



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 14, 2020

Name of District: Corunna Public Schools

Address of District: 124 N. Shiawassee Street, Corunna, MI 488176

District Code Number: 78100

Email Address of the District: socialmedia@corunna.k12.mi.us

Name of Intermediate School District: Shiawassee Regional Education District

Name of Authorizing Body (if applicable): John Fattal, superintendent

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.

Date Submitted: April 14, 2020

Name of District: Corunna Public Schools

Address of District: 124 N. Shiawassee Street, Corunna, MI

District Code Number: 78100

Email Address of the District Superintendent: jfattal@corunna.k12.mi.us

Name of Intermediate School District: Shiawassee Regional Education District

Name of Authorizing Body (if applicable): John Fattal, superintendent

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:

Students who do not have access, or prefer not to learn via online modalities will be given paper copies of all required readings and worksheets. We will also distribute paper and writing utensils to students who need and request them. When students are required to use common objects from around the house for projects, alternative ideas will be included as well. Directions for students, and parents when applicable, will also be included with printed materials. Answer keys will also be included where appropriate, so that students and parents can ensure that students' learning is on track. Paper copies will be distributed at food-distribution sites. Additional accommodations will be made to get paper copies to the students who need them and cannot access them at food-distribution sites.

These students and their family members will be able to communicate with teachers using their phones during phone office hours and using email.

The district will minimize the use of "required" online platforms for learning so that parents and students are not juggling a lot of information.

Online office hours will take place via password-protected Zoom meeting rooms where waiting rooms are enabled to ensure that only known students and their families are granted access.

Phone office hours will take place via Google voice so staff members can keep their personal phone numbers confidential, but parents and students who do not have access to technology can contact them.

Students in grades PK-7 will continue to utilize Google Classroom as their learning management system. Weekly required learning opportunities will be posted to a grade or department level classroom each week. These may also be emailed to parents from the regular classroom teacher since this is a regular communication method established prior to school closures. This is also where mandatory class discussions will take place.

Students in grades 8-12 will continue to utilize Schoology as their learning management system. Weekly required learning opportunities will be posted to their classes each week. This is also where mandatory class discussions will take place.

Videos created by teachers will be featured on the district Youtube page and linked to the weekly learning opportunities on Google Classroom (PK-7) or Schoology (8-12)

Teachers will be expected to check their emails at least twice per day and respond to parent and student emails within 24 hours, under most circumstances.

Technology help will be available for parents and students as requested and necessary. While the rationale for choosing the online platforms above is the students' regular use of them in the classroom setting, parents and students will be contacted by staff members to ensure that they have the technology skills they need to successfully acquire and complete the learning opportunities. The district has designated a team leader to ensure that requests for technology help are checked and acted upon every day.

Instruction, both online and paper-pencil will focus on solidifying previously learned skills and knowledge, and continuing to provide opportunities to acquire additional knowledge through providing opportunities to engage with multiple "texts" on multiple topics (texts in this context include written, electronic, videos, visuals, and audio recordings). Subject-area literacies strengthened through learning opportunities in reading, writing, and discussing; along with practice in mathematics, will be the major emphases of instruction during this time.

Teachers will be available multiple hours per week via office hours both online and on the phone to provide assistance both to students and parents. Teachers will work within their grade-level or department to make as many hours as possible available to students and their families. To the extent possible, teachers within a grade-level or department will not have simultaneous online or phone office hours, thus multiplying the amount of time students can get help from not just their own teacher, but other teacher experts as well.

Special education teachers will be available multiple hours each day (regular school days) to provide specialized instruction, accommodations, and modifications as necessary to allow students access to the new general education curriculum (i.e. Continuity of Learning opportunities).

Counselors will be available to provide mental health resources as necessary to the greatest extent possible given the confines of distance learning. A staff member has been put in charge of a team of social emotional experts and will ensure that all teacher requests for help for themselves or their students and their families are checked and acted upon each day.

RESD staff will be available to continue to provide necessary support to students per their IEPs and 504 plans to the best extent possible within the confines of distance learning. They will be reaching out to families on their caseloads and with the students' caseload managers to continue working as a team.

Food will continue to be provided at district designated distribution sites. Food is available free of charge for any person under 18 and any person who has an IEP, up to age 26.

Students who are unable to participate in Continuity of Learning opportunities will still be contacted each week (unless parents or students 18 or older have explicitly requested not to be contacted). While this won't allow us to ensure that their learning is continuing, it will allow us to ensure, to the best of our ability, that they are safe. Students who do not participate in Continuity of Learning opportunities will receive an incomplete mark for the fourth quarter of the school year. When school resumes this summer or in the fall, administrators and their teams of designees will work to look at the situation of each student and determine necessary steps for each individual to make up for lost learning opportunities. These requirements will be fair and reasonable and take into account each student's personal needs and situation.

Families who want to participate in online learning opportunities, but who do not have a device to do so, have been and will continue to be given the opportunity to borrow one from the district. These will be made available during regular food-distribution times and locations. Students who are unable to access the device during this time will be contacted so that staff members can work to ensure they receive a device in a safe and timely manner.

