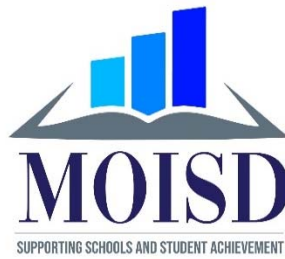


JUNE 2020



***Our Mission:
Supporting Schools and
Student Achievement***

***Our Vision:
Impacting our community through high-quality educational programs, services, and learning experiences.***

Career & Technical Education

Director of CTE Mike Miller Reports:

CsIT Holds EMC and Dual Enrollment Student/Parent Meeting Virtually

The Cybersecurity and Information Technology program hosted a virtual informational meeting on May 28th to discuss early college and dual enrollment. The meeting was well attended with 10 families participating to learn about options for the fall. In addition to MOISD staff members, partners from both Ferris State University and Mid Michigan College were present to explain opportunities and answer questions. We also had representation from two of our local districts. The session was recorded and shared with all local counselors for those who could not attend the live meeting. This meeting is the first step in the process for students who take advantage of these free college classes at MOCC while still in high school. Students who enroll in the Mecosta Osceola CTE Early College program do so as juniors and finish at the end of a 13th year with at least 44 college credits and multiple industry-recognized credentials from Microsoft and Comp TIA. Students who dual enroll can earn up to 20 credits and credentials.

We are in the second year of our early college program with four of the five students

who enrolled last year continuing in the program next year. We hope to add five more students in this next cohort.

MOCC Teachers Collaborate with Their Peers to Develop Contingency Plans for the Fall

With ambiguity surrounding what instruction will look like in the fall, MOCC teachers have begun collaborating virtually with peers from other ISDs to develop contingency plans for remote instruction in the fall if it's required. The participating ISDs include Allegan Area ESA, Jackson County ISD, Lenawee ISD, MOISD, Muskegon Area ISD, Newaygo County RESA, and Van Buren ISD. CTE programs are identified by a Classification of Instructional Program (CIP) code. Teachers from these ISDs have been grouped together by CIP codes to lighten the load and share the burden. Operating under the assumption that one of three options is likely in the fall, teachers are preparing for may come. If we're back to "normal", instruction will be similar to how it's been delivered in years past.

Scenario two is a purely remote setting with the third being a hybrid of the two where students attend in-person on some days and remotely on others. By preparing now, we're hoping to alleviate our teachers' stress and anxiety as well as ensuring we continue to deliver high-quality learning opportunities for our students. If we are back to "normal" in the fall, this won't have been a waste of time as teachers will have made or strengthened relationships with fellow teachers in their

field. The hope being that they continue to network and share best practices.

General Education

Director of General Education Tonya Harrison Reports:

The General Ed Team:

Although our plans for school next year are somewhat “unknown,” we are all working with our state teams to collect resources that will help us support our local schools. Over the past few weeks, I have been working with NMLC (Northern Michigan Learning Consortium) on a document to help guide our local schools as they plan for the next school year. It is a document of “questions” for face to face and remote learning. The document has been shared with Mr. Locke, and I hope to provide it as another tool for our local districts.

As our general education director, I am also excited about an opportunity that has been provided to me through the Data Hubs/Mi-Read initiative. I will be participating in ESSA training over the summer. I will be acting as a representative for our area and in the HIL initiative. The goal is to learn about “vetting” learning strategies through the federal ESSA standards that will be used in the Michigan Strategy Bank. This platform will be used by all districts for MiCIP and Mi-Read, as they choose strategies for their classrooms and instruction. I hope to assist our locals as they “assess” the learning strategies currently being used in their classrooms. MDE is involved in this process, so it will be a positive to have our “foot in the door” on this process.

Great news from a couple of our local school districts...they have had success in hiring 31-N direct student support people for their

schools. One district has officially hired a person, and two other districts are posting positions. These positions are grant-funded through 31-N Mental Health funds. At this point, the current and carryover funds will get the schools through the 2021-22 school year. We will continue to wait on more decisions coming from the legislature in the upcoming weeks on the continuity of these dollars.

Last week, I hosted a meeting for the Field Services Office of MDE. The meeting, facilitated by Terry Hutchins, MDE, and myself, consisted of updates for MiCIP, their Consolidated Applications, budget allocations, and Title funds. All of our local districts participated, along with a few others from the state. The meeting is typically hosted on-site at the MOISD, but the Annual Spring Workshop was held through Zoom this year.

Early Literacy:

Amy Posey has continued to work on the Early Literacy Task Force. Although Amy was unable to attend the learning opportunity, the General Education department represented the MOISD at a half-day event about onboarding new coaches and how to continue supporting schools and communities in the area of literacy. It was an outstanding day of connecting with other ISDs and coaches from around the state. The MOISD is currently working on a summer initiative for getting books into the hands of students in our communities. The project is in the beginning stages, but we know that groups like Mecosta Reads, along with our ISD resources, can continue to support the goal of literacy and get books into the hands of students.

