Finance Department, 4/2/2020, Resignation
  - Jenoeva G. Williams**, School Secretary, Hillside Middle School, 3/20/2020, Resignation
- V. Termination from Leave of Absence
  - A. Professional/Management
  - B. Classified
- VI. Return from Leave of Absence
  - A. Professional/Management
  - B. Classified

KALAMAZOO PUBLIC SCHOOLS  
Office of the Interim Superintendent

TO: Board of Trustees

FROM: Gary L. Start

DATE: April 30, 2020

SUBJECT: Continuity of Learning Plan

RECOMMENDATION: It is recommended that board receive the attached Continuity of Learning Plan. It is further recommended that the Board approve the following statement:

*For the duration of the Plan, the board holds in suspense any board policy that conflicts with any component of the Continuity of Learning Plan.*

RATIONALE: Although Executive Order 2020-35 asks for a description of how board members collaborated in development of the plan, it does not specifically require board approval. However, this recommendation does take into consideration the fact that certain aspects of the plan will conflict with existing board policies. An example is policy 4.3, Graduation Requirements. The plan reduces some of the graduation requirements in light of the shortened school year. Accordingly, this recommendation suspends that policy, as well as any other policy that conflicts with the Continuity of Learning Plan.

Districts across the state have had very little time to develop Continuity of Learning Plans. Accordingly, most, or all, of these plans are a work in progress, and will likely be modified as better approaches are identified.

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

As a result of COVID-19 and the closing of school buildings for the 2019-2020 School Year, school districts must submit a Continuity of Learning and COVID-19 Response Plan (“Plan”) in order to continue to receive state aid for operations. Although schools are closed and not providing in-person instruction, teaching and learning must continue. Michigan educators have been called to provide our students with continued learning.

There are varied states of readiness to provide continuity in learning among districts. Even within districts of multiple school sites, there are varied states of readiness. It is expected that schools will provide instruction at a distance using a variety of methods that meet local needs, including printed materials, phone contact, email, virtual learning, or a combination to meet student needs. We should avoid if continuity in learning can only occur through online means.

While many educators have been providing distance learning opportunities, the Governor’s Executive Order ([EO 2020-35](#)) requires all schools to begin providing learning opportunities for all students no later than April 28, 2020. Districts who are able to begin their plans earlier are encouraged to do so.

Each District shall submit a single completed Assurance Document, Budget Outline, and Continuity of Learning Plan to its Intermediate School District. Each Public School Academy shall submit a completed Assurance Document, Budget Outline, and Continuity of Learning Plan to its Authorizer. A single Application should be filed for the district rather than multiple applications for individual schools within a district. The following items are required for the application which may be submitted beginning April 8, 2020:

1. Assurances Document
2. Continuity of Learning Plan
3. Budget Outline

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

### **Guiding Principles**

As Districts and Public School Academies complete the Assurances and Continuity of Learning Plans, they should consider utilizing the following principles to guide their work:

#### **Keep Students at the Center**

Intentional outreach to continue building relationships and maintain connections. Help students feel safe and valued. At minimum, plan to do the following:

- **Plan for Student Learning:** Build on each student’s strengths, interests, and needs and use this knowledge to positively affect learning.
- **Develop a Weekly Plan and Schedule:** Offer routines and structures for consistency and for the balancing of think time, work time, and play time for health and well-being.
- **Contact Families:** Partner to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority. Provide translations, as necessary.

#### **Design Learning for Equity and Access**

Plan and deliver content in multiple ways so all students can access learning.

- **Teach Content:** Set goals using knowledge of each student, content area standards, and of Michigan Merit Curriculum.
- **Deliver Flexible Instruction:** Consider how to deliver content depending on tools and resources accessible to each student. Alternative modes of instruction may include use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a combination to meet diverse student needs.
- **Engage Families:** Communicate with families about engagement strategies to support students as they access the learning. Families are critical partners. Provide translations, as necessary.

#### **Assess Student Learning**

Manage and monitor student learning and plan what is next for learning including the potential need for summer and supplemental learning.

- **Check Student Learning:** Use a variety of strategies to monitor, assess, and provide feedback to students about their learning.
- **Make Instructional Adjustments:** Use formative assessment results to guide educators’ reflection on effectiveness of instruction and to determine next steps for student learning.
- **Engage Families:** Communicate with families about assessment results in order to inform next steps and the potential for supplemental summer learning. Provide translations, as necessary.

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

Date Submitted: Monday, April 27, 2020

Name of District: Kalamazoo Public Schools

Address of District: 1220 Howard Street

District Code Number: 39010

Email Address of the District: [communications@kalamazoopublicschools.net](mailto:communications@kalamazoopublicschools.net)

Name of Intermediate School District: Kalamazoo Regional Educational Service Agency

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 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 childcare 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: Monday, April 27, 2020

Name of District: Kalamazoo Public Schools

Address of District: 1220 Howard Street

District Code Number: 39010

Email Address of the District Superintendent: [startgl@kalamazoopublicschools.net](mailto:startgl@kalamazoopublicschools.net)

Name of Intermediate School District: Kalamazoo Regional Educational Service Agency

Name of Authorizing Body (if applicable): N/A

In accordance with Executive Order 2020-35 a Plan must include all 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:

Kalamazoo Public Schools will use multiple means other than in-person contact with students during the executive order 2020-35 and 38. The district will use mixed media delivery that includes online, email, text, phone, and learning packets at food sites to reach all students. Teachers have and will continue to develop lessons online to connect students to learning. Training occurred for staff the week of April 13. The professional development training sessions were set up on three days to allow staff to learn alternate modes of instruction. Two sessions were presented. One session taught teachers and staff how to set up a virtual class meeting and the second session covered the classroom in the Google platform. There were three choices of sessions to address the social-emotional needs of students through online connections, phone conversations, emails, and text messages. In addition, sessions were offered on how to set up a distance learning plan for students with disabilities.

The district offered Chromebooks to high school students who needed a device. Approximately 1200 Chromebooks were given to students in need. This number included 200 Chromebooks donated by a local business, who like the district, had Chromebooks to replace. Additional devices are needed to meet the needs of students. The district continues to work with community agencies to problem-solve how to meet the needs including devices and Internet connections issues. Chromebooks will be loaned to students who need a device from pre-kindergarten through high school with the expectation that the device is returned when school resumes in person.

The Kalamazoo Promise and the City of Kalamazoo are working to pilot options for students. A wireless device is being discussed which would be mounted in two to four Metro buses that would allow internet access in the area. Individual cards to use for internet hook up will also be piloted. The costs are out of reach for our district to purchase as the companies want a year of ongoing connection costs paid for upfront with the devices. The Kalamazoo Public Library is also assisting with this endeavor. Additional businesses will be contacted to donate more Chromebooks.

During the four-week closure time through the end of spring break, the district provided learning packets at all grade levels, pre-kindergarten through high school for students on the KPS website called the Learning Hub. The Learning Hub has resources used by the district and free resources for students and families to use. In addition, the learning packets are printed and distributed at the 24 food sites for students. The learning packets and materials (pencils, paper, crayons, and other supplies) will continue through the end of the school year at all age levels on Mondays, Wednesdays, and Fridays.

At the pre-kindergarten level, materials are produced using the Child Observation Record (COR) resources in the curriculum. This is a high-quality tool for early education that measures areas of growth and development. The materials are made available on the Learning Hub as well as in hard copy at the food sites. In kindergarten through eighth grades, the learning packets are directly related to the KPS curriculum. Starting the week of April 27, an essential standard with a lesson for all four content areas (English Language Arts, mathematics, social studies, and science) will be set up in a matrix chart for teachers to access. The same lessons will be printed in hard copy to be distributed. On Mondays, ELA

and math packets will be distributed. On Wednesdays, social studies and science packets will be distributed. On Fridays, social-emotional, specials (art, music, and physical education), and community supports information will be distributed. High school learning packets will be developed to cover the core content areas as well and distributed through the staff at each school.

For pre-kindergarten through fifth grades, teachers will provide three synchronous (real, live virtual) lessons per week. The sessions will be 15-30 minutes in length depending on the age-level and content being presented. Teachers will focus on the essential standard of the week and help guide students to other resources and learning activities in each educator's Google Classroom. Students can do the activities on their own time frames.

Middle school teachers will provide two synchronous lessons per week for 20-45 minutes each lesson. The lessons will be provided according to the class periods with a staggered time period. There will be an essential standard for the week in the four core content areas (English Language Arts, mathematics, science, and social studies). Additional resources will be provided and explained in the educator's Google Classroom.

High school teachers will provide two meaningful instructional periods online through their prep classes. The plan is for teachers to have two or less preps; although some teachers have indicated that they wish to keep all of their preps. Students will have the synchronous lessons by the class taught by prep as opposed to class periods where the course presentation would be repeated. The lessons will be 80-120 minutes per week.

Senior students on-track for graduation will be allowed to graduate with 23.5 credits instead of 26 if the credits are the minimum 18 Michigan Merit Curriculum for the Kalamazoo Central High School and Loy Norrix High School. Senior students attending Phoenix High School and the Kalamazoo Innovative Learning Program will need 18 credits instead of 19 credits if the credits are the minimum 18 Michigan Merit Curriculum. Additional courses (American Literature, Creative Writing, Literature through Films, Novels of Choice, Forensics, Drama II, Journalism, and Advanced Journalism) related to English Language Arts will count toward the ELA requirements in the district instead English A or B. Government (Civics) will be reduced from 1.0 requirement to .5. All senior students are expected to continue classes through the end of the school year, June 12, 2020.

Students with English as Second Language (ESL) will continue to receive support services. Specialized staff will continue to reach out to students needing ESL support. Specific materials and resources will be provided to those students. This outreach includes additional staff reaching out weekly by online services, phone calls, emails, and text messages to monitor academic and non-academic needs.

All teachers will provide students and families two, two-hour periods of time for Virtual Office Hours. This is a time period outside of the synchronous lessons where students and families can join Google Hangout Meet, phone, text, or email the teacher for assistance. The teachers have flexibility as to when they set the two-hour time periods but must notify their

students and families well-ahead of time and try to stay consistent with the virtual office hours.

### Special Education

Students with special services will receive additional support. This includes students with disabilities, students with English as a Second Language, students with specialized services through Reading Recovery or tutoring, and students with academic talents. Teachers in the specialized areas will have times on Tuesdays and Thursdays to touch base and meet with those students at all levels. Teachers will be co-teachers in the Google Classrooms for K-12 where relevant to know the work needed as well as providing additional support based on the needs (social-emotional, health, and other areas) of the students weekly.

In addition, all students with an Individualized Education Plan and Section 504 Plan will have Distance Learning Plan. This plan will outline support provided to students with disabilities during this time period. Professional development sessions were provided the week of April 13 to assist staff in developing the plans. Details on the Distance Learning Plan for KPS students are in this link: [Distance Learning Plan Companion for Special Educators Guidance Document](#)

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.

District/ PSA Response:

The district continues to keep students at the center focus throughout this pandemic with school closures. Outreach to students and families has been in multiple ways including the district will provide specific support at all different levels including building relationships, maintaining connections, and helping students to feel safe.

The district operates 24 food sites for assistance during this time period. At all 24 sites, learning packets are provided for all age levels. Food service personnel take care of handing out the food. Teachers, principals, and central office administrators pass out the learning packets. This happens every Monday, Wednesday, and Friday and will continue for the rest of this school year. Relationships are formed and maintained as there are site captains who stay at the same sites. Students appreciate the support and there is more calmness with familiar faces.

The district provides additional support through written materials provided with the learning packets. This includes community resources for assistance, numbers to call for emergencies, social-emotional guides/tips, and additional ways of staying safe.

Support staff will be utilized to assist teachers and staff in locating students and encouraging students to stay connected learning. This includes paraprofessionals, behavioral support staff, hourly tutors, campus safety, and others. They will make phone calls, send emails or text messages, and encourage students. They will inform students and families to connect to the

synchronous learning and Google Classrooms to the greatest extent possible or obtain the learning packets. The support staff will stay connected to teachers as to what work is due and what is needed. They will provide assistance with the social-emotional aspect of this time period.

Principals in grades pre-kindergarten through 12th grade will take the total number of staff members in their schools and divide this number by the number of students in order to assign everyone a number of students to stay connected with until the end of the school year. For instance, if there are 400 students in the building and 50 staff members, each staff member will be assigned 8 students to build a virtual relationship to stay connected. They will check on the students weekly. Details on supports for students with IEPs, Section 504 Plans, and ESL services are addressed in #1.