Families who want to participate in online learning opportunities, but do not have access to reliable Internet, will be provided assistance and information about multiple options available in our area. We do know, though, that despite our and local service providers best efforts, these options will not be available to all students and some students, despite their desire to engage in online learning opportunities, will have to utilize paper packet learning opportunities.

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:

Teachers and support staff members (collectively) will be expected to reach out to all students on a weekly basis. Attempts will be made to reach out to each student in the district at least once per week. Students who were receiving additional supports prior to the mandatory school closure are likely to receive more than one contact per week (e.g. from their classroom/homeroom teacher AND from another staff member in the district such as a specials teacher, a teacher with whom the student had a strong relationship during the school year, an administrator, a paraprofessional, a social worker, a counselor, a special education teacher, etc.). The purpose of the out-reach is for teachers and students to maintain and continue to build connections and to ensure the student's safety and well-being. These purposeful and regular contacts are intended to ensure that students feel safe and valued during this time of great, unprecedented uncertainty.

In addition, starting in second grade, each student who has access, will have required participation on grade-level wide discussion boards. Teachers throughout each building, regardless of content area, are expected to communicate with students on these discussion boards and encourage deeper thinking and reflection about their learning.

Additionally, classroom teachers will be encouraged to provide educational materials that are of high interest to students. Teachers will be encouraged to provide opportunities for students to make sense of how they are feeling and what is going on around them in the current state of affairs. In an effort to give students some sense of control and choice, teachers will be encouraged to allow students flexibility in demonstrating their learning during this time period. These demonstrations may come from discussion boards, journaling, letter writing, vlog posts, drawings, visual or dramatic art, or other formal writings.

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

District/ PSA Response:

We will meet the needs of all students, which include students with IEPs and 504 plans. If an IEP or 504 plan can not be met through the district continuity learning plan a contingency learning plan will be developed utilizing the template provided by the Shiawassee RESD.

For students who need specialized instruction or specific learning accommodations we will be providing the following:

In addition to all general education teachers' office hours, students with IEPs will have access to resource room teachers' office hours a minimum of one hour per day. Caseload teachers will also have designated phone numbers students can call to contact them. When more than one special education teacher is in a building, each special education teacher will be available for one hour per day and students can visit as many resource rooms' "office hours" as necessary by phone or Zoom. With a reduced work load in tier 1 (the learning opportunities provided to all students), each student is likely to need fewer hours of specialized instruction than stated on their IEPs, which were developed for regular school operations

Students in self-contained special education classes will have access to modified assignments that meet their learning needs. In grades K-8, they will also have access to tier 1 learning opportunities, and their caseload teacher will help them navigate a reasonable workload, not requiring more of them than their peers.

Caseload teachers and 504 coordinators will reach out to students (and or their families) with IEPs or 504 plans each week. This contact will be in addition to their general education classroom or homeroom/advocacy teacher making contact.

All students, regardless of ability, will have the option to receive printed learning opportunities or access nearly identical opportunities online. Students choosing printed activities will have access to audio versions of text utilizing minimal Internet resources via QR codes. Students who choose online activities will be offered access to technology help for themselves or their family members to help them access the assignments and accommodations like enlarging print or audio versions if they request it.

All assignments have flexible due dates.

In most circumstances students will be offered choices in how they demonstrate their learning (creating audio files, writing, drawing, speaking with their teacher, etc.)

Families have an option to receive weekly required learning opportunities online or in printed packets. Every effort will be made to ensure consistency, to the extent possible, in the learning opportunities provided in the printed and online formats. While that will not always be possible, the intended learning outcomes will be similar to the extent possible.

Students who have access to the Internet and who have their own device are able to use their own device to connect to online learning opportunities.

Students who have access to the Internet and who do not have their own device are able to check out a Chromebook from the district. These devices will be available for parents to pick up during regular food-distribution times at regular food-distribution sites. Parents and students who do not have transportation to pick up a device can contact the school to make arrangements for one to be delivered in a safe, no-contact way, following all social-distancing guidelines established by the Governor's office or the CDC.

The district has a team in place to look at providing Internet options for students who desire, but do not have, Internet access. Students who do not have access, but who want to engage in online learning opportunities are working with the district to consider options such as cellular phone data plans, hotspots, and working with local Internet providers. We understand that despite some students' desire to work online, reliable Internet services are not available to all students.

Students who do not have Internet access, or who prefer to work on paper and pencil learning opportunities will receive weekly paper packets. These packets will include directions for students (and parents when appropriate). They will also include QR codes or links to audio versions of text, very short video clips, or images that utilize minimal online access for families who have limited access. These packets will also include answer keys, when appropriate, so that students and parents can ensure students are on track, and reach out for additional help when necessary (via teacher email or phone and video office hours).

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

District/ PSA Response:

In grades PK-12, teachers will attempt to connect with as many families as possible during video and phone office hours.