Math/Science:

Justin Fox has been offering Google and Zoom support for many of our MOISD teams. He also attended a learning event for the new Essential Practices in Early Mathematics. The practices, similar to the Essential Practices in Early Literacy, provide practices for what students need every day from their math instruction. We are in the beginning learning stages of this initiative, but this is a great time to learn how we can support teachers when they are ready to learn and engage. Justin has been approached by Mrs. Berry, the high school counselor at Morley-Stanwood High School, about offering support to their students and teachers around the SAT. The school recently received a grant for this learning, and she reached out to Justin. The opportunity will mesh with the goals from the MOCC, as they relate to the SAT and the data being collected.

Behavioral Specialist/Mental Health Supports:

Michael Bausano and Beth Bond have been participating in numerous online professional learning opportunities through the CHAMPS organization. Both Michael and Beth have been in contact with local districts about support for PBIS and mental health supports. Michael has also participated in direct meetings with Reed City, as they begin planning for work and how he can support the elementary school, specifically, next school year. He will be supporting them through general and special education avenues.

Special Education

Interim Director of Special Education-Planner/Monitor Christy Miller:

Plans for the 2020-2021 school year are starting to get underway.

In the special education department, programs for students with severe cognitive (SCI) impairments start in July. According to the Michigan Administrative Rules for Special Education (MARSE), SCI programs in Michigan are 200-day programs. To meet the obligation of the additional 20 days, the SCI programs start in July and extend into June following a three-day a week schedule. This year, the decision has been made to continue to hold the summer program following a distance learning model. Our SCI classrooms service students who are the most medically fragile, even with the precautions of PPE and social distancing, we believe that at this time, the risk is too great for our SCI students to return before fall. While we believe the education of our students is of the utmost importance, ultimately we are concerned first and foremost with the health and safety of our students. Services will continue to be delivered to students in the SCI programs via their Contingency Learning Plans.

Itinerants held their all itinerant meeting in May. It is traditional at this meeting to create a “brag board” celebrating accomplishments this year, whether professional or personal. This year we created a virtual board using Padlet. Follow this link <https://padlet.com/cmiller287/hrtynyd366021ofi> to see some of the things that make us proud! We also celebrated school psychologist, Ormand Hook, who has been working for us during his retirement covering Big Rapids Middle School and the US-10 Corridor. He will not be returning next year as he has decided to fully retire this year! We will sincerely miss Ormand and appreciate all he has contributed to the ISD.

As part of the culture element of our strategic action plan this year, we gave out "Caught Ya" certificates to local teachers, administrators, secretaries, and other local staff. The ISD staff were recognized for the amazing things they are doing for kids every day! Once the May certificates are awarded, we will have given out 137 certificates to local staff! Each time a batch of certificates goes out, the response is overwhelming, whether it is tears or email responses of thanks and that it made their day. The locals are doing great things, and it has been great to recognize them as a department.

Special Projects

Director of Special Projects Karen Roy Reports:

Whew.... feels like summer is here for real as I write up this report in front of the fan!

As we shift our focus from the classroom to planning for next year with so many unknowns, it is a bit surreal to think about the various scenarios we may find ourselves play out in the fall. I have been working with the Foster Grandparent program this week as they want to continue to stay connected to our programs in the safest and most helpful ways they can. We are working with them to use books from Epic, an online digital library, and Loom, an online tool for creating videos to create digital stories for our students with our Grandmas. Here is an example of one created by one of our staff members: <https://www.loom.com/share/52b490da791d4e1683b5b186d2ab3015>. With the help of our Foster Grandparents, we can begin to create a library of video book resources read by familiar (to us) faces for use both in the classroom and in online

format should the need arise for us to stay safe at home again during the year.

On the Homeless front, we have introduced all our consortium partners to the new online community at <https://community.mckinney-vento.org/>. We are getting all our liaisons, and all the Grant Coordinators enrolled, so this can act as a listserve, a problem-sharing, idea-sharing, best practice, resource repository for all things McKinney-Vento for MI. I am looking forward to seeing how this community continues to grow as we all explore other opportunities for meaningful interactions and learning from each other. We also purchased Essential Courses for all 22 districts in our consortium to use with staff to help meet the mandatory requirement for training key staff members who interact with homeless students each day. Courses are very short, to the point, and relevant for the various groups for which they were developed, i.e., bus drivers, food service, teachers, coaches, etc. By purchasing these now, local district liaisons will have time to plan for how they will roll them out in the fall.

As previously mentioned, we were awarded Trusted Advisors grants for both Mecosta and Osceola counties for \$20,000 each. The following is an update of what activities are contained in the proposals.

