



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: New Lothrop Area Public Schools

Address of District: 9285 Easton Rd., New Lothrop, MI 48460

District Code Number: 78070

Email Address of the District: aberthiaume@newlothrop.k12.mi.us

Name of Intermediate School District: Shiawassee County Regional Education Service District

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 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: New Lothrop Area Public Schools

Address of District: 9285 Easton Rd., New Lothrop, MI 48460

District Code Number: 78070

Email Address of the District Superintendent: aberthiaume@newlothrop.k12.mi.us

Name of Intermediate School District: Shiawassee County Regional Education Service District

Name of Authorizing Body (if applicable):

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:

The district plans to use a hybrid/mixed media model of instruction using hard copy learning packets and online learning platforms. For those students that have internet access, but don't have a device, we will look into the feasibility of providing devices based on the number of students impacted. We also will provide internet connectivity on our campus and adding additional access points so students are able to use the internet in our campus parking lots. Students without internet access will have access to instructional materials through a weekly learning packet. All students will need access to materials such as paper, pencils, and crayons, which will be made available to families who don't have them. All students will have access to grade-level/course textbooks as needed to complete their work. Special education students will have contingency plans that include accommodations and supports found in their IEPs to the extent feasible.

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 will be expected to make contact with every student at least one time during the week. Teachers are or have already reached out via phone, email, or an app platform (i.e. Remind, Class Dojo, etc.) to each student to discuss family needs and resources that will be necessary to support student learning. Elementary teachers will contact their classroom students and Secondary teachers will contact students in each of their classes individually and as a collaborative group as needed. Special education teachers will also be in regular contact with their caseload students and their families. This may be done through the use of technology (for those that have access) such as Google Meet, Zoom, or other forms of virtual meetings, through email, or through weekly phone calls. For students with technology access teachers will also make sure to communicate multiple times each week through the instructional platform (Google Classroom, Remind, Class Dojo, etc.), with an emphasis on continuing to build relationships and maintain connections. If students do not have access to technology, teachers will find ways to provide regular, individualized ways to connect with their students that focus on building relationships and maintaining connections. Pupils will not be penalized for their inability to fully participate. We will encourage relationships between students by emphasizing that although our buildings are closed, our students are still part of their classrooms. Teachers will encourage activities that reinforce student-student connections and relationships. We will also be using our Elementary and Jr./Sr. High School Student Handbooks for academic and non-academic concerns.

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

District/ PSA Response:

For those students without technology, the main mode of delivery will be through hard copy learning packets. This will be supplemented through other avenues, such as phone conferencing, to support student learning. The learning packets will be provide by parent pick-up, or pushed out on buses through the established bus routes. For students with access to technology, content will be delivered through the online platform, email, and other social media sites (Google Classroom, Remind, Class Dojo, etc.). Teachers will be accessible for a variety of options to promote and support student learning. This could include options such as scheduled virtual office hours, pre-made videos, as well as live cooperative group chat opportunities. Such opportunities will be regularly provided and vary based on the need of each set of students within each classroom. Special education support will be provided by our special education teachers/case managers and our instructional aides could be a potential resource as added support to our students. SRES D will develop a plan regarding the best mode to provide services to students, including time and frequency to meet needs. A Contingency Plan will be used to meet the needs of special education and 504 students. Case managers will review IEPs, SRES D will provide a template that the school IEP team will complete. Good faith effort, documenting efforts, communicating with parents regularly will be the priority.

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

District/ PSA Response:

There will be a variety of methods available for students to show their learning so that teachers can also monitor the progression of their students' learning. Our goal is to provide multiple ways for families to support student learning and have choice that makes sense for their individual situations on how to demonstrate that student learning and share it with teachers. For example, students without technology access; may drop-off evidence of their learning each week or potentially bus drop-offs of the next week's paper/pencil learning resources. In addition, students may take a picture or somehow share their work with their teachers. Teachers will provide feedback to the student regarding their learning on a timely basis. The teacher will also encourage students to provide feedback on their own learning. Feedback from the teacher will include differentiated work as needed, along with examples to support student learning. For students with technology, teachers will monitor student access to resources as well as evidence of learning on a regular basis within the platform being used. Teachers will provide feedback to students on demonstration of learning through the instructional platform as artifacts are submitted. Teachers will differentiate instruction within the platform to meet each student's needs.