In grades PK-5 teachers will reach out to their classroom students weekly. The purpose of these weekly conversations is two-fold. The primary intention is for the teacher or staff member to check in with each student and ensure his/her physical and mental wellness. Secondly, but consistently, the adult will check in on how each student is coming along with his/her learning as well as taking the time to answer any questions or concerns the student or family members have.

In grades 6-12, teachers will be minimally reaching out to their homeroom students. The primary purpose of this check-in is to ensure each student's well-being and that he/she has what he/she needs. The student's learning will be discussed in more general terms, as this teacher may not always be one of the student's regular classroom teachers. In grades 6-12 learning will be monitored more intentionally using discussion boards based on required reading assignments, assignments that students turn in via Google Classroom and Schoology, and opportunities for students to share their learning virtually (e.g. on discussion boards, during office hours, texting visual demonstrations of learning, email, etc.).

Students using paper and pencil can share their learning using minimal technology like email, texting photos of work, and returning necessary evidence when they pick up their weekly packets. Physical copies of work turned in at printed packet distribution sites will be shared with the teacher virtually via scanning and emailing, texting a picture, etc.

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:

Following are areas we expect to incur as additional expenses associated with the plan:

Paper copies: We anticipate making literally 1,000s of copies for our students, in addition to paying office managers and paraprofessionals to organize, distribute, etc. Estimated cost: \$21,000.

Gas and bus drivers (and paras) to deliver copies We anticipate using bus drivers to deliver packets and Chromebooks to our students/parents. Estimated cost: \$30,000

Custodians to keep facilities clean and safe? Because staff will be coming into the buildings and the offering of our food service, we anticipate additional cleaning costs (supplies, labor, etc.) to be incurred. Estimated cost: \$36,000

We anticipate the following technology items to be purchased/replaced: Chromebooks: 300 @ \$250 each (\$75,000); Hotspots: 300 @ \$50 each (\$15,000)' We anticipate having multiple mailings to our families. Estimated cost: \$5,000

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:

The creation of this plan was a team effort including all building and central office administrators and a teacher, the district instructional/assessment coach. It was created under the close guidance of our school board. The draft of the plan was initially shared with teacher leaders from each building as well as the union president and secretary. Feedback was taken back to the administration team and then an updated plan was shared out with small groups of teachers by department or grade-level. Teachers were able to give feedback prior to finalizing the plan. Their feedback was shared with the administration team.

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

District/ PSA Response:

Pupils and parents/guardians will be informed of the plan via the district's parent update (shared daily Monday through Friday since the mandated school closure). The plan will also be shared via the district website and app. Additionally, the district has attempted to contact each family on multiple occasions via online surveys and calling each family to determine their updated contact information, distance learning needs, as well as mental and physical health needs. As in the past, teachers and administrators will continue to have regular communication with families.

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:

April 8, 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:

Students enrolled in postsecondary courses are able to connect with teachers during online and phone office hours. They can also contact teachers and other support staff via email. They will know when high school teachers' (via virtual and phone office hours) are available to support them as the weekly office hour schedule can be accessed on the district webpage.

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

District/ PSA Response:

Parents are able to pick up enough breakfasts and lunches for the entire week on Wednesday from multiple food distribution sites throughout the district. We have been providing food since Monday, March 16, 2020.

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:

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.

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

District/ PSA Response:

Attempts to contact each student in their preferred modality (phone, text, video chat, email, etc.) will occur weekly. Staff members who are unable to make contact with a student within their designated group will contact their administrator after three documented and failed attempts to contact the student. The administrator will work with student support staff (counselors, social workers, ISD staff, etc.) to contact the family and ensure the student's well-being.

At the culmination of the distance-learning school year, PK-5th grade (elementary) teachers will determine whether a student earns a credit or incomplete based on his/her participation in the provided learning opportunities. The amount of participation will be heavily dependent upon and take into consideration, each individual student's situation. Since our plan utilizes using teams of teachers within departments, 6-12th grade teachers will work collaboratively to determine whether sufficient evidence of participation in learning opportunities exists for each student, taking each student's individual situation into consideration. This evidence will determine whether the student earns credit or incomplete.

Students who earn incomplete marks for this time period will have additional opportunities to engage in missed learning once normal school operations are permissible (either during summer school and/or when regular school operations resume). What these additional opportunities look like will be determined on an individual basis based on each student's situation during the Continuity of Learning as well as his/her current situation once regular school operations resume.

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:

The RESD will continue to provide social workers to work with students who need supports. Counselors throughout the district will continue to reach out to students who are in need of mental health supports. Teachers have been reminded that they are mandated reporters.

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:

Currently the private childcare centers are providing adequate options for families in need of childcare. We stand ready to help in any way we are needed.

Optional question:

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:

We are not planning on adopting a balanced calendar and plan on starting school on our regularly scheduled date in August, 2020.

Name of District Leader Submitting Application: John Fattal, Superintendent

Date Approved: 4/14/2020

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

Date Submitted to Superintendent and State Treasurer: 4/22/2020

Confirmation approved Plan is posted on District/PSA website: Yes