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

District/ PSA Response:

On Monday, March 16, 2020, the district initiated a Learning Hub on the KPS district website. The Learning Hub contains information and resources for students and families to use. There are videos, connections to online learning from current resources used by students in the district, free resources, connections to other resources for learning, and learning packets. The learning packets are printed three times a week and delivered at the 24 food sites for students.

The district uses email, text, and phone messaging to connect students to learning. Building principals create staff and family communications. Teachers and staff are reaching out to their students to find out what ways work for each one.

Pre-kindergarten teachers are focused on the current curriculum Child Observation Record (COR) to keep the same style of teaching so students and families are familiar with the content. Parents continue to provide positive feedback. They will continue this method of reaching out for the remainder of the 2019-2020 school year with resources provided in the Learning Hub as well as hard copies at the 24 food distribution sites. Synchronous online lessons will be provided virtually three times a week for 15-20 minutes each session. Phone calls, text messages, and robo calls will be included to reach every child.

Elementary and middle school teachers will have an essential standard and lesson in the four core content areas (ELA, math, social studies, and science) which is available for all. They will include synchronous lessons, Google Classroom asynchronous lessons, phone calls, emails, and text messages to connect students to learning.

High school teachers will provide 80-120 minutes of synchronous lessons during the week with additional resources in the educator's Google Classroom. They will work to keep students connected to learning. Support staff will be used to encourage students and keep the connections as well. Online learning, emails, text messages, and phone calls will be used. All

high school students have GMail accounts and continue to use this form of communication. The teachers will combine their prep periods to deliver the synchronous learning. Social-emotional supports will continue to be provided for this age group on the Learning Hub as well as the printed learning packets provided at the food sites.

Senior students have been given highest priority with GradPoint and Advanced Placement courses starting back up the week of April 13, 2020. GradPoint is used for credit retrieval. The administrative staff in the high schools are reviewing all records and working to get all students on-track for graduation. High school counselors, teachers, support staff, and administrators will continue to monitor closely those classes needed for graduation. Learning supports for students with IEPs, Section 504 Plans, and ESL services are addressed in #1.

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

District/ PSA Response:

Pre-kindergarten through fifth grades will have teachers providing specific feedback for work. This will include feedback in group synchronous lessons, online feedback, and feedback through emails, phone calls, and text messages. There will be a concentration on helping students to stay focused on an essential standard of the week.

Students will receive a pass/incomplete at the end of the marking periods. No grades will be given.

Middle school and high school students will be encouraged to complete work and work collaboratively together on project-based activities as well as the content being presented by teachers. Secondary students will be provided specific feedback for their grades, but no grades will be given at the end of the courses. Secondary students will receive credit/no credit.

All students are encouraged to provide a "good faith effort" in all that they attempt to do. Students will not be penalized for their inability to fully participate in learning and support addressed in the plan. This is certainly a time period where several ways will be explored as to how to deliver needed instruction. Patience, flexibility, and grace are needed at all levels.

Principals will check in at least weekly with teachers to see how things are going. This feedback will be provided to the director of elementary education and the director of secondary education.

Teachers will record in *Illuminate* (KPS database system) the weekly contacts that they have with their students. At the elementary level, records will be maintained by the homeroom classes. At the secondary level, this will be the 2nd hour class. The record will be reviewed by principals weekly to report to the director of elementary and the director of secondary education how many students are connecting to learning and if there are any missing students, how are staff members reaching out to them.

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

District/ PSA Response:

Additional expenses are being incurred by the district due to the COVID-19 pandemic. Costs for printing, food service, facilities management, and other areas continue to increase. There are additional needs for our students to participate in online learning. Additional devices are needed for students as well as Internet connections. Please see the chart for the budget and explanation of items needed for facilities.

<b>Continuity of Learning and COVID-19 Response Plan Budget</b>	
Kalamazoo Public Schools	
For the 2019/20 School Year	
<b>Sources of Revenues: General Fund, Federal CARES Act, various Title sources, Section 31a At Risk,</b>	
applicable grants, and USDA Unanticipated School Closure Summer Food Service Program.	
Please note: Not all items listed below may be completed if funding is not available	
<b>Description</b>	<b>Estimated Expenses</b>
Printing and distribution of Learning Packets	\$587,500
Books for Students - Addition of Grades PreK, K, 1	120,000
Books for Students - Addition of Grades 6,7,8	150,000
Student Devices - Chromebooks with Internet Bundle	2,250,000
HotSpot Devices	1,100,000
Instructional Support Staff Devices - Chromebooks	87,500
Grad-Point - additional licensing	16,000

Curriculum Development	3,300
Custodial Supplies for additional cleaning of buildings	75,000
Food Service - Food Distribution	1,565,000
<b>Total</b>	<b>\$5,954,300</b>

**Budget: Executive Order 2020-35, Section III - District employees permitted in district buildings.**

Executive Order 2020-35, Section III states in paragraph A:

Notwithstanding the closure of school buildings under Executive Order 2020-11 or any executive order that may follow it, district employees or contractors necessary to conduct minimum basic school operations consistent with a Plan, including those employers or contractors necessary to facilitate alternative modes of instruction, such as distributing materials and equipment, or performing other necessary in-person functions, are permitted to be physically present in district buildings, as determined by district administrators. District employees and contractors performing these functions are performing necessary government activities for purposes of Executive Order 2020-21 or any executive order that may follow it. Districts must adopt social distancing practices and other mitigation measures to protect district employees and contractors...

On May 8, 2018, the voters in the Kalamazoo Public School District passed a \$97 million bond issue. Projects funded in the bond issue included (1) upkeep and upgrade of facilities including roofs, mechanical and electrical equipment, ceilings, windows and doors, generators, flooring, site improvements, parking lots, building marquees, etc.; (2) safety and security improvements including secure vestibules, security cameras, fire alarm systems, public address systems, and other security equipment; (3) technology equipment; (4) replacement of an elementary school; (5) the remodeling and an addition to the alternative high school; (6) construction of a new district kitchen facility; and (7) districtwide equipment replacement including buses, playground, telecommunications, food service, and art/music equipment, furniture, and library books. An aggressive construction schedule was established over four years to conduct construction activities in 32 district buildings. An established list of projects, varying in scope, size and dollar amount, was published and communicated with the community.

In addition to the 2018 bond, the district had also passed a bond issue in May 2013. The last remaining unfinished project in the 2013 bond is the construction of a new transportation



facility. After the purchase of 25 acres of land, construction finally started July 2019 on this project.

Altogether, the district has approximately \$23 million worth of construction contracts either under construction or scheduled to begin either spring break (April 4, 2020) or scheduled to begin at the end of the 2019-2020 school calendar. The district is also currently in the design or bid phase for construction projects scheduled to begin in October 2020. Listed below is a complete list of all scheduled projects for 2020.

1. Administration Building - BCC #PR2020BCC000916 - This project has been submitted to the State and is ready to go to bid. Scope includes all new mechanical systems, along with window, lighting and ceiling replacement. This project is estimated at \$2.7 million. Construction is scheduled to begin in October 2020. It is critical that this project stay on track. The building will not have heat next fall and there are approximately 80 staff that will need to be relocated to other district facilities. Jeff Meyer, the district's plumbing/HVAC/BMS foreman (MPL #8110830 and PAL #8400099) states:

*"There has been significant failure to the overall system this year, and it has required constant monitoring to ensure that the building had heat for occupancy. As major components of the overall mechanical system have failed, climate control for zoned areas has been exceedingly difficult to maintain. Repairs to the system have been made whenever possible, but some equipment is obsolete, and repairs were not possible. In addition to climate temperature control, and even more important by my estimation, is the ability to operate the equipment safely.*

*We are currently running a 1958 Titusville "Iron Fireman" low pressure steam plant to provide heat to the building. During my tenure with KPS, this boiler has had multiple repairs, including: complete burner replacement, multiple tube replacement, low water cutoff replacement, stay bolt replacement, welding repairs to the waterside can at the burner mount, and pass thru nipple welds. There is currently a large bulge at the back-tube sheet and back firewall which I consider to be indicative of temperature related metal fatigue. Extra steps were taken this fall as the boiler was reassembled to the back plate to ensure carbon monoxide stayed directed toward the chimney, both at the fire plug and 2nd pass access doors. Even though this boiler passed its annual state mandated CSD-1 inspections, the continuing metal fatigue brought on by the heating season has given me significant worry. I am very concerned that the vessel is past its safe operating parameters.*

*With the overall condition of the system, (aged air handlers, failed heat exchangers, obsolete pneumatic controls, a failing chiller, and a cooling tower which is past its life expectancy ) I would strongly urge that this project move forward for the health, safety and comfort of the occupants."*

Given the severity of the mechanical system at this building, it is imperative that the occupants move by October 2020. They will be moved to three separate district facilities so that they can continue to administer from district properties with minimal disruption.

2. Phoenix High School - BCC #PR2018BCC-002563 - Construction on this project began in June 2019 and was scheduled to be completed by July 2020. Construction ceased on March 23, 2020 in accordance with the Governor's Executive Order 2020-21. Construction costs total \$6.5 million. The scope includes remodeling the existing building including new HVAC system along with a 20,000 square foot addition including new classrooms, offices and gymnasium. Completion of this project this summer is critical. The program is currently housed in the South Westnedge facility which is scheduled to have Administration Building personnel occupy in October 2020.

3. Transportation Facilities - BCC #PR2018BCC-001815 - Construction on this project began in July 2019 and was scheduled to be completed by July 2020. Construction ceased on March 23, 2020 in accordance with the Governor's Executive Order 2020-21. Construction costs total \$6.8 million and the overall project is 56% complete. The scope includes a new 20,000 square foot building housing offices, a bus garage and space for bus drivers, along with site work for 120 buses and staff parking. Completion of this project this summer is critical. The existing Transportation offices are scheduled to be occupied by Administration Building personnel beginning in October 2020.

4. King-Westwood Elementary - BCC #PR2019BCC002383 - This \$1.3 million project was approved by the Board of Education on January 30, 2020. Construction for the new addition was scheduled to begin April 4, 2020 with completion of the entire project by the end of August 2020. Scope includes a new secure vestibule, a new classroom addition, electrical panel upgrades and new lockers. A critical part of this construction project involves creating a secure vestibule which will allow for better entry screening and enhance the safety and security of the school. The secure vestibule will be especially beneficial for screening purposes during the COVID-19 pandemic. In order for the school to open for the 2020-2021 school year, construction must be complete in August.

5. Winchell Elementary - BCC #PR2019BCC002336 - This \$900,000 project was approved by the Board of Education on January 30, 2020. Construction for the secure vestibule addition was scheduled to begin April 4, 2020 with completion of the entire project by the end of August 2020. Scope includes a new secure vestibule, remodeling of existing offices, new lockers, a digital marquee and a new HVAC system in the cafeteria. A critical part of this construction project involves creating a secure vestibule which will allow for better entry screening and enhance the safety and security of the school. The secure vestibule will be especially beneficial for screening purposes during the COVID-19 pandemic. The secure vestibule/office remodel must be complete in order to start the 2020-2021 school year.

6. Kalamazoo Central High School - This project totals \$275,000 and includes piping replacement in the athletic wing as well as new pool filter equipment replacement. This emergency work is required due to the deterioration of 45+ year old piping and pool equipment. The main gymnasium floor had to be replaced this past fall due to flooding and failure of piping. Currently there are over 35 clamps securing the existing decayed piping. It must be complete to protect the recent investment of the gym floor and to keep this portion of the building occupiable.

7. Maple Street Magnet School - roof replacement and masonry work. This \$2.3 million project was board approved on March 12, 2020 and scheduled to begin mid-June with completion by the end of August 2020. It is imperative that the replacement of the roof on the 139,000-square foot building and associated masonry work be completed before the start of the 2020-2021 school year to maintain structural integrity, and the health and safety of the building occupants. Multiple leaks throughout the building have created safety issues in the corridors. Water on the floors or barrels in the corridors are a safety hazard to students and staff. Replacement must be complete when the building is not occupied.

8. Northeastern Elementary - BCC #PR2019BCC002255. Two projects total \$2 million for this building. Scope includes roof replacement, installation of a new secure vestibule, remodeling the main office, lighting replacement throughout, a new public address system and a new generator with emergency lighting. These projects were approved by the Board of Education on January 30, 2020 and March 12, 2020. A critical part of this construction project involves creating a secure vestibule which will allow for better entry screening and enhance the safety and security of the school. The secure vestibule will be especially beneficial for screening purposes during the COVID-19 pandemic. Construction must be complete by the start of the 2020-2021 school year to maintain structural integrity, and the health and safety of the building occupants.

