



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 20, 2020

Name of District: Owosso Public Schools

Address of District: 645 Alger St

District Code Number: 78110

Email Address of the District: tuttle@owosso.k12.mi.us

Name of Intermediate School District: Shiawassee Regional Education Service District

Name of Authorizing Body (if applicable): Owosso Public Schools Board of Education

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 20, 2020

Name of District: Owosso Public Schools

Address of District: 645 Alger St., Owosso, MI 48867

District Code Number: 78110

Email Address of the District Superintendent: tuttle@owosso.k12.mi.us

Name of Intermediate School District: Shiawassee Regional Education Service District

Name of Authorizing Body (if applicable): Owosso Public Schools Board of Education

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.

The week of April 6-10, 2020, teachers will be allowed to access the buildings on a scheduled and rotating basis while practicing social distancing to obtain instructional materials to facilitate the learning opportunities. During this same time, the District's Instructional Leadership Council (ILC) and Department/Grade level chairs will be working remotely together to come up with suggested instructional materials and methods of delivery to provide additional guidance to teachers.

The following outlines the District's teacher's expectations for each of the instructional areas starting the week of April 6th:

General Education Teachers' Responsibilities beginning Monday, April 13:

- *Read district email at least once a day outside your office hours.*
- *Maintain office hours from 9am-11am each day for students to email or call (if you feel comfortable giving out your number) at this time and receive an immediate response.*
- *Contact students on your responsibility list at least weekly and log the results of those contacts. For example: spoke to a student for 30 minutes or left 2 messages and an email and no reply. Please let your administrator know if you have a concern for a student and remember that you are a mandated reporter.*
- *Provide an optional lesson with an answer key opportunity for every one of your students at least once a day. If you provide lessons for multiple days or for the week all at once that is also acceptable. For example, elementary teachers should provide lessons on each of the core subjects and secondary teachers should provide lessons for each of their preps. Lessons can include but are not limited to--a video of the teacher for students to watch, an interactive opportunity with the teacher and students, a video of something for students to watch, an assignment on Google Drive, etc. Please use the following platforms for consistency in the district:*
 - *Google Classroom/Docs*
 - *Google Hangouts*
 - *Microsoft teams*
 - *POSSIBLY Zoom*
 - *YouTube*
- *Accountability: Principals will provide a folder in each building google drive and teachers will provide a short synopsis of what your lesson was in each core or for each prep for each day. NO MORE THAN 1 SENTENCE PER ACTIVITY. Keep it simple!*

Elementary Teachers Example:

Teacher Name _____

<i>Date:</i>	<i>Subject/Prep:</i>	<i>Lesson:</i>
<i>April 14</i>	<i>Math</i>	<i>On Google Drive I asked students to skip count by 5s and 10s.</i>
<i>April 14</i>	<i>Social Studies</i>	<i>I provided a video for them to watch: provide link</i>
<i>April 14</i>	<i>Science</i>	<i>I shared a video of a Science experiment and asked students to fill in the steps of the scientific method.</i>
<i>April 14</i>	<i>Reading/Writing</i>	<i>I requested that students read with someone in their household for 30 min.</i>

Secondary Teachers Example:

Teacher Name: _____

<i>Date:</i>	<i>Subject/Prep:</i>	<i>Lesson:</i>
<i>April 14</i>	<i>Algebra I</i>	
<i>April 14</i>	<i>Algebra II</i>	
<i>April 14</i>	<i>Pre Calc</i>	
<i>April 14</i>	<i>AP Calc</i>	

Special Education and Title I: Teachers' Responsibilities beginning Monday, April 13:

You are responsible for the following:

- Read district email at least once a day outside the office hours.*
- District special education teachers that have self-contained classes are expected to provide an optional lesson with answer key opportunity for every one of your students at least once a day like the general education teachers stated above.*
- Working as best they can to speak with general education teachers and making accommodations as appropriate and possible for the students on your caseload and/or team taught classes.*
- Contact students on your caseload at least weekly and log the results of those contacts. For example: spoke to a student for 30 minutes or left 2 messages and an email and no reply. Please let your administrator know if you have a concern for a student and remember that you are a mandated reporter.*
- **Completing annual IEPs by phone or virtual meeting (not at this time, but when authorized to do so)***
- Accountability: You should keep a log in the building team drive providing a short synopsis of what your lesson was in each core or for each prep for each day. **NO MORE THAN 1 SENTENCE PER ACTIVITY.** This does not need to be lengthy.*

- **Owosso Public 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 RESD.

