



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 assuming that 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’s 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: **April 24, 2020**

Name of District: **Shiawassee RESD**

Address of District: **1025 N. Shiawassee St. Corunna, MI 48867**

District Code Number: **78000**

Email Address of the District: **schulte@sresd.org**

Name of Intermediate School District: **Shiawassee RESD**

Name of Authorizing Body (if applicable): **Shiawassee RESD**

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 of 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 child care 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.

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Name of Intermediate School District: **Shiawassee RESD**

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

Special Education Programming:

The Shiawassee RESD had the parents of each student complete a questionnaire. Those

families that would like electronic communication, and have access to the internet, will be provided activities that are appropriate. Students who are unable to access the internet will be provided a hard copy of instructional activities that will be delivered by the staff of the SRES D.

CTE/Dual Enrollment/Early College:

All students enrolled in CTE/Dual Enrollment/Early College programs were offered an internet device to access online learning. Additionally, RESD staff reached out to each student/family to determine reliability of internet access. For the handful of students that did not have access, they were given the SRES D guest internet passcode and allowed to access the internet from their vehicle in the SRES D office building parking lot while practicing safe distancing measures (at least one parking space between vehicles, remaining in their own vehicle, etc.) during daylight hours.

Early Childhood:

The SRES D will continue to collaborate with early childhood partners (local district and community based partners) in adherence to Michigan Department of Education guidance related to birth to five programs and services (including Great Start Readiness Program, Early On, 32P Early Childhood Programming, etc). The SRES D's priority for birth to five programs and services is to promote and sustain child and family well-being.

Early On

SRES D Commitment to Early On families:

- Continue to build relationships through connections with children and families.
- Support the family through coaching in everyday activities that support their child's development.
- Provide parents with resources to ensure that their basic needs are met.

New families referred to Early On and families with children birth to three currently enrolled in Early On (including children supported utilizing 32P Early Childhood Programming funds):

- Families have been surveyed regarding how they prefer to stay connected during this time when face to face visits are not possible (phone, text, email, videoconferencing, etc).
- All families who wish to participate will be supported in the best way possible. Staff will work with each family to determine the family's preferred way to move through the eligibility/evaluation process and receive early intervention services (i.e. videoconferencing, instructional/coaching phone calls, texts, email, or US Mail, etc) until face to face home visiting can safely occur.
- Initial and Annual IFSP meetings, Periodic Reviews, Transition Plan and Transition Conferences will be completed as long as the parent is willing to participate in these meetings remotely. Meetings with families will occur in their preferred method of communication (i.e. videoconferencing or phone call).
- Obtaining written parental consent and parent signatures on necessary documents will be achieved in a secure method by using Adobe Acrobat if email

- is available for the family. If email is not available, then parental consent and signatures will be acquired through the US Mail. Prior Written Notices will be provided to the family in a secure method.
- Service providers are connecting with families to provide remote home visits to address IFSP outcomes during the COVID emergency. Early On Staff will provide, to the greatest extent possible, services as identified on the child's IFSP. Families and staff will work together to determine the appropriate amount of services with the following considerations: what is listed on the current IFSP plan, what is necessary to maintain current developmental status, and what is feasible for the family given the circumstances. Service providers are also assuring the basic needs of our families are met. Service providers are referring to community resources as needed (Shiawassee County Community Needs Hotline, food distribution centers, access to mental health support, etc).
 - Service providers are routinely gathering input from families regarding how best to serve them during this time. We value the feedback from families and want to make sure we are meeting their needs in a meaningful way.

Great Start Readiness Program (GSRP) Students and Families:

Providers will utilize a variety of platforms and methods to connect with students and families. Those include Remind.com, Class DoJo, Facebook, Google Classroom text, email, phone calls, video calls and paper mailings. Providers are connecting with families and seeking input on the most meaningful and accessible ways to connect.

Great Start Collaborative/Great Start Parent Coalition:

Shiawassee Great Start Collaborative work will continue virtually via Zoom meetings, email, and phone calls as needed to complete activities outlined in the FY20 32p workplan.

Great Start Parent Coalition meetings are being held via Zoom monthly. The GSPC shares information regarding Kindergarten registration, early childhood resources, parent supports, COVID-19, community hotline, etc. to the families using various contact types: email, phone calls, group text, Facebook, website posts, flyers.

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:

Special Education Programming:

Each case manager contacted every student on their caseload. These contacts allowed the staff to develop appropriate contingency learning plans for each student with the input from the parents. There will be regular contact with students and parents utilizing the preferred method of communication with each contact being documented by SRES staff.