9. Loy Norrix High School - BCC #PR2019BCC002441. This \$3.5 million project was approved by the Board of Education on February 13, 2020. Scope includes several site projects including restructure/replacement of the all parking lots. In addition to replacing the entire parking lots is the creation of a separate bus loading and unloading area. Safety and security of all students is essential and isolating buses from the rest of the vehicular traffic on site will improve their safety. Other site projects include replacement of the tennis courts, reconfiguration of the softball field and replacement of the track. Interior projects include stairwell enclosures required by the MDE Office of Civil Rights, classroom and office flooring replacement, elevator replacement, a new pool boiler and ventilation for pool spectators as well as electrical upgrades for new technology equipment. Construction of the softball field and tennis courts was scheduled to begin April 4, 2020.

10. Arcadia Elementary - BCC #PR2020BCC000176 - This \$475,000 project was approved by the Board of Education on February 13, 2020 and includes installation of a secure vestibule, replacement of the public address system and clock system, student restroom remodel, and sitework. A critical part of this construction project involves creating a secure vestibule which will allow for better entry screening and enhance the safety and security of the school. The secure vestibule will be especially beneficial for screening purposes during the COVID-19 pandemic. The project is scheduled to be complete by the end of August 2020. The secure vestibule must be complete in order to start the 2020-2021 school year.

11. Greenwood Elementary - BCC #PR2020BCC002334 - This project totals \$400,000 and includes the installation of a new secure vestibule, replacement of boilers and asphalt replacement. These projects were approved by the Board of Education on February 13, 2020. Construction must be complete by the start of the 2020-2021 school year. A critical part of this construction project involves creating a secure vestibule which will allow for better entry screening and enhance the safety and security of the school. The secure vestibule will be especially beneficial for screening purposes during the COVID-19 pandemic. Three of the existing six modular boilers do not work. The remaining three are unreliable and lack the capacity to heat the entire building. In order to ensure the safety and comfort of the building's occupants, this work must happen this summer.

12. The Woodward School for Technology & Research - BCC  
#PR2020BCC000178. Locker replacement throughout this building was approved by the Board of Education on February 13, 2020. The work totals \$125,000 and must be complete before the return of students for the 2020-2021 school year. Woodward is on a balanced calendar and is scheduled to begin classes mid-July 2020.

13. ALP / Oakwood School - locker replacement - BCC  
#PR2020BCC000177. Locker installation was approved by the Board of Education on February 13, 2020. The work totals \$36,000 and is scheduled to be complete this summer.

The aforementioned projects are required to continue and/or proceed with essential infrastructure repairs and improvements for the district to provide and maintain safe and secure facilities for our students, staff and public. It is the opinion of our construction manager that if construction work cannot resume on or about May 1, 2020, we will be at a critical junction where contractors' ability to prosecute the required work for occupancy by September 1, 2020 may be in jeopardy. In addition, continued work suspension will increase the district's financial risk and decrease our ability to mitigate contractors' claims.

6. 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:

Since the school closure, the district has been working with stakeholder groups to make learning opportunities available. The Learning Hub on the KPS website was created by district administrators with input from teachers, lead-teachers, coaches, staff, families, and community members. Several stakeholders have sent ideas and information on valuable resources to include on the Learning Hub and continue to do so.

District representatives met with the KEA Association President and MEA Uniserv Director to collaborate on the plan. Meetings were held to adjust the plan. The input helped to create documents that were meaningful to all. In addition, a Letter of Agreement was developed and signed by both parties.

A Google spreadsheet was provided for ongoing input. This included members of the KPS Leadership Team COVID-19, Teaching and Learning Services, and Student Services. There has been ongoing support from the leadership team.

The Board of Education's curriculum committee met to review the plan and provide input. The information involved an analysis of current Board policies and how adjustments were needed for seniors. The board members appreciated flexibility and agreed that the changes were needed. All board members were provided opportunities to review and comment on the plan.

The KPS District Improvement Team reviewed the plan. This team consists of teachers, administrators, and parents/guardians. Details of the plan were shared for input.

A family survey was sent to the parents/guardians of all KPS students. With over 13,000 students, there were 2,787 responses. While the overwhelming responses (98%) indicated that they had Internet access, it is clear that close to 9,000 did not respond and it is well-known from information gathered at food sites and other means that a large number of families do not have Internet access. From those that responded, 42% indicated that they would like the teacher to contact students at least twice a week. Families indicated several means of communicating with teachers including email, text messages, phone calls, US Mail, Google Meet or Zoom, Class DoJo, Remind app, and learning packets. Nearly a third of the responses came from each of the high schools with comments of concern about high school students continuing their education. The comments focused on helping families to continue learning for their children, provide structure for the days, and assist with devices to connect to the Internet. Several families have more than one child and/or have working parents that need the devices at home, too. There were comments of appreciation for what is being done with the emphasis on being patient and flexible.

Families and community agencies continue to reach out to school personnel to assist. Input via email and phone calls have been added to the plan. Community agencies such as Gryphon Place and Interactive Service Agency have offered to assist with mental health support. The Kalamazoo Promise, City of Kalamazoo, Kalamazoo Public Library, and the Kalamazoo Foundation have reached out seeking ways they can assist. The group is working to find ways to get Internet access to students.

Principals will reach out to their Parent Advisory groups to keep families informed. They will also use social media to communicate throughout the school closure time period.

A letter with additional resources will go out to families with the third marking period report cards for elementary students. This outreach will include expectations and reading sources for students at the designated grade levels.

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

District/ PSA Response:

Information continues to be displayed on the KPS Website to keep families and the community informed. Letters have been sent home as well as robocalls, the use of social media like Facebook and Twitter, and communication through principals. Information has been shared with students and families coming to the food sites.

Teachers received training during the week of April 13, 2020. One of the requirements this week was to touch base with students and their families. The outreach information is collected in a Student Contact Log which will be ongoing. Support staff will also keep track of how they connect with students. Principals will reach out to their families through

robocalls, social-media sites, and/or emails at least every other week. if not more frequently. Parent Advisory groups will be informed. They will also use multiple means of communication including social media throughout the school closure time period.

A letter, with additional resources, will go out to families with the third marking period report cards for elementary students. This outreach will include expectations and reading sources for students at the designated grade levels.

Three news agencies have covered ongoing stories from the district in developing the plan. This includes the Chromebook distribution held at multiple times and sites. The information continues to stay on the district's website and social media sites. Charts and related information are included in the Appendix. Translations of parent/guardian communication are made in Spanish and Arabic. The district continues to reach out to students and families in multiple ways. Please see further details in the KPS COLP Appendix including Letters of Agreement with unions, details for the plan, and communications.

The KPS Continuity of Learning Plan is a working document. Once the plan is ready to submit to KRESA for approval, the document will be posted to the KPS website.

8. Please provide an estimate of the date on which the district will begin implementation of the Plan, which must be no later than April 28, 2008.

District/ PSA Response:

The district started connecting with students and professional development on Monday, April 13, 2020. This week was a time period when teachers/staff could go into their classrooms to retrieve their Chromebooks and other instructional supplies to use. All COVID-19 safety protocols were followed.

During the week of April 20, 2020, teachers provided at least one synchronous lesson with their students and one two-hour virtual office hours. They continued to make sure that all students are connecting to learning. Elementary teachers check on their homeroom students while secondary teachers check on their second period class students. Support staff will assist with students not connecting in one way or another. Principals will oversee the management of the students connecting to learning.

Starting the week of April 27, 2020, all teachers will start the full implementation of the plan. The plan is for pre-kindergarten through fifth grade teachers teaching three synchronous lessons per week. The lessons will be on Monday, Wednesday, and Friday with pre-kindergarten students starting at 8:30 a.m., kindergarten and first grade at 9:00 a.m., second and third grade at 9:30 a.m., and fourth and fifth grades at 10:30 a.m. The lessons will be 15-30 minutes each depending on the age-level and circumstances. Some lessons will take longer than others.

Middle school teachers will teach their class period at the designated times of the day twice a week on Mondays and Wednesdays. First period classes will start at 9:00 a.m., second period

at 10:00 a.m., third period at 11:00 a.m., fourth period at 1:00 p.m., fifth period at 2:00 p.m. and sixth period at 3:00 p.m. Each lesson will be 15-45 minutes depending on the content, number of students online, needs of the students, and circumstances at the time.

High school teachers will offer times for synchronous learning based on their preps. The lessons will be 80-120 minutes per week with additional resources and assignments in the educator's Google Classroom.

All teachers will offer two, two-hour periods of time for virtual office hours. This time period will help students to receive additional support and families to ask questions. This may be set up with a Google Meet, phone call, email, or text message. The important part is keeping students connected to learning.

9. Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act 160 of 1996, as amended, MCL 388.511 to 388.524, and Career and Technical Preparation Act, 258 PA 2000, as amended, MCL 388.1901 to 388.1913, in completing the courses during the 2019-2020 school year.

District/ PSA Response:

During the week of April 6, secondary administrators checked the records of students in dual enrollment courses. The local community college and university continued courses online. Western Michigan University's semester ends April 25 and Kalamazoo Valley Community College's semester ends April 27. There are currently 28 students from Kalamazoo Central enrolled in 54 courses and 41 students from Loy Norrix High School enrolled in 94 courses. Follow up support was provided to students. Those students still needing a Chromebook to continue the courses were provided one in the Chromebook distribution pickups offered by the district by grade level. Special efforts were made to ensure those students were contacted and encouraged to get one. In several cases, an administrator dropped off devices to student homes where transportation was an issue.

Students enrolled in EFE/CTE, EFA, and EMC programs will participate in remote learning that align with their program's curriculum, utilizing hard copy, mixed media, and digital media delivery formats. This blend is to ensure that access to continuous learning is not hindered. EFE/EFA instructors will identify appropriate coursework, as well as utilize the repository of resources developed and EFE/CTE resources housed on the Office of Career and Technical Education's website, to facilitate learning options for CTE students. The [OCTE repository](#) also contains a section for special populations to ensure equity for a diverse population of learners.

Specifically, the KRESA EFE/CTE and EFA Continuity of Learning (COL) Plan will focus on:

- Teachers **communicate** with students on a regular (weekly) basis to ensure social, emotional, educational and physical needs are being met while building stronger relationships with students and families.

- Ensuring to the best of our ability that seniors will (1) be **eligible to graduate** this Spring, especially those who planned to use the CTE class to fulfill MMC requirements, and (2) be ready for their next step in life, whether that is post-graduation employment, career education, or other career-related activities.
- Continue to provide students with **access to course content**, especially those who are working towards certification testing, until the last day of school on the home- or host-district calendar.

The Continuity of Learning Plan will start the week of April 27 using **Alternative Modes of Instruction** and delivering content in multiple ways, including, but not limited to, online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, and/or a hybrid of the above.

KRESA administration will communicate and provide oversight for the following expectations to EFE/EFA teachers regarding remote learning for the remainder of the year:

### **Communication**

- Teachers will communicate with all students at least weekly. Communication may include Google Classroom, Google Hangout, emails, texts and/or phone or other methods. Teachers will communicate in a timely manner with all student/parent
- questions, concerns, etc. Teachers will hold **virtual office hours of 1-2 hours per week**.
- Teachers will alert EFE/EFA administration to students who they are not able to contact with or who are not engaging in weekly lessons and assignments. The administration will follow up with students, parents, and school district administration concerning these students.
- Teachers will provide students with timely feedback on assignments. Feedback can be communicated through Google Classroom, Google Hangout, email, text or phone.

### **Grading**

- Letter grades earned as of March 11, 2020, will be frozen and reported to the local districts. A student cannot earn any score lower than this recorded grade.
- All students *must* have an opportunity to make up work assignments (if possible due to the nature of remote learning) that were due prior to March 11 to improve the recorded grade. That work will be graded in a timely manner and the grade adjusted as appropriate. Missing work must be submitted prior to May 15.
- From March 11, 2020 to the end of the school year, any work completed will be scored as credit/no credit. Feedback will be given to students on assignments.



- *Semester schools:* Students cannot receive a semester two grade lower than the grade they earned on March 11. However, students can still earn semester two credit through participation in remote learning.
- *Trimester schools:* All trimester three grading will be done on a credit/no credit basis.