Encore Teachers' responsibilities beginning April 13:

- *Read district email at least once a day outside the office hours.*
- *Create daily lessons for upper el and lower el in video form and create a YouTube video of these lessons and work with Mary Hankins to have these available in the district elementary Google Classroom.*
- *Create a responsibility list of approximately 25 students you feel you have a connection with and email the general education teacher so they know you will be contacting them weekly. Please let your administrator know if you have a concern for a student and remember that you are a mandated reporter.*
- *Accountability: You should keep a log in the building team drive providing a short synopsis of what your lesson was in each core or for each prep for each day. **NO MORE THAN 1 SENTENCE PER ACTIVITY.** This does not need to be lengthy.*

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.

As outlined in response to #1, teachers are expected to: *“Contact students on your responsibility list at least weekly and log the results of those contacts. For example: spoke to a student for 30 minutes or left 2 messages and an email and no reply. Please let your administrator know if you have a concern for a student and remember that you are a mandated reporter”*

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

The District is gearing towards providing delivery of instruction via technology and through printed packets. In order to better understand the needs of the staff and students in that regard, the following outlines the communication that will be going out to teachers from me prior to the week of April 6th for them to be better prepared for the week of April 13th and the District to better understand staff and student technology and/or alternative method of delivering instruction needs:

“I continue to be impressed with their leadership as well their unwavering support and recognition of educators. It is refreshing to hear!! As I'm sure you are aware, Governor Whitmer, in her April 2, 2020 executive order, closed schools for the remainder of the year. However, schools are expected to provide emergency remote learning to our students until our school calendar ends on June 5. Our administrative team and your MEA leadership have been working together to create a reasonable and flexible plan to meet the requirements of educating our students. A comprehensive plan is forthcoming with the intent to begin on Monday, April 13. The first steps of this plan are as follows:

Step 1: First and foremost, we need to know that you have the resources you need to provide remote learning to your students. The first step in this endeavor is for you to answer the following questions by Monday, April 6 at noon. Please click on the following link to a Google Sheet and fill in the following information next to your name. Each building will share link of google team drive.

- Do you have a device at home that allows you to provide emergency remote learning to your students (Y or N)? I hope all teachers answer Y to this since they all have a Chromebook.*
- Do you have internet capabilities at your home? (Y or N)*
- Do you need professional development in how to provide emergency remote learning? If so, please describe the areas you need PD.*

Step 2: On Tuesday, April 7, each school building will be open for you from 8 a.m. to 3 p.m. to enter and obtain the necessary materials to meet your teaching requirements (see below). To maintain social distancing and the safety of all, only you should be entering the building to obtain the necessary materials. Administrators will be working with the teachers from their building to schedule a time to enter their classroom to retrieve the necessary resource materials to provide emergency remote learning to their students. If you need documents from your shared drive (I, R, O, etc.) you should take the time to transfer documents to a thumb drive or to a Google Drive. To practice social distancing, if you need access to your classroom please email/call your administrator and set up a 10-20 minute time to be in the building. Times will need to be scheduled to maintain social distancing. Please completely shut down your computer when you are finished. The doors to the building will be open so you will not need your access card. If you have specific questions, please contact your Administrator. We will clean/sanitize on April 13th.

Step 3: Each of you should have a list of students that you are responsible for contacting on a weekly basis—preschool and elementary classroom teachers should contact the students in their class, middle school teachers should contact the students in their Trojan hour, and Owosso High School and Lincoln High School teachers should contact students in their 2nd hour class--your responsibility list. Special Education teachers please contact the students on your caseload. Teachers, a Google Sheet has been created. Each link to this drive will be shared on each building team drive. On the sheet is a complete list of students in your building. Once you contact the students on your responsibility list, please ask the students the three questions below and input the information next to that student's name on the Google Sheet. This information will assist all of us in working to meet the needs of ALL students. Please ask each student the following questions:

- 1. Do you have a device at home that you can engage in online learning? (Y or N)*
- 2. Do you have internet capability at home? (Y or N)*
- 3. If the district provided paper/pencil learning packets, would you have transportation to retrieve the packet from Owosso Middle School?*

*In the course of the conversation, please make sure to ask students how they are doing and if there is anything they need. Let them know that you will be contacting them once a week for **the***

next several weeks to check on them. Inform the students that your office hours are 9-11 a.m. and they can contact you by email OR phone (if you are willing to do so).”