-This information is being provided by Jessica Wimmer--GSC Coordinator and Tricia Smith-Bennett-- GSC Parent Liaison/Family Engagement Coordinator:

Mom Power: Most moms do not qualify for Community Mental Health services and/or have a high deductible. Moms share a lack of confidence, knowing what to do, and resources as a barrier to feeling resilient. Combining the top community concerns/issues, performed through a systems analysis, with the income and

availability data demands Mom Power and similar mental health services are needed to help empower parents. Previous Mom Power graduates and Parent Ambassadors will be the Trusted Advisors.

Phase 2 of Talking Is Teaching: Mecosta County Reads was the driving entity behind Talking Is Teaching - Phase 1 during the FY19 Trusted Advisors grant, which was to build capacity around one early childhood literacy campaign. Phase 1, as reported in the previous Trusted Advisor Grant evaluation, was a huge success.

The next phase will focus on increasing family engagement mealtimes with a focus on Talking Is Teaching - Talk, Read, Sing ~ Making small moments.... BIG. Through a 'Crock-Pot Meal Program,' 100 families will receive everything needed to fix ten weekly family meals. The weekly distribution will include videos, family menus, and food (donated by other collaborative partners), infused with Talking Is Teaching, and the 5 Protective Factors. This first approach will include building capacity within a pilot program of 100 identified families, already engaged with the Trusted Messengers/Angels of Action, whose traditional interaction is a prepared lunch bag/weekend backpack. The sustainability is endless through this powerful and dynamic GSC Trusted Messenger.

GSRP Enrollment is rolling full-steam ahead despite the uncertainties of future funding, programming, and COVID-19 precautions.

-Kalee Coss, Enrollment Coordinator shared the following update:

In prior years, all application appointments were held face-to-face by appointment or walk-in. Due to COVID-19, all preschool application appointments are taking place over the phone. While this is very different

from years past, the effort parents are putting in to do what it takes to get their child enrolled in school has been consistent with years past. Required documentation to complete applications is usually collected at the time of the appointment or can be dropped off at a later date. Now parents are either emailing or texting required documents to complete their child's application. This can be a struggle for some depending on their access to the internet and technology. But all in all, we have worked as a team to make things come together.

Although I am very appreciative of the grace that parents have given me as we work through these times, I am looking forward to the day when I can have a conversation with them face-to-face and learn more about their child and family unit as a whole! At this point, application numbers seem to be fairly consistent with years past. I do feel a lull coming on, but I am confident that once summer is officially here, parents will be reminded that preschool is just around the corner for their little ones and will be giving me a call!

Thanks for your continued support!

Technology

Director of Technology Fred Sharpsteen Reports:

The technology team strives to finish the year strong and help teachers and staff meet the learning needs of students. We are continuing to support staff and students remotely as they work to finish out the school year.

Wi-fi access for Crossroads Charter Academy:

Here is a picture of Mike Schonert, helping to install one of five access points at the charter school.



Chromebook set-up and distribution to students:

Crossroads Charter Academy purchased and received Chromebooks to distribute to their students without devices at home. We have a tool called a “Go-Box” that automates the provisioning of Chromebook hardware to speed up the process of preparing these devices for the district. The Go-Box is a tool that is not needed daily, so it made sense for the MOISD to purchase the unit to help the districts with this process. The computer sales vendors will provide this service for a fee of about \$6.00 per Chromebook. In just this one set-up of Chromebooks, we save the school district \$300.00 to provision 50 Chromebooks. Over the next year, this will save districts valuable resources as budgets tighten.

Wi-fi access for the north parking lot of the MOCC building:

We have added an outdoor access point that is open to the students and staff that require an Internet connection with student filtered safe access. This access point is at the north end parking lot of the Career Center building.

Opportunities and challenges of remote learning:

Remote learning has provided an opportunity to get the word out to both the state and nation about the lack of Internet connections for students. You can hardly turn on the TV or pick up a paper without seeing a news article about the lack of Internet for students. This first mission is well underway as simply identifying that this is an issue that is essential to be fixed. The challenge is finding the resources to address it and meeting the needs of the students.

A second issue is that homes are without technology devices or have too few of the devices for the number of students in their household. Many districts have been working towards one device to one student ratio. We identify this as when one student has their device for their learning. All the school districts in the MOISD are accelerating the purchases for Chromebooks to move to this 1:1 ratio.

A lack of broadband Internet connectivity is a function of the absence of infrastructure – no broadband service providers in certain regions. A second factor is socioeconomic factors, such as income. We have joined forces across the country to advocate the Federal Communications Commission (FCC) for improved access. In the last 30 days, the State and National Consortium for School Networking (CoSN) group have sent more than 8,000 letters from superintendents and technology directors to the federal legislators and the FCC. There has been legislation introduced that would add five billion dollars in resources to help to close the “Homework Gap” with the lack of Internet access. This legislation is currently stuck and has not moved in the last two weeks.