CTE/Dual Enrollment/Early College:

Instructors and SRES D team members reached out to students to notify them of the online learning plan. Any students that did not respond to the original communication were contacted by phone to ensure their well-being and ability to participate. In addition, if students are not present during virtual class meetings led by the instructor, the instructor or an RES D team member reaches out to verify the student's and family's well-being and to help to remove any barriers that are keeping the student from participating in their studies.

Early Childhood:

Early On

Early On Service Providers have contacted each family on their caseload. There will be regular documented contacts with families utilizing each family's preferred method of communication.

GSRP

GSRP Providers will utilize the "Ottawa Remote Learning Framework" as a reference to first ensure the basic needs of each family are identified. Once basic needs are identified the staff will work collaboratively with community partners to connect families to necessary services and goods using the methods and tools identified in Question #1. The primary goal will be to promote and sustain child and family well-being. GSRP teaching staff strive to remain as a caring, supportive adult in each child's life and provide activities of educational benefit that support each child's developmental level.

Great Start Collaborative/Great Start Parent Coalition

The GSC/GSPC will utilize email, phone calls, group text, Facebook, website posts and flyers as appropriate to update members, partners, parents and the community.

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

District/ PSA Response:

Special Education Programming:

The Shiawassee staff will be delivering their content in multiple ways including on-line (ex: Zoom), phone calls to families and/or students, and delivery of packets to student homes. These methods are outlined in individual contingency learning plans for each individual student.

CTE/Dual Enrollment/Early College:

Instructors use a variety of online platforms to deliver learning content, including: Canvas, Blackboard, Google Classroom, the NCCER online learning platform, and Khan Academy. In addition, instructors meet virtually with students each week via Zoom and/or Google Meet in order to answer questions, review content and provide visual demonstrations. Online and virtual coursework is also reinforced through textbook readings. Each student was provided a personal copy of the required textbook(s) for the courses.

Early Childhood:

Early On:

All Early On families who wish to participate will be supported in the best way possible. Early On staff will work with the family to determine the family's preferred way to have services delivered (i.e. videoconferencing, instructional/coaching phone calls, texts, email, or US Mail, etc).

GSRP

GSRP Providers are connecting with families and seeking input on the most meaningful and accessible ways of connections and ways in which learning activities can best be provided

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

District/ PSA Response:

Special Education Programming:

SRES D has developed a contingency learning plan contact/log sheet that each caseload/service provider completes on every contact with students'/family. The contact sheet documents the date, nature, academic content/skill and student response.

CTE/Dual Enrollment/Early College:

Instructors use a variety of methods to assess student learning, including: responses to reading via online classroom chat boards, written assignments, short response essay questions, assessments, and class discussions during virtual class meetings.

Early Childhood:

Early On

Early On Service Providers will document each service provided to a family on a home visit sheet as well as a monthly caseload contact log that will be submitted to the Early On Supervisor. Method of service delivery will be documented for each remote home visit.

GSRP

GSRP Providers will document and submit a weekly contact log indicating when and how they connected with each family/student, educational activities provided, as well as any barriers or challenges they experience. Logs will be reviewed locally by directors and by Early Childhood Specialists. Early Childhood Specialists are deployed to support and provide resources to the GSRP teaching staff regarding family connections and educational activities.

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:

Special Education Programming:

Shiawassee RESD will continue to utilize the Federal IDEA funds, state funds and local funds to pay for the services for students in the center-based programs.

CTE/Dual Enrollment/Early College:

All textbooks, RESD internet devices, and staff were in the original budget. As such, the only additional expense for the online learning outside what had already been budgeted for was the purchase of a white board, eraser and markers for our Electrical CTE program instructor. He needed it for Zoom class demonstrations. The total cost for this purchase was \$86.87.

Early Childhood:

Early On

State and Federal Early On funds will be utilized to support the Early On Continuity of Learning Plan for children birth to three.

GSRP

GSRP Program funds will be utilized for Continuity of Learning Plan implementation. In some instances, GSRP Transportation funds may be used to cover the cost of direct delivery of paper materials and activity packets to children/families enrolled in GSRP.

Great Start Collaborative/Great Start Parent Coalition

Great Start Collaborative/Great Start Parent Coalition funds as budgeted will be utilized for implementation of the Continuity of Learning Plan for established FY20 32P Workplan activities.

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:

Special Education Programming:

Special Education Administrative team met with each discipline via Zoom to discuss how to best develop a plan to meet students' needs with a contingency learning plan.