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:

- Professional learning for teachers and administrators around how to best provide students with remote learning opportunities and to use this learning to continue the progression of learning for all students as much as is feasible
- Technology infrastructure – additional access points for our district to provide internet connectivity to our campus
- Technology – replace lost or damaged devices. i.e. Chromebooks
- Purchase of learning supplies such as paper, pencils, crayons, etc. as needed
- Printing costs (paper and machine copy cost)
- Mailing costs (envelopes, postage) if necessary
- Personnel time for printing, preparing and delivering
- Fuel cost for buses
- Cost of online instructional platform and any related software/websites if applicable

Sources: General Fund, Title I, Title II a, 31a –Estimate cost \$100,000

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:

We began this plan with our instructional administration team hosting several virtual meetings. We then scheduled a separate virtual building staff meetings where staff had the opportunity to do a question and answer session using Google Docs with administration that was redistributed to the staff as a reference. From there, building principals virtually met with grade level chairs, department chairs, school improvement and leadership teams to review their individual building plans with staff. Administration and staff discussed the need for continued student learning from home and allowed opportunities for staff to share ideas and thoughts on how to best serve our students and families. The Superintendent met virtually with our instructional administrators to review the ideas of staff as well as what currently has been working in reaching our students and their families with educational resources and support. We have begun department meetings, school improvement, and leadership meetings for professional learning purposes this week with administrators and will be scheduling at minimum bi-weekly virtual grade level and department meetings for the next six weeks. We will continue to focus on student learning and put students at the center of our learning plans, and this will provide the foundation for long-term improvements in student learning and growth. Before finalizing the plan, we also provided the information to our Board of Education.

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

District/ PSA Response:

The plan will be posted to the district website and a SchoolMessenger phone and text message will be sent to parents and staff to alert them of the published plan on our website for transparency purposes.

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:

Teachers have been assigning enrichment support/activities as of March 23, 2020. We will implement this plan by April 21, 2020 after our regularly scheduled Board of Education Meeting scheduled for April 20, 2020. Families will have packets and access to supplies, if needed, by April 27, 2020 to support distance 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:

For our students in dual enrollment courses we will help facilitate and supervise to their completion with our media specialist and guidance counselor. In addition, we will be working with the RESD CTE Director to ensure our students have the ability to complete the courses they are currently enrolled in partnership with our Post Secondary Institutions. We will ensure that the students have the appropriate materials and support to complete those courses. We will hold students harmless for the unanticipated school closure. Our CTE programs function as our typical high school courses, so we will follow the same protocol as our secondary coursework. When needed the district will ensure the student has the necessary resources.

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

District/ PSA Response:

Our food distribution will continue as it began on March 23, 2020. We are providing meals to all students every Monday, Wednesday, and Thursday (up to 2 meals-breakfast & lunch). Families may pick up meals between 10:45 a.m. and 11:15 a.m. at the campus of New

Lothrop Area Public Schools. This will continue through the last day of school, unless we are provided additional guidance from the state and/or MDE. To address students who we believe should be receiving food staff will contact families directly to encourage participation, and, in some circumstances, may drop off meals to our most vulnerable children.

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:

We will be paying all employees. We will be assigning roles to our support staff and bus drivers to help support the work of the district in educating and feeding students during this time away from our buildings.

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

District/ PSA Response:

If a student does not have access to technology, teachers will keep track of which students are completing the providing evidence of learning on a regular basis. They will also keep a log of all communication with students and parents. If a student has access to technology, teachers will use the instructional platform to monitor student wellness, engagement, and evidence of learning. They will also keep a log of communication with students and families. Inconsistent submissions, engagement, and/or communication with a parent or student will be noted and communicated with the building principals, guidance counselor, and social workers after the third documented attempt of communication with student and families. Additional support agencies may be sought to make these connections (DHHS, Behavioral Health, etc.).

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:

Our Guidance Counselor and School Social Workers have already published a flier on social media and our district website offering their services for students and families and how to connect with them to provide added support and resources. The identified staff above will help connect the family to outside agencies to help meet their needs. While teachers are connecting regularly with families, they will also provide input if they recognize children is in need of mental health supports. If a need is presented the teacher will refer that need to the building principal, guidance counselor, and social workers to make the necessary follow-up. The principal will work with teachers regularly to identify any additional students or families in need. Telehealth may be used when available for students that have technology. In

addition, there is a hotline number established through SRESA that will connect families to resources as needed.

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 options for families in need of childcare.

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:

The District will not be adopting a balanced calendar for the 2019-2020 school year due to building construction projects and do not plan to adopt a balanced calendar for the 2020-2021 school year unless directed by the State and/or MDE. However, our Board approved first day of school for students is scheduled for August 20, 2020 for the 2020-2021 school year.

Name of District Leader Submitting Application:

Dr. Anthony Berthiaume, Ph.D.
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