#### **Support for students with IEPs and 504s**

- To every extent practicable, teachers must continue to follow accommodations in IEP/504 plans and will adjust remote learning, as necessary.
- CTE teachers will contact the EFE Student Services Coordinator concerning any issues with students' IEP/504 plans. EFA

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

District/ PSA Response:

The district is distributing food at 24 sites, including 20 schools and 4 community sites. Food is distributed on Mondays, Wednesdays and Fridays covering 7 days a week of breakfast and lunch meals. Approximately 100 paid staff and volunteers are involved in distribution of the food three days a week. Over 300,000 meals have been served to date and will continue until June 12, 2020 unless changes are made by Governor Whitmer or the Michigan Department of Education. For more information on the food sites, see this link: [KPS Sets Up Emergency Food Services](#).

The unanticipated school closure feeding schedule could be subject to change in the case of an employee contracting COVID-19. Sites and service would be evaluated; however, food distribution would continue in some format.

11. Please confirm that the district will continue to pay school employees while redeploying staff to provide meaningful work in the context of the Plan, subject to any applicable requirements of a collective bargaining agreement.

District/ PSA Response:

All district employees will be paid with meaningful work throughout the executive orders. The assistant superintendent of human resources met with the leaders of all union association groups for the development of this plan. The proposal seeks all staff members to assist with connecting students to learning. All association leaders agreed that they eagerly want to assist in this area.

Support staff (paraprofessionals, behavioral specialists, home-school support specialists, school psychologists, social workers, and others) will assist teachers and principals by reaching out to the hard to find students and to those students needing additional encouragement to stay connected. Many support service personnel know the students well as they see them every day like bus drivers greeting students first thing in the morning and sending students off in the afternoons. Food service personnel see students daily at breakfast and lunch.

Many students do not have access to technology and/or internet service. By connecting support staff to assist with phone calls, emails, and text messages, more students will connect to learning. In addition, support personnel will meet students at food sites to make sure they get the learning packets. This support will be in place at all levels.

The principals in every school will divide their student names among all staff members, including support personnel. Each staff member will have anywhere between 5-15 students to check individually. Students will feel more supported with this role of consistent, individualized connections.

Paraprofessionals and hourly tutors will offer on-demand tutoring for students. Each support staff member will be assigned a case load of students to assist during this time period. They can read to students and record books for students to use at any time.

Behavioral specialists will reach out to students to check on social-emotional well-being. They will provide video chats with students, teach mindfulness strategies, and connect students to learning. Book studies will be a part of the support. Building team meetings will be needed to address the needs of students.

Office staff will assist with organizing services within the schools. They will begin the year end cleaning and organization of the office area. Reports and records will need to be managed. They will handle calls to the building and send them to the appropriate personnel to respond.

Activity helpers will call and/or write to students to check on them. They will provide encouragement and support. They will encourage students to engage in outdoor activities. They will produce video recordings of activities that students can do.

Campus safety personnel can help in a variety of areas. They will continue the assistance with Chromebook distribution, unloading trucks, and school support. When staff and/or families come to the school, they will oversee COVID-19 safety protocol as well as who enters and exits the buildings.

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

District/ PSA Response:

Teachers will maintain Student Contact Logs in *Illuminate*. This database is utilized for maintaining test scores, individualized reading improvement plans, and support services for students and has the capacity to include data gathering information. Teachers will record how students connected to learning each week based on their homeroom or second period classes. Teachers are welcome to include this record keeping for all students, too.

Reports will be generated through *Illuminate* to check on student connections. Any students who are not participating will be assigned to support personnel to make outreach. Support personnel will record student contacts on the KPS Google Student Contact Log.

High school administrators will evaluate the participation of seniors to ensure that those students graduate on time. Students who are close to not graduating will be offered the opportunity for credit retrieval. In addition, an analysis will be conducted to determine the effects of ninth, tenth, and eleventh graders on the changes this spring. There will be a check on how many students participate and the credit/no credit status of students.

The district will continue to work with community agencies to seek ways to connect internet services to all families. The equity gap is a huge concern during this time period. Students need connections to teachers and the social distancing guidelines prohibit this relationship for the time being. A record will be maintained of the services provided on a daily basis for students; especially services to address the social-emotional and mental health needs.

Data collected by the district through student contact logs in *Illuminate* and KPS Google Student Contact logs will be used to address and monitor student/family needs and the effectiveness of the KPS Continuity of Learning/Distance Learning Plan. KPS will partner with Kalamazoo Educational Service Agency (Kalamazoo RESA) in reviewing and evaluating the effectiveness of the plan. Adjustments or revisions will be made when needed.

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.

District/ PSA Response:

Counselors, behavioral specialists, home support specialists, climate/culture coaches, social workers, school psychologists, nurses and other personnel will provide virtual office hours and planned synchronous times to meet with students. They will address the social-emotional learning (SEL) and mental health concerns of students. These trained individuals have close working relationships with students and families and will continue to reach out and provide support when new situations arise.

SEL resources were posted on the KPS Learning Hub starting the week of March 16, 2020. Hard copies of information, activities, and support continue to be provided on a weekly basis at the food distribution sites. They are included in the learning packets. A Google Classroom has been created to assist staff and others of the known resources and supports.

The district continues to utilize known resources from ongoing initiatives. This includes support from “Move This World” and “Base Education” which are familiar to students and families.

Building and central office staff continue to reach out to students and families to keep them connected. They work to check on students with high needs during the regular school year, listen at food distribution sites, and field phone calls. The staff connect health services to students. District personnel will maintain lists of students by school to check. The connections will be made weekly to ensure students' needs are met.

The district has strong connections with mental health supports within the community. Integrated Services of Kalamazoo (ISK) provides three full time workers to connect students to needed services. Services will be provided virtually as needed through this agency. The district works with ISK and other agencies to provide the services needed in the community. Many agencies are reaching out and working to find ways to assist. The district will continue to connect students and families to the services.

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

District/ PSA Response:

The district is working to establish two childcare centers for KPS essential workers. The service will be provided for birth to five-year olds at Loy Norrix High School. This is a current site used for childcare, so all licensing protocols are in place. The second site is Greenwood Elementary School. This site is used for pre-kindergarten through third grade students as an elementary school with two classrooms licensed to teach preschoolers in the district's PEEP program.

The childcare services will be offered free to KPS essential staff members. The district has needs for front line workers to make and distribute food as well as distance learning. The services will start out with a small number of children in order to figure out what works best. All COVID-19 safety protocols will be developed and followed. The Great Start to Quality Resource, Kalamazoo County Health Department, and other resources will be used as needed. A coordinated effort between the different departments within the district are working on this service.

Kalamazoo RESA has created a list of emergency childcare locations in Kalamazoo County. The list is regularly updated and can be found at: [Emergency Childcare Locations in Kalamazoo County](#).

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

15. 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:

Currently, the district does not plan to adopt a balanced calendar for the schools except for two schools. The two schools are Washington Writers' Academy and Woodward School for Technology and Research who currently have a balanced calendar. The district will analyze the effects that COVID-19 had on students and staff during this time period. A report will be prepared for the fall of 2020. The report will include student participation in staying connected to learning and what means were used to learn. An analysis of the needs and gaps will be recorded for what support will be needed in the future.

Washington Writers' Academy and Woodward School for Technology and Research are due to start the 2020-2021 school year in mid-July. The district will need to determine based on the current status from the State of Michigan executive orders from COVID-19, whether in-person school can start at that time. The district will determine how learning can take place under the conditions at the time. The district will continue to work with the Michigan Department of Education and the Kalamazoo Regional Educational Service Agency to support the two schools through the Partnership Agreement.

In case of all students, additional supports will be needed for the 2020-2021 school year to make up for the lost time. Additional means of learning will need to be considered. This includes working to connect all students to learning, analyzing student progress during this time period, and developing support throughout the summer and upcoming school year. The district will continue the connections with community agencies for services to students. The 2020 Summer School Program in KPS will need to be reviewed for possibly a new way of delivering services. The district needs to check the needs of high school students to determine if any further changes are needed by the KPS Board of Education for the required number of credits for graduation. The needs of all students will be reviewed with input collected from all stakeholders for future services. This is an ongoing process that will take patience, flexibility, and grace.

Name of District Leader Submitting Application: Cindy Green, Assistant Superintendent

Date Approved: April 27, 2020

Name of ISD Superintendent/Authorizer Designee: Dave Campbell

Date Submitted to Superintendent and State Treasurer: April 27, 2020

Confirmation approved Plan is posted on District/PSA website: April 27, 2020

# Kalamazoo Public Schools Continuity of Learning Plan

## Appendix

**Letter of Agreement**  
**between the**  
**Kalamazoo Education Association/MEA/NEA ("Association")**  
**and the**  
**Kalamazoo Public School District ("District")**

**Re: Continuity of Learning Plan Due to Extended COVID-19 School Closure**

The Association and the District are parties to a Collective Bargaining Agreement (CBA) covering the 2019-20 school year and need to amend the required provisions of that Agreement in order to provide a Continuity of Learning Plan in accordance with Michigan Executive Order 2020-35. This Letter of Agreement (LOA) in no way waives any of the parties' rights in regard to collective bargaining under the Public Employment Relations Act (PERA), including but not limited to Section 15 of PERA, MCL 423.215. All provisions of the current CBA will continue in effect with the following amendments:

1. The Association and District shall mutually agree to the remote Continuity of Learning (COL) plan that will be implemented for the remainder of the 2019-20 school year. This LOA is conditioned on approval of the COL, which is attached hereto as Exhibit 1.
2. The COL plan shall follow the Governor's executive orders regarding social distancing, including but not limited to executive orders 2020-35 and 36.
3. There shall be District Provided Professional Development (DPPD) to employees to ensure they have the necessary skills and support to transition to teaching, assessing, reporting of progress, etc. that will be required under the district COL plan. Training will begin the week of April 13, 2020.
4. During the period of the language in the CBA grading policy will be controlled by the COL and any CBA language that contradicts it shall be temporarily suspended. [See COL]
5. Teachers' duty time under the COL does not exceed the daily/weekly provisions of the CBA and shall be allowed to work from home. Principals may schedule a weekly virtual staff meeting each week during the regular instructional day for no more than one hour. [See COL]
6. Teachers who do not have an internet connection at their home will make a good faith attempt to get an internet connection installed. To that end teachers will be reimbursed no more than \$100.00 for installation of and service from an internet connection provided documentation of the expense. In the unlikely circumstances that a teacher cannot get internet installed at their home the District will make available a workspace exclusive to the employee that will be regularly sanitized in accordance with Centers for Disease Control guidelines, State and local guidelines. When in the building teachers shall be required to adhere to social distancing at all times.
7. Employees on previously approved leave of absences shall remain on leave of absence pursuant to the terms of the collective bargaining agreement and subject to medical documentation provided by their health care providers. During the COL program duration, members shall be entitled to use the applicable leave provisions in the CBA and any additional paid leave mandated by the state or federal government, including HR6201 in the Families First Coronavirus Response Act and the EFMLEA.
8. Employees acting within the scope of their employment will have protection under the District's liability insurance policies.



9. Provided they remain ready and available to perform meaningful work, all bargaining unit members shall receive their full annual salary for the 2019-20 school year, including those not required to perform duties under the COL plan. Members who coach or receive other stipends shall be paid stipends at the annual rates of pay.
10. Consistent with Section II.B.6. of EO 2020-35, the Association and the District collaborated in developing the District's Continuity of Learning (COL) Plan that will be implemented no later than April 28, 2020 for the remainder of the 2019-2020 school year.
11. This Agreement does not constitute the establishment of a precedent, custom, practice, or binding working condition as to the interpretation, enforcement, or application of this Agreement between the parties, or any successor labor agreement between them as to any situation or circumstance other than the matter specifically addressed in this Agreement.
12. To the extent that this Agreement requires a waiver or temporary modification of the parties' CBA, the parties agree to such a waiver or temporary modification as necessary to perform this Agreement.
13. This Agreement expires the later of June 30, 2020 or with the Governor's Executive Order 2020-35, unless it is mutually extended by the parties in writing.

