



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:

Name of District: Morrice Area Schools

Address of District: 111 East Mason Street, Morrice, MI 48857

District Code Number: 78060

Email Address of the District: mdewey@morrice.k12.mi.us

Name of Intermediate School District: Shiawassee 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 8, 2020

Name of District: Morrice Area Schools

Address of District: 111 East Mason Street, Morrice, MI 48857

District Code Number: 78060

Email Address of the District Superintendent: mdewey@morrice.k12.mi.us

Name of Intermediate School District: Shiawassee 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. 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. Special education students will have 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 have already reached out to each student to discuss family needs and resources that will be necessary to support student learning. Elementary teachers will contact their classroom students. Secondary teachers will contact their fourth hour students individually, and will also connect with their other classes individually 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, or other form of virtual meeting, 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, Zoom, Zooroom, Facebook Live, etc.), with an emphasis on continuing to build relationships and maintain connections. If students do not have access to technology, teachers will find consistent and individualized ways to connect with their students on a weekly basis that focus on building relationships and maintaining connections. 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 and strengthen relationships. We will also be using the current district protocols to report non-academic concerns. Pupils will not be penalized for their inability to fully participate. The local district will continue to collaborate with early childhood partners (Local District and Shiawassee RESD Early Childhood Administrators) in adherence to forthcoming Michigan Department of Education guidance related to birth to five programs and services (including Great Start Readiness Program, Early On , etc). In addition, local districts in collaboration with the Shiawassee RESD will continue to monitor Shiawassee County child care needs for our essential workforce. In the event, disaster childcare centers are needed, local districts and the Shiawassee RESD will work together to mobilize and coordinate efforts to assist our essential workforce in accessing childcare services as a result of COVID-19.

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. Home learning packets are going to be delivered and picked-up on Fridays by our bus drivers. They will be driving their normal routes on Fridays to deliver materials and to pick up any returning materials. For students with access to technology, content will be delivered through the online platform, email, and other social media sites (Google Classroom, Remind, Zoom, DoJo, YouTube, etc.). Teachers will promote and support student learning through a variety of modalities. This could include options such as pre-made videos as well as live chat opportunities. Such opportunities will be regularly provided and will vary based on the need of each set of students within each classroom and grade-level. Special education support will be provided through itinerant staff as well as resource teachers and teacher consultants. SRES D will develop a plan regarding the best mode to provide services to special education students, including time and frequency to meet needs. A Contingency Plan will be used to meet the needs of special education and 504 students. This will be a mini version of IEP. 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. Morrice Area Schools 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 RES D.

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 demonstrate their learning so that teachers can also monitor the progress of their students' learning. Our goal is to provide multiple ways for families to support student learning and have choices 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 during meal pick-up, on days/times of published schedule of building outdoor drop-off, or bus drop off 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 self-evaluation of 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 individual 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, project based-learning, and social-emotional support.
- Purchase of learning supplies such as paper, pencils, crayons, etc. as needed
- Purchase of masks, gloves, additional cleaning supplies to keep buildings sanitized as staff come in to gather their resources and provide essential duties when necessary
- Printing costs (paper and machine copy cost)
- Mailing costs (envelopes, postage) if necessary
- Personnel time for printing, preparing and delivering
- Transportation costs (fuel, mechanical, maintenance, etc.)
- Cost of online instructional platforms and any related software/websites if applicable

Funding Sources: Title IIa, General Fund, 31a –approximately \$65,000

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 building principals hosting virtual meetings with their staff to discuss 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. We provided Google Documents for staff to ask questions and share additional ideas. The Superintendent met with building principals 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 began professional learning this week with administrators. We will also provide weekly professional learning for the administrator team as well as teachers within the grade bands and/or content areas for grades PreK-6 and 7-12 on a weekly basis for the next six weeks. We will learn about focusing on student learning and putting students at the center of our learning plans. Before finalizing the plan, we also provided the information to our Board of Education. We will provide additional guidance to staff based on the MAISA categories found in the support documents. (Whole Child, Equity, Learning, Monitoring Feedback & Grades).

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 communicated through a mailed letter to each student’s home. The plan will also be posted to the district website. To ensure that everyone is aware that the plan has been developed and released a School Messenger announcement will be sent to all parents.

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:

We will implement this plan on or before April 28, 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:

For our students in dual enrollment courses we will communicate with the SRES D CTE Director to ensure our students have the ability to complete these courses. We will ensure students have the appropriate materials and needed support to complete these 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 16, 2020. We are providing meals to eligible students every Monday (up to 3 meals-breakfast & lunch) and Thursday (up to 4 meals-breakfast and lunch). Families may pick up meals between 11:30 am – 12:30 pm at Morrice Elementary School. This will continue through the last day of school and transition to our Summer Feeding Program (SFSP), unless we are provided additional guidance from the state and/or MDE. To address students who we believe should be receiving food but haven't come to the pick-up location during the designated time, staff has contacted families directly to encourage participation. In some circumstances, meals have been directly delivered to the homes of 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 school district employees. Direct Supervisors will assign duties to paraprofessionals and other non-instructional staff to help support the work of the district. This may include supporting families and educating and/or feeding students during this time.

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

District/ PSA Response:

Teachers will document weekly relationship building communication with their assigned students and/or families by submitting a contact log to the building principal each week. Teachers will also keep track of which students are participating in virtual learning opportunities and/or take-home packets. Teacher documentation will include evidence of student learning on a regular basis. If a student has access to technology, teachers will use the instructional platform to monitor student wellness, engagement, and evidence of learning. Inconsistent submissions, engagement, and/or communication with a family or student will be communicated to the building administrator. The building administrator will work collaboratively with the teacher and other school personnel to create and implement a plan to reach out to these students and families using additional strategies to ensure repeated efforts are made to stay in contact and provide needed support and possible referrals. 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:

Through continued contact with a variety of staff, families have the opportunity to access additional mental health support. If a student or parent alerts a staff member to a need, the behavior specialist (School Social Worker or Guidance Counselor) will reach out to individual students and families to determine what they may need. The behavior specialist 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 are in need of mental health supports. If a need is presented, the teacher will follow the protocols of reporting a non-academic need, and will elevate that need to the principal or superintendent to make the necessary follow-up. Support staff such as SRES social workers as well as building principals 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 SRES 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:

Our local SRES established a hotline and webpage announcement for families to access disaster relief child care information for state-identified essential workers. Our local school district has provided information about availability and location of disaster relief child care centers through a link on our district webpage and a SchoolMessenger announcement.

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:

At this time, we do not plan to adopt a balanced calendar. We will continue to plan for possible summer enrichment and credit recovery opportunities. Delivery methods for summer opportunities will be contingent on future executive orders issued by the State of Michigan.

Name of District Leader Submitting Application: Michael R. Dewey, Superintendent

Date Approved: 4/16/2020

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