CTE/Dual Enrollment/Early College:

The SRESA team met virtually with our post-secondary administrators and their instructors from: Baker College- Owosso, LCC, Mott Community College, and GMCA to discuss and develop the Continuity of Learning Plan for each of our shared programs. The draft plans were then discussed with the 21st Century Learning team members to gain their input and feedback to ensure that the planned activities and learning goals were student-friendly, feasible, and engaging. SRESA team members collaborated with our post-

secondary partners to reach out to students and families to share our remote learning plans and the timing and to address any concerns or barriers.

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

District/ PSA Response:

ALL SRES D Programs:

The Continuity Learning Plan will be posted on the SRES D website. If a request is made for a hard copy of the plan, one will be made available. In addition, for the CTE/Dual Enrollment/Early College programs, students were contacted by email and/or phone.

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:

Special Education Programming:

April 27, 2020

CTE/Dual Enrollment/Early College:

The plan began the week of April 13, 2020.

Early Childhood:

Early On

Early On Services (including children supported utilizing 32P Early Childhood Programming funds) were implemented prior to April 28, 2020. Referral and Evaluation Procedures due to COVID-19 (including children supported utilizing 32P Early Childhood Programming funds) will be implemented no later than May 7, 2020.

GSRP

GSRP Providers will implement plans no later than May 7, 2020 and will continue through the end of the established program end date. The Shiawassee RESD will collect, approve, and maintain records of all subrecipient GSRP Continuity of Learning Plans.

Great Start Collaborative/Great Start Parent Coalition

Great Start Collaborative/Great Start Parent Coalition plans will be implemented no later than May 7, 2020.

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:

Special Education Programming:
Not Applicable for SE

CTE/Dual Enrollment/Early College:

Online instruction continued with all programs. However, due to the laboratory requirements for Auto and Welding courses, students will not receive college credit for the Spring 2020 semester, as these in person courses could not be held due to COVID-19. The students will, however, receive high school credit for course completion.

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

District/ PSA Response:

ALL SRES D Programs

The students that attend the SRES D programs receive their breakfast and lunches from a local school district. The SRES D has made plans for the students to continue to receive their meals from the local school district and the SRES D has also provided meal delivery services to the families that have requested this.

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 SRES D Programs

Yes. Employees have continued to receive their salaries and benefits. All GSRP Partners, district and community-based, have been advised that GSRP program funds should be used to continue to pay GSRP-funded portions of their GSRP classroom staff.

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

District/ PSA Response:

Special Education Programming:

The SRES D has developed a contingency learning plan contact/log sheet that each caseload/service provider completes on every contact with students/family. The contact sheet documents the date, nature, academic content/skill and student response.

CTE/Dual Enrollment/Early College:

Each instructor tracks student attendance at the virtual class meetings in addition to logging student completion of online assignments.

Early Childhood:

Early On

Early On Service Coordinators will complete Periodic Reviews of Individualized Family Service Plans with each family as well as receive ongoing feedback from families to guide meaningful and appropriate early intervention.

GSRP

GSRP Providers will evaluate participation of students and families via the classroom documentation logs that record each contact and attempted contact. Providers will prioritize family and child well-being and accept parent refusal or inability to participate in all or portions of the activities provided.

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:

Special Education Programming:

There are school social workers assigned to each program that supports our students and families. The school social workers are part of a contingency learning plan for each student. Furthermore, the SRES D has developed an outreach hotline for families to utilize if needed.

CTE/Dual Enrollment/Early College:

In addition to outreach hotline, SRES D team members contact students that are struggling with participation via phone or email to perform a well-being check. Students or families that are in need of support are referred to a local school counselor or school administrator.

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:

Early Childhood:

The Shiawassee RES D, in collaboration with local districts and community partners, will continue to monitor Shiawassee County child care needs for our essential workforce. In the event that disaster childcare centers are needed, local districts and the Shiawassee RES D will work together to mobilize and coordinate efforts to assist our essential workforce in accessing childcare services as a result of COVID-Currently all essential workforce childcare needs are received and addressed through the Great Start Intake Hub.

Optional question:

15. Does the District plan 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:

ALL SRES D Programs

The Shiawassee RESD will not adopt a balanced calendar for the remainder of the 2019-2020 school year. We will continue to run our 200 day program for our SCI population and ESY will be offered per student IEPs.

Name of District Leader Submitting Application:

Trent Toney
Charmian Fletcher
Tara Agnew

Date Approved: 5/6/2020 revision

Name of ISD Superintendent/Authorizer Designee: David E. Schulte

Date Submitted to Superintendent and State Treasurer: NA

Confirmation approved Plan is posted on District/PSA website: 5/6/2020