Amanda Miller

Amanda Miller (Apr 10, 2020)

(For the Association)

Apr 10, 2020

(date)

Sheila Dorsey

Sheila Dorsey (Apr 11, 2020)

(For the District)

Apr 11, 2020

(date)

## **Letter of Agreement**

**between the**

**Kalamazoo Educational Support Professionals /MEA/NEA, Kalamazoo Campus Safety and Security Officers Association /MEA/NEA, Kalamazoo Food Service Association MEA/NEA and the Kalamazoo Behavior Specialists Association MEA/NEA ("Association")**

**and**

**Kalamazoo School District ("District")**

### **Re: Continuity of Learning Plan Due to Extended COVID-19 School Closure**

The Associations and the District are parties to a Collective Bargaining Agreement (CBA) covering the 2019-20 school year and need to amend the required provisions of that Agreements in order to provide a Continuity of Learning Plan in accordance with Michigan Executive Order 2020-35. This Letter of Agreement (LOA) in no way waives any of the parties' rights in regard to collective bargaining under the Public Employment Relations Act (PERA), including but not limited to Section 15 of PERA, MCL 423.215. This LOA is conditioned on approval of the District's Continuity of Learning Plan that will be filed pursuant to Michigan Governor's Executive Order, 2020-35. All provisions of the current CBAs will continue in effect with the following amendments:

1. Even if there is a reduction in any individual's daily/weekly assigned work hours and/or hours of participation in the district COL plan, all members shall continue their employment for the remainder of the school year and be paid their full year's contractual wages, provided they remain ready and available to perform meaningful work. Any hours of work performed for the year in excess of what was initially contracted, shall be paid at the member's hourly rate. Any employee that is working with the Food Service Department interfacing with community members for the purpose of distributing food, will continue to be paid "double time" for the duration of the COL for hours worked.
2. Since the District's goal is to continue employee's compensation as it existed prior to the school closure, provided they remain ready and available to perform meaningful work, the District will retain discretion in assigning available meaningful work.
3. For employees required to report to school facilities, the District will follow all guidelines issued by the Center for Disease Control and contained in the Governor's Executive Orders, including Executive Order No. 35 regarding social distancing and providing a safe work environment.
4. Upon completion of the COL program for the 2019-20 school year and the work days as defined in the parties' collective bargaining agreement, school year employees shall have no further obligation to provide additional work for their full anticipated 2019-20 wages.
5. With the commencement of distance learning operations, employees on previously approved leave of absences shall remain on leave of absence pursuant to the terms of the collective bargaining agreement. During the COL program duration, members shall be entitled to use the

applicable leave provisions in the CBA and any additional paid leave mandated by the state or federal government, including HR6201 in the Families First Coronavirus Response Act and the EFMLEA.

6. Employees acting within the scope of their employment will have protection under the District's liability insurance policies.



\_\_\_\_\_  
Tim Russ, MEA UniServ Director  
(For the Associations)

\_\_\_\_\_  
4/10/2020

(date)



\_\_\_\_\_  
Sheila Dorsey-Smith  
(For the District)

\_\_\_\_\_  
Apr 10, 2020

(date)





April 10, 2020

Dear Teachers and Staff,

This is a most unusual time period that no one could have ever imagined. As humans, we are social beings and being socially distant is challenging. With Governor's Whitmer's Executive Order #2020-35, the district is working with groups of people to collect input for our "Continuity of Learning Plan" for Kalamazoo Public Schools. This plan is due soon to the Kalamazoo Regional Educational Service Agency. We appreciate the collaboration with KEA on the plan. While we know some points to cover, there are many unknowns.

The goal during this time period of school closure is to provide learning opportunities for our students to the greatest extent possible. This will include online learning, phone calls, text messages, emails, and learning packets. Additional support staff will be available to help teachers reach out to students and keep them connected to learning.

During the week of April 13, 2020, we will be training teachers on Wednesday, April 15, Thursday, April 16, and Friday, April 17. All three days, there will be choices of when you would like to receive synchronous (virtual direct, real-time) training and what type of training you would like to receive. Training sessions will be available at 8:00 a.m., 11:00 a.m., and 3:00 p.m. each day. The choices include Google Meets, Google Classroom, Trauma Informed Care, and Distance Learning Plans for students with disabilities. You will have the opportunity to connect to the learning at the time of the training.

Asynchronous training is also available at any time on the Knowledge Center link. Asynchronous learning is taking previously made resources to learn at your own pace and time. Google and other companies provide a large amount of videos and step by step guides learn how to enhance classroom instruction online. There are lots of other resources such as Streamable

Learning, free resources to teach students, and other subject related videos with easy access for your use.

You will receive credit for up to three hours of professional development time next week for participating in learning. One of the sessions must be selected from the synchronous choices. The other two sessions may be two asynchronous topics of your choice from the Knowledge Center or two other synchronous sessions offered by the district. You will be asked to record the topics you learned about or attended by completing a [Google form](#). This spring is the last time that the district will be allowed to count the professional development sessions without having pre-approval 75 days prior to the training.

All pre-kindergarten through fifth grade teachers are expected to contact their students at least once during the week of April 13. All secondary teachers will contact the students in their second hour class. Teachers need to record which students you actually make contact with on a "[Student Contact Log](#)". The log needs to be shared with your principal. For those students not responding, other KPS personnel will assist with locating the students, helping them to get connected to learning, and supporting this transition. This is necessary to provide accountability for learning as expected in the executive order. Every staff member in the school will be asked to check in with a small number of students on a weekly basis to help keep the positive relationships, answer questions for students, and connect students to learning.

GradPoint and Advanced Placement teachers are expected to start contacts the week of April 13. With the amount of learning time lost in the past four weeks, teachers are searching for ways to connect with students and engage them in learning. Expectations and reminders for the Student Code of Conduct need to be in place for all students. During this school closure time period, no grades will be provided. Specific feedback on assignments will be used with the final record of credit/no credit for secondary students and pass/incomplete for pre-kindergarten through 5th grade students. More information will be coming for high school students; especially seniors. The goal is to keep all students on-track with learning and supports in place to ensure this happens.



During the week of April 20, teachers are expected to start teaching online and connect with students through multiple modes of communication at least once. This will be a trial period of time. Professional development will be ongoing.

Starting the week of April 27, the essential standard and lessons will be provided in the four core content areas. This way everyone is clear on the standard, lessons will be provided online, and learning packets can be printed for distribution at the food sites. Teachers will have the ability to learn about online teaching without the pressure of developing the lessons. Teachers are welcome to go above and beyond to expand the lessons provided. It is our hope that teachers will plan together in order to share pre-recorded lessons and store them in their Google Classrooms. We know that our students need personal contact time with their teachers, so the Virtual Office Hours will allow for teachers to send emails, provide feedback on student work, make phone calls, or send text messages.

The goal is for all teachers to have direct virtual contact (synchronous) time with their students two to three times a week and two other times during the week with Virtual Office Hours for students/families to contact teachers. There will be asynchronous times during the week for students to learn. Teachers will need to help students understand where to find resources and when to set time for learning at home.

This is a time for all of us to support our students, learn, make adjustments, record what works well and what does not, and be flexible. We will make mistakes and learn from the mistakes. We will support each other. Our students need their teachers for learning to continue.

In summary:

- Welcome back to connecting with students
- Week of April 13: Collect instructional supplies, virtual professional development and at least one contact with students, staff meeting
- Week of April 20: Two direct contacts with students, continued virtual professional development, Virtual Office Hours, staff meeting
- Week of April 27: Full implementation of KPS Continuity of Learning Plan

Any staff member who wishes or does not have access to the internet will be offered the option of a designated site in KPS in order to provide online services. District, state, and federal COVID-19 safety protocols will be in place.

All of us in the district look forward to making a positive difference for our students. The coming weeks will be full of excitement as students connect with you and their classmates. We will explore many options for online learning and many ways to reach students who do not have access to online services. In addition, our community is working with us. Many organizations are reaching out to find ways for students to get internet access, more devices, and training parents on how to assist. On behalf of the entire leadership team, we thank you very much for teaching the children in our community and being a part of the BEST district, Kalamazoo Public Schools!

Sincerely,

A handwritten signature in black ink that reads "Cindy Green". The signature is written in a cursive, flowing style.

Cindy Green  
Assistant Superintendent  
of Teaching and Learning Services



## Kalamazoo Public Schools Online Learning Initiative Teacher Expectations Expectations for Core Teachers:

April 2020 DRAFT

1. Assign grade-appropriate work weekly. PreK-8th grade core content teachers will have set times [KPS Direct Virtual Teacher Contact with Students](#) for direct (synchronous) contact with students. This means live with real time feedback. The first 15-30 minutes should include instruction/modeling of lessons to all students. High school teachers will set two, two-hour blocks of time for synchronous time with students. The district's standard/topic of the week and base lessons will be provided for K-8.
2. Make a concerted effort to think cross-curricularly at the K-8 levels. Also, attempt to make lessons that nurture connections to the [socio-emotional needs of students](#) in our current environment.
3. Use [research-based practices for online learning](#) and learning by alternate means (phone, support contact, and texts) to the greatest extent possible. Focus on the application of learning over rote memorization and recall of the content.
4. Give [feedback](#) on every assignment that you possibly can. Specific feedback versus grades will be used. In an effort to reduce workload, make multi-step assignments/projects by which students self-pace and ask questions during your 'virtual office hours'. You can also encourage students to give each other feedback as applicable. High school students will have credit/no credit (no grades).
5. Be available for two additional times during the week for a two-hour period of time for Virtual Office Hours. Students may call in and seek additional assistance. The times are flexible but need to be communicated to students/families at least a week ahead.
6. Create a tool/plan for online communication and asynchronous instruction. Asynchronous instruction means there will be a lag between creation, distribution, completion, and feedback according to one's weekly schedule. District supported tools are in the third column below but teachers may choose any which meets the above requirements. Google Classroom and Google Meet are highly recommended at a minimum.
7. Make weekly contact with every student you teach. This may be via phone, email (with response), video chat, or conversation app as appropriate. Contact may be with a family member, if necessary. A student contact log needs to be updated weekly and available to the principal. Additional support staff will assist.
8. Be in weekly contact with your students' support staff such as ESL, Special Education, A/T teachers, tutors, and others.
9. Keep a positive relationship with all of your students so they feel supported, engaged, and connected. The Student Code of Conduct is still in effect for online and alternate means of learning. Report any concerns.
10. Stay student-centered with patience and flexibility as everyone is learning.

Expectations for Counselors, ESL, Special Education, A/T, and Electives/Specials teachers below.



# Details for Core and Support Teachers

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	Teacher Requirements	District Supported Tools	Curriculum Resources
Early EL (PK-3) - Core Teachers	<ul style="list-style-type: none"> <li>Assign <u>weekly</u> direct instruction and/or practice/ application work.               <ul style="list-style-type: none"> <li>PK 60 minutes</li> <li>K-1 75 minutes</li> <li>2-3 90 minutes</li> </ul> </li> <li>Give feedback on all student assignments you have received on Tuesday and Thursday</li> </ul>	<ul style="list-style-type: none"> <li>Google Education Suite (Google Docs, Sheets and Slides)</li> <li>Google Classroom</li> <li>Google Meet</li> <li>Screencastify</li> <li>Zoom</li> <li>Zearn</li> <li>Lexia</li> <li>COR (PEEP only)</li> </ul>	<ul style="list-style-type: none"> <li>XXX Folder of district created resources</li> <li>Knowledge Center/Learning Hub</li> <li>Zearn</li> <li>Lexia</li> <li>High Scope</li> <li>Compass</li> <li><a href="http://sites.edb.utexas.edu/agency-and-young-child-ren/">http://sites.edb.utexas.edu/agency-and-young-child-ren/</a></li> </ul>
Upper EL (4-5) - Core Teachers	<ul style="list-style-type: none"> <li>Assign <u>weekly</u> direct instruction and/or practice/application               <ul style="list-style-type: none"> <li>45 minutes ELA/SS/ Writing</li> <li>45 min Math/Science</li> </ul> </li> <li>Give feedback on all student assignments you have received on Tuesday and Thursday</li> </ul>	<ul style="list-style-type: none"> <li>Google Education Suite (Google Docs, Sheets and Slides)</li> <li>Google Classroom</li> <li>Google Meet</li> <li>Zoom</li> <li>Screencastify</li> <li>Zearn</li> <li>Khan Academy</li> <li>Lexia</li> <li>Amplify</li> <li>TCI</li> </ul>	<ul style="list-style-type: none"> <li>XXX Folder of district created resources</li> <li>Knowledge Center</li> <li>Zearn</li> <li>Lexia</li> <li>Compass</li> <li>Khan Academy</li> <li>Amplify</li> <li>TCI</li> </ul>
Elementary Specialists	<ul style="list-style-type: none"> <li>Assign <u>weekly</u> enrichment activities (Tuesdays and Thursdays)               <ul style="list-style-type: none"> <li>PK-2 20 minutes</li> <li>3-5 30minutes</li> </ul> </li> <li>Give feedback on all student assignments you have received on Mon., Wed., and Fri.</li> </ul>	<ul style="list-style-type: none"> <li>Google Education Suite (Google Docs, Sheets and Slides)</li> <li>Google Classroom</li> <li>Google Meet</li> <li>Zoom Screencastify</li> </ul>	

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MS (6-8) - Core Teachers	<ul style="list-style-type: none"> <li>Assign <u>weekly</u> direct instruction and/or lead practice/application               <ul style="list-style-type: none"> <li>35 minutes per class</li> </ul> </li> <li>Give feedback on all student assignments you have received on Tuesday and Thursday</li> <li>Provide supports to students daily through virtual open hours</li> <li>Check schedules</li> </ul>	<ul style="list-style-type: none"> <li>Google Education Suite (Google Docs, Sheets and Slides)               <ul style="list-style-type: none"> <li>Google Classroom</li> <li>Google Meet</li> <li>Zoom</li> <li>Screencastify</li> <li>Compass</li> <li>Khan Academy</li> <li>Newsela</li> <li>TCI</li> <li>PowerUp</li> <li>Career Cruising</li> <li>NoRedInk</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>XXX Folder of district created resources</li> <li>Knowledge Center/Learning Hub</li> <li>Zearn</li> <li>TCI</li> <li>NoRedInk</li> <li>PowerUp</li> </ul>	
Secondary Counselors				
HS (9-12) - Core Teachers	<ul style="list-style-type: none"> <li>Assign <u>weekly</u> direct instruction and/or practice/application               <ul style="list-style-type: none"> <li>40 minutes per class</li> </ul> </li> <li>Give feedback on all student assignments you have received on Tuesday and Thursday</li> </ul> <p>students daily through virtual open hours</p> <ul style="list-style-type: none"> <li>Check for student credits &amp; schedules</li> </ul>	<ul style="list-style-type: none"> <li>Google Education Suite (Google Docs, Sheets and Slides)               <ul style="list-style-type: none"> <li>Google Classroom</li> <li>Google Meet</li> <li>Zoom</li> <li>Screencastify</li> <li>Compass</li> <li>Newsela</li> <li>TCI</li> <li>PowerUp</li> <li>Career Cruising</li> <li>NoRedInk</li> <li>GradPoint</li> <li>Khan Academy</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>XXX Folder of district created resources</li> <li>Knowledge Center/Learning Hub</li> <li>Khan Academy</li> <li>NoRedInk</li> <li>PowerUp</li> <li>TCI</li> <li>Khan Academy</li> </ul>	
Secondary Counselors	<ul style="list-style-type: none"> <li>Provide supports to students daily through virtual open hours</li> <li>Check student credits</li> </ul>	<ul style="list-style-type: none"> <li>Google Meet</li> <li>Scheduling</li> </ul>		

<p><b>Secondary Specials/Electives</b></p>	<ul style="list-style-type: none"> <li>• <b>Assign <u>weekly</u> enrichment activities every Tuesday and Thursday</b> <ul style="list-style-type: none"> <li>◦ MS 30 minutes</li> <li>◦ HS 40minutes</li> </ul> </li> <li>• <b>Give feedback on all student assignments you have received on Monday, Wednesday and Friday</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Google Education Suite (Google Docs, Sheets and Slides)</b></li> <li>• <b>Google Classroom</b></li> <li>• <b>Google Meet</b></li> <li>• <b>Zoom Screencastify</b></li> </ul>	<p><b>DRAFT</b></p>
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<p><b>Special Education - All Levels Teachers</b>  <b>Supports staff - PSY, SW, TC</b></p>	<ul style="list-style-type: none"> <li>• Create of a Distance Learning Plan use Form/Template</li> <li>• Contact caseload students' teachers</li> <li>• Meet online( if accessible)or via phone at least three times a week with students</li> <li>• Be a "co-teacher"on emails, contact tools (such as Google) and other communications with general education if the student is included in general education in addition to touching base with your students at other times.</li> <li>• Coordinate with teachers to be present in multiple 'virtual/phone office hours' on M/W/F for support of caseload students.</li> <li>• Contact students on caseload at least 2X per week to support via Google Meet, Zoom or phone.</li> <li>• Document contact with caseload students in Trivak and Powerschool include a brief statement of what was discussed.</li> <li>• Provide an alternative means of support for those students without</li> </ul>	<ul style="list-style-type: none"> <li>• Google Education Suite (Google Docs, Sheets and Slides)</li> <li>• Google Classroom</li> <li>• Google Meet</li> <li>• Zoom</li> <li>• Telephone</li> <li>• Social-Emotional Needs</li> </ul>	<p><b>DRAFT</b></p> <p>XXX Folder of district created resources</p> <p>Knowledge Center/Learning Hub  Fast Forward  Reading Street</p> <p>Reference Documents:  CASE/CEC Guidance - Navigating the COVID-19 Crisis  <a href="https://docs.google.com/document/d/1zEH-ggcHSI7sRQy5IpPEC0FaP4Vw5Wm0uUooruNFmrl/edit">https://docs.google.com/document/d/1zEH-ggcHSI7sRQy5IpPEC0FaP4Vw5Wm0uUooruNFmrl/edit</a></p> <p><i>School Closure Distance Learning Plan for Students Eligible for Special Education</i>  <a href="https://bit.ly/CASEDistancePl">https://bit.ly/CASEDistancePl</a></p> <p>KPS Distance Learning Plan:  <a href="https://drive.google.com/a/kalamazoopublicschools.net/file/d/1YLUswYqivtsW73Ql5QQVwR6mk2OBpdk/view?usp=drive_web">https://drive.google.com/a/kalamazoopublicschools.net/file/d/1YLUswYqivtsW73Ql5QQVwR6mk2OBpdk/view?usp=drive_web</a></p>
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	internet access (paper copies, phone contacts, text messages, etc.) Be sure to differentiate and support the needs of the student.		<b>DRAFT</b>
<b>ESL</b>	<ul style="list-style-type: none"> <li>Assign weekly enrichment activities every Tuesday and Thursday               <ul style="list-style-type: none"> <li>EL 25 minutes</li> <li>MS 40 minutes</li> <li>HS 60 minutes</li> </ul> </li> <li>Give feedback on all student assignments you have received on Monday, Wednesday and Friday</li> </ul>	<ul style="list-style-type: none"> <li>Google Education Suite (Google Docs, Sheets and Slides)               <ul style="list-style-type: none"> <li>Google Classroom</li> <li>Google Meet</li> <li>Zoom</li> </ul> </li> <li>On Our Way to English Reading A-Z</li> <li>Nearpod</li> <li>System 44</li> <li>ACCESS</li> <li>Newsela</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge Center/Learning Hub</li> <li>On Our Way to English Reading A-Z &amp; Nearpod</li> <li>System 44</li> <li>ACCESS</li> <li>Newsela.</li> </ul>
<b>A/T</b>	<ul style="list-style-type: none"> <li>Assign weekly enrichment activity every Tuesday and Thursday               <ul style="list-style-type: none"> <li>30 minutes</li> </ul> </li> <li>Give feedback on all student assignments you have received on Monday, Wednesday and Fridays</li> </ul>	<ul style="list-style-type: none"> <li>Google Education Suite (Google Docs, Sheets and Slides)               <ul style="list-style-type: none"> <li>Google Classroom</li> <li>Google Meet</li> <li>Zoom</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Knowledge Center/Learning Hub</li> </ul>



# Sample Teacher Schedule for All Core and Self Contained Special Education Classrooms

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## Monday, Wednesday, Friday

PreK-8 Use the time designated for the grade level or class period on the chart ( <a href="#">KPS Direct Virtual Teacher Contact with Students</a> ) Use Google Meet. Do a synchronous lesson (15-45 minutes) and answer questions. This can be classwide, small group, and/or individual. Provide feedback to students. High school teachers select two, two hour blocks for synchronous lessons.	11:15 a.m. - 1:00 p.m. Leave open with no synchronous whole group lessons or open virtual hours due to food site distribution.	1 hour (PM) - Lesson Plan or consult the Knowledge Center or Learning Hub to expand understanding and learning of best practices/tools.	1-2 hours (PM)- Touch base with Special Education, ESL, A/T or other student supports; complete student contact log
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## Tuesday, Thursday

2 hours (AM) - Virtual Open Hours (be available to assist students individually or small groups)	11:15 a.m. - 1:00 p.m. Leave open with no synchronous whole group lessons or open virtual hours due to food site distribution.	2 hours (AM) - Virtual Open Hours (be available to assist students individually or small groups)	1-2 hours (PM) - Return emails and give student feedback /make contact by phone to students w/out technology. Complete student contact log
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# Sample Teacher Schedule for Specials/Electives, ESL, AT, and Special Education Resource Classrooms

## Monday, Wednesday, Friday

1-2 hours (AM) - Return Emails and give student feedback on Google Classroom assignments	11:15 a.m. - 1:00 p.m. Leave open with no student lessons or open virtual hours due to food site distribution.	1-2 hours (PM) - Lesson Plan or consult the Knowledge Center or Learning Hub to expand my understanding of best practices.	1-2 hours (PM) - Touch base with Special Education, ESL, A/T or another student support
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## Tuesday, Thursday

2 hours (AM)- Use Google Meet and phone to connect to students and families. Do a mini teach and answer questions.	11:15 a.m. - 1:00 p.m. Leave open with no student lessons or open virtual hours due to food site distribution.	1-2 hours (PM) - Lesson Plan or consult the Knowledge Center to expand my understanding of best practices/tools	1-2 hours (PM) - Return emails and give student feedback / make contact by phone to students w/out technology
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**Professional Development Plan  
Schedule**

**DRAFT**

	<b>Tools/Topics</b>	<b>Professional Development</b>
<b>Week 1 Teachers and Principals April 13</b>	<p><b>#1 Google Meet (Hangouts)</b></p> <ul style="list-style-type: none"> <li>• How to create and share a Google Meet</li> <li>• Best practices for a Google Meet or other video conference</li> </ul> <p><b>#2 Google Classroom</b></p> <ul style="list-style-type: none"> <li>• Setting up a classroom</li> <li>• Inviting students and co-teachers</li> <li>• Assigning and giving feedback</li> </ul> <p><b>#3 Trauma Informed</b></p> <p><b>#4 Special Education Staff Distancing Learning Plan for SWD</b></p>	<p><b>Asynchronous Knowledge Hub Links</b></p> <p><b>#1 Google Meet</b></p> <p><b>#2 Google Classroom</b></p> <p><b>#3</b></p> <p><b>#4</b></p> <p><b>Synchronous Live Help, Wednesday, Thursday Friday 8-9am, , 11-12pm, 3-4pm</b></p> <p><b>Expectations:</b></p> <ol style="list-style-type: none"> <li>1. Principals hold a virtual staff meeting</li> <li>2. Teachers touch base at least once with students</li> </ol>
<p><b>Week 2 Teachers and Principals April 20 - Training and Practice</b></p> <p><b>April 27: Full implementation of plan and schedule with the following:</b></p> <ol style="list-style-type: none"> <li>1. 2-3 Synchronous lessons per week</li> <li>2. 2-two-hour Virtual Open Hours</li> <li>3. 1- one-hour weekly staff meeting</li> <li>4. Flexibility for planning, providing feedback, and learning</li> <li>5. Continuous help with technology and virtual learning (Help Desk for both areas)</li> </ol>	<p><b>#1 Google Classroom</b></p> <ul style="list-style-type: none"> <li>• Setting up a classroom</li> <li>• Inviting students and co-teachers</li> <li>• Assigning and giving feedback</li> </ul> <p><b>#2 "Curriculum Tools"</b></p> <ul style="list-style-type: none"> <li>• Google Suite</li> <li>• Tools by Level (EL, MS, HS)</li> </ul> <p><b>#3 Special Education Staff</b></p> <ul style="list-style-type: none"> <li>• Distancing Learning Plan for SWD</li> </ul> <p><b>#4 Virtual Office Hours from District for Staff</b></p>	<p><b>Asynchronous Knowledge Hub Links</b></p> <p><b>#1 Google Classroom</b></p> <p><b>#2 Google Tools</b></p> <p><b>#3 Special Education Staff</b></p> <p><b>Synchronous Live Help Monday, Wednesday, Friday #1 8-9 am, #2 11-12 pm, #3 3-4 pm</b></p> <p><b>Expectations:</b></p> <ol style="list-style-type: none"> <li>1. Principals hold a virtual staff meeting</li> <li>2. Teachers start lessons for students at least two times and hold virtual office hours for 2 hours 2x week</li> </ol>



**Kalamazoo Public Schools Schedule for  
Overall Direct Virtual Teacher Contact with Entire Class**

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Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 9:00 a.m.	PEEP/ECSE		PEEP/ECSE		PEEP/ECSE
9:00 - 9:30 a.m.	KDG/1st grade MS 1st period		KDG/1st grade MS 1st period		KDG/1st grade
9:30 - 10:00 a.m.	2nd/3rd grades		2nd/3rd grades		2nd/3rd grades
10:00 - 10:30 a.m.	MS - 2nd period		MS-2nd period		
10:30 - 11:00 a.m.	4th/5th grades		4th/5th grades		4th/5th grades
11:00 - 11:30 a.m.	MS - 3rd period		MS-3rd period		
11:30 - 12:00 p.m.					
12:00 - 12:30 p.m.	Lunch	Lunch	Lunch	Lunch	Lunch
12:30 - 1:00 p.m.					
1:00 - 1:30 p.m.	MS - 4th period		MS-4th period		
1:30 - 2:00 p.m.					
2:00 - 2:30 p.m.	MS - 5th period		MS-5th period		
2:30 - 3:00 p.m.					
3:00 - 3:30 p.m.	MS - 6th period		MS-6th period		
3:30 -4:00 p.m.					

The chart designates the specific times grade levels or class periods from pre-kindergarten through 8th grade will meet directly online with their teachers. They would meet for 15-45 minutes depending on what the teacher presents. High school teachers will select two, two-hour time periods throughout the week for contact with their students. Suggested times are M-W 9:00 a.m. to 11:00 a.m. or M-W 1:00 p.m. to 3:00 p.m. or the same on Tuesday/Thursday. They have flexibility to set the times for direct contact with their students. This will allow families to know when to expect guidance and direction from the teacher; including social-emotional support, checking in, where to locate lessons, and how to connect to alternate resources. The blue area holds time for lunch. All pre-kindergarten through 12th grade teachers will set up two other two-hour blocks of time during the week so students/families can connect for help. This will be called "Virtual Office Hours". Teachers have flexibility for their Virtual Office Hours and need to post those times on a consistent basis. The rest of the time is flexible for planning, learning, professional learning communities, and collaborating on lessons. Teachers will have time to connect with students and help them on an individual basis or small groups. Specialists, ESL, special education, AT, counselors, and other support services will plan for direct contacts around the core content teachers. Additional support staff will help students continue learning. If a teacher is sick on a day, this should be reported to the principal and another time set to make the direct contact with students. Principals will designate a weekly one-hour staff meeting between the hours of 8:30 a.m. and 11:30 a.m. or 1:00 p.m. and 4:00 p.m.



## Excelsior LIVE - District News



Linda Mah / Tuesday, April 14, 2020 / Categories: Communications

### Initial Continuity of Learning Plan Announced

Teachers Plan Online Lessons, Virtual Office Hours

Dear Parents and Guardians,

Today starts a new way for learning from now until the end of this school year. This is a new environment with COVID-19. Governor Whitmer's Executive Orders No. 5 and No. 38 require school closures and the expectation that learning continues with our students. We look forward to having our students back on track for learning and

connecting students with their teachers. Our teachers and staff will be meeting virtually online this week to learn how to continue learning for the over 13,000 students we serve in the district. They will receive professional development on how to use Google Meet and Google Classroom. In addition, we will provide training to meet the social-emotional needs of our students as well as the unique needs of students with disabilities.

During this week, Kalamazoo Public Schools (KPS) staff members will be reaching out to you in order to provide instruction in the coming weeks. We will start with phone calls, emails, and online connections to see what works best for you. We will be providing online services so teachers can connect with students virtually. The Learning Hub will remain on the KPS website so you may continue to access the resources and see the new ones being added.

Starting the week of April 20, teachers and staff will be setting up "Virtual Office Hours." This is where teachers will provide a link or time period for you to check in and ask questions or get clarification on any items. This can be done virtually, by phone, by email, or by text messaging. The staff members will post the two-hour period of time during the week for students and families to connect. They will also be trying out lessons and making contacts with their students. The next week, the virtual office hours will be two times a week for two-hours each week for the remainder of the school year.

During the week of April 27, all teachers will start full implementation of the plan to keep students learning. This involves pre-kindergarten through fifth grade teachers teaching a virtual lesson for 15-30 minutes three times a week. The days will be Mondays, Wednesdays, and Fridays. Middle school students will meet according to their class periods on Mondays and Wednesdays.

A chart is attached for your reference of when the grade levels or class periods will conduct a direct virtual lesson online. The chart is meant to help families with multiple children and only one device. High school teachers will set up virtual times and post them to students as to when they will meet. All students will be given assignments by their teachers to complete. Feedback will be provided by teachers for the assignments, but no grades will be given. Students will end the classes in June with credit/no credit at the secondary level and pass/incomplete at the elementary level.

Learning packets will continue to be produced and distributed at the 24 food sites for students who do not have access to the internet. Staff members in the buildings and district will be seeking alternate ways to reach all students. This includes emails, text messages, and phone calls. The goal is to keep students connected to learning without any harm to students.

For high school seniors, we are looking to make adjustments to the graduation requirements in the district. We need to ensure that all seniors meet the minimum requirements for the Michigan Merit Curriculum. School personnel are working to check all senior credits to see if any classes need to be adjusted or any additional credits are needed through the upcoming schedule or credit retrieval.

We need your help with making this work. Please help set up a structure for your child to participate in learning. We need all students participating. Continue to check out the KPS website for the Learning Hub to get the resources needed when teachers start to connect. Help your child respond to the virtual lessons online, emails, text messages, and phone calls. Have your child dressed and ready to learn when participating in virtual lessons. Remember that the KPS Student Code of Conduct is still in effect. Keep us updated of any phone or address changes by contacting the district at (269) 337-0100. We will be taking things one step at a time with patience and flexibility. We care deeply about your child and want the best learning in this environment.

Sincerely,

Cindy Green

Assistant Superintendent of Teaching and Learning Services

*(Spanish and Arabic translations available in attached PDFs below.)*

#### ***KPS Coronavirus Information:***

*School closure FAQs*

*Schools Closed for Remainder of the School Year*

*KPS COVID-19 Plans*

*KPS Launches The Learning Hub with Online Resources for Students*

*KPS Sets Up Emergency Food Distribution Network*

*Governor Closes All K-12 Schools*

*Coronavirus: KPS Steps Up Cleaning Measures*

*Health Department Issues Coronavirus Update*

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#### **Documents to download**

 KPS Direct Virtual Teacher Contact with Students - Sheet1 (.pdf, 58.23 KB) - 1378 download(s)

 Parent Letter April 13 2020 (.pdf, 116.13 KB) - 258 download(s)

 Parent Letter April 13 2020 English Version (1) (.pdf, 84.13 KB) - 137 download(s)

 Parent Letter April 13 2020 Spanish (1) (.pdf, 39.49 KB) - 26 download(s)

#### **More links**

 [The Learning Hub](#) *The Learning Hub*

Please login or register to post comments.







Kalamazoo Public Schools  
1220 Howard Street  
Kalamazoo, Michigan 49008-1882  
Phn. (269) 337-1680 Fax (269) 337-1553

13 de abril de, 2020

Estimados Padres/Tutores,

Hoy comienza una nueva forma de aprender desde ahora hasta el final de este año escolar. Este es un nuevo entorno con COVID-19. Las órdenes ejecutivas de la gobernadora Whitmer (#5 y #38) requieren el cierre de la escuela y la expectativa de que el aprendizaje continúe con nuestros estudiantes. Esperamos que nuestros estudiantes vuelvan a la normalidad para aprender y conectar a los estudiantes con sus maestros. Nuestros maestros y personal se reunirán virtualmente en línea esta semana para aprender cómo seguir aprendiendo para los más de 13,000 estudiantes que servimos en el distrito. Recibirán entrenamiento profesional sobre cómo utilizar Google Meet y Google Classroom. Además, proporcionaremos capacitación para satisfacer las necesidades socioemocionales de nuestros estudiantes, así como las necesidades únicas de los estudiantes con discapacidades.

Durante esta semana, los miembros del personal de las Escuelas Públicas de Kalamazoo (KPS) se comunicarán con ustedes con el fin de proporcionar instrucción en las próximas semanas. Comenzaremos con llamadas telefónicas, correos electrónicos y conexiones en línea para ver qué funciona mejor para usted. Vamos a proporcionar servicios en línea para que los profesores puedan conectarse con los estudiantes virtualmente. El Centro de Aprendizaje (The Learning Hub) permanecerá en el sitio web de KPS para que puedan seguir accediendo a los recursos y ver los nuevos que se agreguen.

En la semana del 20 de abril, los maestros y el personal establecerán "Horas de Oficina Virtual". Aquí es donde los maestros le proporcionarán un enlace para que usted pueda registrarse y hacer preguntas u obtener aclaraciones sobre cualquier artículo. Los miembros del personal publicarán un período de dos horas durante la semana para que los estudiantes y las familias se conecten. También estarán intentando lecciones y haciendo contactos con sus estudiantes. La próxima semana, el horario de oficina virtual será dos veces a la semana durante dos horas cada semana durante el resto del año escolar.



Durante la semana del 27 de abril, todos los maestros comenzarán la implementación completa del plan para mantener a los estudiantes aprendiendo. Esto implica que los maestros de pre-kinder a quinto grado enseñen una lección virtual durante 15-30 minutos tres veces a la semana. Los días serán lunes, miércoles y viernes. Los estudiantes de secundaria se reunirán de acuerdo con sus períodos de clase los lunes y miércoles. Se adjunta una gráfica para su referencia de cuándo los niveles de grado o los períodos de clase llevarán a cabo una lección virtual directa en línea. La gráfica está destinada a ayudar a las familias con varios niños y solo un dispositivo. Los maestros de preparatoria establecerán tiempos virtuales y los publicarán a los estudiantes en cuanto a cuándo se reunirán. Los maestros les darán tarea a todos los estudiantes para completar. Los maestros proporcionarán comentarios para las tareas, pero no se darán calificaciones. Los estudiantes terminarán las clases en junio con crédito/sin crédito para los estudiantes de nivel de secundaria y estudiantes de nivel de primaria con un paso/incompleto.

Los paquetes de aprendizaje continuarán siendo producidos y distribuidos en los 24 sitios de alimentos para los estudiantes que no tienen acceso a Internet. Los miembros del personal en los edificios y el distrito estarán buscando formas alternativas de llegar a todos los estudiantes. Esto incluye correos electrónicos, mensajes de texto y llamadas telefónicas. El objetivo es mantener a los estudiantes conectados al aprendizaje sin ningún daño a los estudiantes.

Para los estudiantes de la preparatoria de 12 grado, estamos buscando hacer ajustes a los requisitos de graduación en el distrito. Tenemos que asegurarnos de que todos los estudiantes de 12 grado cumplan con los requisitos mínimos de Michigan Merit Curriculum. El personal de la escuela está trabajando para verificar todos los créditos de los estudiantes de 12 grado para ver si alguna clase necesita ser ajustada o se necesitan créditos adicionales a través del próximo horario o recuperación de crédito.

Necesitamos tu ayuda para que esto funcione. Por favor, ayude a establecer una estructura para que su hijo(a) participe en el aprendizaje. Necesitamos que todos los estudiantes participen. Continúe consultando el sitio web de KPS para el Centro de Aprendizaje (The Learning Hub) para obtener los recursos necesarios cuando los profesores comienzan a conectarse. Ayude a su hijo(a) a responder a las lecciones virtuales en línea, correos electrónicos, mensajes de texto y llamadas telefónicas. Pida a su hijo(a) que se vista y esté listo para aprender cuando participe en lecciones virtuales. Recuerde que el Código de Conducta Estudiantil de KPS todavía está en vigor. Manténganos actualizados de cualquier cambio de teléfono o dirección comunicándose con el distrito al 269-337-0100. Vamos a tomar las cosas paso a paso con paciencia y flexibilidad. Nos preocupamos profundamente por su hijo(a) y queremos el mejor aprendizaje en este entorno.

Atentamente,

A handwritten signature in black ink, appearing to read "Cindy Green". The signature is written in a cursive, flowing style.

Cindy Green

Asistente de Superintendente de Servicios de Enseñanza y Aprendizaje



Every child, every opportunity, every time!

Kalamazoo Public Schools  
1220 Howard Street  
Kalamazoo, Michigan 49008-1882  
Phn. (269) 337-1680 Fax (269) 337-1553

الثالث عشر من نيسان 2020

اولياء الامور الاعزاء

نبدأ اليوم طريقة جديدة للتعليم من الآن وحتى نهاية هذا العام الدراسي. هذه الطريقة الجديدة هي للتعامل مع الظروف الحالي بخصوص مرض فايروس كورونا (كوفيد-19). تتطلب الأوامر التنفيذية لحاكم ولاية ميشيغان السيدة ويتمان (الأمر رقم 5 والأمر رقم 38) إغلاق المدارس وتوقع استمرار التعلم مع طلابنا. نتطلع إلى عودة طلابنا إلى المسار الصحيح للتعلم وجمع الطلاب بمعلميهم. سيجتمع مدرسوننا وموظفونا على الإنترنت هذا الأسبوع لتعلم كيفية مواصلة التعلم لأكثر من 13000 طالب نخدمهم في المنطقة التعليمية لمدارس كالامازو العامة. سيحصلون على تطوير مهني حول كيفية استخدام كوكل ميت وكوكل كلاسروم. بالإضافة إلى ذلك، سوف نقدم تدريباً لتلبية الاحتياجات الاجتماعية العاطفية لطلابنا بالإضافة إلى الاحتياجات الفريدة للطلاب ذوي الاحتياجات الخاصة

خلال هذا الأسبوع، سيتواصل معك موظفو مدارس كالامازو العامة من أجل تقديم الإرشادات للأسابيع المقبلة. سنبدأ بمكالمات هاتفية، رسائل بريد إلكتروني واتصالات عبر الإنترنت لمعرفة ما يناسبك. سنقدم خدمات عبر الإنترنت حتى يتمكن المعلمون من التواصل مع الطلاب عن طريق الإنترنت. وسيظل مركز التعلم على الموقع الإلكتروني لمدارس كالامازو العامة بتوفير الموارد التعليمية، لذا يمكنك الاستمرار في الوصول إلى والإطلاع على الموارد التعليمية الجديدة التي تتم إضافتها في الموقع

في الأسبوع الذي يبدأ في 20 نيسان (أبريل)، سيقوم المعلمون والموظفون بإعداد "ساعات العمل الافتراضية عن طريق الإنترنت". هذا هو المكان الذي سيوفر فيه المعلمون رابطاً لك لتسجيل الوصول وطرح الأسئلة أو الحصول على توضيح بشأن أي مادة. سيقوم الموظفون بنشر فترة ساعتين من الوقت خلال الأسبوع للطلاب والأسر للاتصال. سوف يجربون أيضاً الدروس ويجرون اتصالات مع طلابهم. في الأسبوع التالي، ستكون ساعات العمل عن طريق الإنترنت مرتين في الأسبوع لمدة ساعتين، كل أسبوع للفترة المتبقية من العام الدراسي الحالي

خلال الأسبوع الذي يبدأ في 27 نيسان (أبريل)، سيبدأ جميع المعلمين التنفيذ الكامل للخطة التعليمية الجديدة للحفاظ على تعلم الطلاب. وهذا يشمل رياض الأطفال إلى الصف الخامس الذين يقومون بالتدريس عن طريق الإنترنت لمدة 15-30 دقيقة ثلاث مرات في الأسبوع. وستكون أيام الاثنين والأربعاء والجمعة. سيجتمع طلاب المدارس المتوسطة وفقاً لترات فصلهم أيام الاثنين والأربعاء والجمعة. ويتم إرفاق مخطط للرجوع إليه عندما عن الوقت والصفوف التي لديها دروس مباشرة عن طريق الإنترنت. ويهدف المخطط إلى مساعدة العائلات التي لديها أكثر من طالب ولكن لديها جهاز واحد فقط لاستخدامه. سيحدد معلمو المدرسة الثانوية أوقاتاً للدروس عبر الإنترنت وينشرونها للطلاب حول موعد اجتماعهم. سيتم إعطاء جميع الطلاب مهام (واجبات) من قبل معلميهم لإكمالها. سيتم إعطاء ملاحظات بعد إنجاز وتقديم الواجب (فيديباك) من قبل المعلمين، ولكن لن يتم إعطاء الدرجات. سينهي الطلاب الفصول الدراسية في حزيران (يونيو) وستكون المعايير درجة/ بدون درجة في المرحلة الثانوية واجتياز / غير مكتمل في المستوى الابتدائي



سيستمر إنتاج وتوزيع حزم التعلم في مواقع توزيع الطعام الـ 24 للطلاب الذين لا يستطيعون استخدام الإنترنت. سيبحث الموظفون في المدارس والمنطقة التعليمية عن طرق بديلة للوصول إلى جميع الطلاب. وهذا يشمل رسائل البريد الإلكتروني والرسائل النصية والمكالمات الهاتفية. إن الهدف هو إبقاء الطلاب على اتصال بالتعلم دون أي ضرر للطلاب

بالنسبة لطلاب الصفوف المنتهية في المدرسة الثانوية ، نتطلع إلى إجراء تعديلات على متطلبات التخرج في المنطقة التعليمية لمدارس كالامازو العامة. نحن بحاجة للتأكد من أن جميع طلاب الصفوف المنتهية يستوفون الحد الأدنى من متطلبات منهج ميشيغان للاستحقاق. يعمل موظفو المدرسة للتحقق من جميع التقديرات (الدرجات) لمعرفة ما إذا كانت هناك حاجة إلى تعديل أي من الفصول أو هناك حاجة إلى أي تقديرات إضافية من خلال الجدول الزمني القادم أو استرداد التقييم

نحن بحاجة لمساعدتكم لإنجاز هذا العمل. الرجاء المساعدة في إنشاء خطة لابنك/ابنتك للمشاركة في التعلم. نحن بحاجة إلى مشاركة جميع الطلاب. استمر في مراجعة الموقع التعليمي لمدارس كالامازو العامة للحصول على الموارد التعليمية اللازمة عندما يبدأ المعلمون في الاتصال. ساعد ابنك/ابنتك على الاستجابة للدروس الافتراضية عبر الإنترنت ورسائل البريد الإلكتروني والرسائل النصية والمكالمات الهاتفية. اطلب من ابنك/ابنتك أن يكون جاهزًا للتعلم عند المشاركة في الدروس الافتراضية عبر الإنترنت. تذكر أن مدونة سلوك الطالب بالمدرسة لا تزال سارية. أطلعنا على أي تغييرات في الهاتف أو العنوان عن طريق الاتصال بالمنطقة التعليمية على الرقم 2693370100. سننخذ الأمور خطوة بخطوة بصبر ومرونة. نحن نهتم بشدة بابنك/ابنتك ونريد أفضل تعليم له/لها في هذه البيئة

تحياتي

*Cindy Kuan*

سندي كرين

مساعد المشرف العام على التعليم لشؤون التعليم والتعلم



Kalamazoo Public Schools, Kalamazoo County(ies), Michigan (the “District”)

A remote meeting of the board of education of the District (the “Board”) was held , on the 30th day of April, 2020 at 7:00 o’clock in the p.m.

The meeting was called to order by Patti Sholler-Barber, President.

Present: Members Ken Greschak, TiAnna Harrison, Jennie Hill, Jermaine Jackson, Tandy Moore, Jason Morris, and Patti Sholler-Barber

Absent: Members none.

The following preamble and resolution were offered by Member \_\_\_\_\_ and supported by Member \_\_\_\_\_

**WHEREAS:**

1. Section 705 of the Revised School Code authorizes a school district to request that the question of a regional enhancement property tax be submitted to the voters by the intermediate school district at the next regular school election, or at a special election if the request is made more than 180 days prior to a regular election date; and

2. This Board has previously requested Kalamazoo Regional Education Service Agency (“KRESA”) to submit a regional enhancement property tax millage proposal to the voters at the May 5, 2020 election and if that proposal fails, this Board determines that it would desire to request the KRESA to resubmit that proposal to the voters at the August 4, 2020 election; and

3. If the regional enhancement millage proposal on the May 5, 2020 election fails, this Board determines that it is in the best interest of the District to place a regional enhancement millage renewal question before the voters at a special election to be held on Tuesday, August 4, 2020, in accordance with Section 705 of the Revised School Code.

**NOW, THEREFORE, BE IT RESOLVED THAT:**

1. If the regional enhancement millage proposal on the May 5, 2020 election fails, this District requests KRESA to submit a regional enhancement property tax millage renewal proposal for 1.5 mills for three (3) years, 2020, 2021 and 2022, to the voters at a special election to be held in each of the constituent districts located within the KRESA on Tuesday, August 4, 2020.

2. The Superintendent or Superintendent’s designee is hereby authorized to deliver a certified copy of this resolution and its attachments to the Secretary of the KRESA Board on or before Wednesday, May 5, 2020.

3. The regional enhancement property tax question to be submitted to the voters is set forth on Exhibit A attached hereto and is approved and incorporated herein by reference.

4. All resolutions and parts of resolutions insofar as they conflict with the provisions of this resolution be and the same are hereby rescinded.

Ayes: Members

Nays: Members

Resolution declared adopted.

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Secretary, Board of Education

The undersigned duly qualified and acting Secretary of the Board of Education of Kalamazoo Public Schools, Kalamazoo County(ies), Michigan, hereby certifies that the foregoing constitutes a true and complete copy of a resolution adopted by the Board at a regular meeting held on April 30, 2020, the original of which is part of the Board's minutes. The undersigned further certifies that notice of the meeting was given to the public pursuant to the provisions of the "Open Meetings Act" (Act 267, Public Acts of Michigan, 1976, as amended).

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Secretary, Board of Education

JJS/ssw

## **EXHIBIT A**

### **KALAMAZOO REGIONAL EDUCATIONAL SERVICE AGENCY REGIONAL ENHANCEMENT MILLAGE RENEWAL PROPOSAL**

This proposal will allow the intermediate school district to continue to levy regional enhancement millage that expired with the 2019 levy. Pursuant to state law, the revenue raised by the millage will be collected by the intermediate school district and distributed to local public school districts based on pupil membership count.

Shall the limitation on the amount of taxes which may be assessed against all property in Kalamazoo Regional Educational Service Agency, Michigan, be increased by 1.5 mills (\$1.50 on each \$1,000 of taxable valuation) for a period of 3 years, 2020, 2021 and 2022, to provide operating funds to enhance other state and local funding for local school district operating purposes; the estimate of the revenue the intermediate school district will collect if the millage is approved and levied in 2020 is approximately \$12,543,252, which funds will be disbursed as required by statute to the following school districts: Augusta Academy, Climax-Scotts Community Schools, Comstock Public Schools, Evergreen Academy, Forest Academy, Galesburg-Augusta Community Schools, Gull Lake Community Schools, Kalamazoo Covenant Academy, Kalamazoo Public Schools, Lakeside Charter School – Kalamazoo, Oakland Academy, Paramount Charter Academy, Parchment School District, Portage Public Schools, Schoolcraft Community Schools, Vicksburg Community Schools and Youth Advancement Academy?

KALAMAZOO PUBLIC SCHOOLS  
Office of the Interim Superintendent

TO: Board of Trustees

FROM: Gary L. Start

DATE: April 30, 2020

SUBJECT: Sale of WKDS 89.9 FM to Western Michigan University's Radio Station WMUK 102.1 FM

RECOMMENDATION: It is recommended that the board approve the sale of the district's radio station WKDS 89.9 FM to Western Michigan University's radio station WMUK 102.1 FM. It is further recommended that the board authorize me to execute the applicable documents.

RATIONALE: The WKDS 89.9 FM signal is no longer needed for educational purposes. In exchange for the assets of the district's radio station, WMUK 102.1 FM will provide the following:

1. Immediate payment of \$125,000 at the close of the sale.
2. Monthly lease of \$1,500 to the district for the use of the current WKDS studio and transmitter facilities at Loy Norrix High School for 24 months totaling \$36,000
3. On-air promotional underwriting on WMUK 102.1 FM for one year valued at \$10,000 in trade value.
4. Payment of \$20,000 to the district to convert WKDS' current student station to an internet-based radio station, with newly acquired equipment.