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

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

Owosso Public Schools will deliver and monitor remote learning through a variety of methods including printed materials, direct phone contact, email, on-line/electronic to meet the needs of all students within our district. Educators will use a variety of methods to monitor learning. Digital tools will be used to gather feedback on student learning. Teachers have been encouraged to follow our district philosophy of International Baccalaureate and engage activities that are real-world in nature. Students can create products and share during phone calls, videos, blogs, and artwork. Special need students will be provided learning accommodations via personal contact weekly from special education teachers. Accommodations will be related to existing IEP’s.

- Teachers will have office hours daily from 9-11am and will contact students weekly. Contact logs will be kept to monitor learning and social emotional needs.
- Google classroom is our digital learning platform and we will monitor learning, percentages, and engagement through the analytics of this program.
- Printed learning packets will be distributed and we monitor demand for the packets each week.
- Distribution and demand for devices from our 6-12 families.
- Social media analytics and engagement
- Website traffic will be monitored and data will be collected and shared

5. Please attach a budget outline estimating additional expenditures associated with the Plan and sources of revenue to pay for those expenditures.

Without having specific answers about what additional technology is needed to implement the plan, the actual assessment of additional expenditures cannot be assessed at this time. The District will continue to look towards utilization of resources that have been provided, including flexibility from grant funds and additional resources that are to come to fill the gap.

Estimated budget for Owosso Public Schools Distance Learning Plan

Devices to support on-line learning	\$75,000
Support for internet connectivity	\$10,600
Professional Development	\$ 1,500
Copy Costs	\$ 2,000
Postage	\$ 1,500
Total	\$90,600

6. Please describe the manner in which district administrators, board members, teachers, and any representatives of teachers collaborated in development of the Plan.

- a. District administrators have provided input on the entire plan through use of a multitude of conference calls involving all administrators and/or subsets of administrators. The resulting plan was created by and thoroughly reviewed by administrators based on their input and those of the other stakeholders.
- b. Board members are kept informed and input received through communication with the Superintendent.
- c. Teacher leaders have been consulted and input garnered by principals and the Director of Curriculum and incorporated into the plan.
- d. The final resulting plan has been reviewed, input obtained and vetted through the teacher's union to assure acceptance and buy in.

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

The following message will be going out today, Friday, April 3rd to families via phone, social media, email and posting to the District website:

Hello Owosso Families,

This is Andrea Tuttle, Superintendent of Owosso Public Schools. Yesterday, Thursday, April 2, Governor Whitmer signed an Executive Order, which orders all K-12 school buildings to close for the remainder of the school year and sets guidelines for remote learning.

My first concern continues to be the health and well-being of our students and their families. Moving forward, teachers will continue to touch base with students on a weekly basis to see if there is anything they need during this time at home.

For several weeks now, our educational team has been working to create an online learning platform for students. We are exploring ways to meet the needs of all students and there are many unique factors to consider. For next week, I encourage you to use the learning opportunities that were posted on the district Facebook page and district website on March 26, as well as the learning opportunities provided by individual teachers. These continue to be learning opportunities and are not required work. Beginning Monday, April 13, each teacher will be providing daily online learning opportunities for each subject area. For preschool-5th

grade students whose families are not able to engage in online learning, packets will be available for pickup at Owosso Middle School on Tuesdays, beginning April 14 from 10 a.m. to noon through our drive up service. Students are not required to return these packets for grading. All opportunities will continue through the last scheduled day of school on June 5. All teachers will have office hours from 9-11 a.m. each weekday. If you or your child have questions, this is a good time to email a teacher. Minimally, teachers will respond to email inquiries during this time. I will reiterate that all learning opportunities remain highly encouraged, but non mandated. We encourage all students to participate in these learning opportunities so they are prepared to advance to the next grade which is the expectation for all students unless a teacher contacts you to suggest otherwise. Please continue to check in daily with the district's Facebook page and district website as we will continue sharing information via those channels. An updated district question and answer document will be posted next week. Questions and answers specific to each school will be available on the school's Facebook page.

Governor Whitmer said it best when she described working on these issues as “building a plane while you are trying to fly it.” We will continue to build and as things change, adjust. There will be more to come on the educational endeavors soon, but in the meantime, please continue to take care of your families during these unprecedented times.”

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.

The District is working to implement this plan effective the week of April 6, 2020. This is with full knowledge that additional “tweaks” will be needed as feedback is received from all stakeholders. All district communication and information is posted on district website www.owosso.k12.mi.us and is posted on district social media.

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.

Owosso Public Schools will consult with any post-secondary institution where students are enrolled to understand how courses will be graded and issued. This information will be shared with students affected. CTE coursework will include use of video and electronic submission through specific platforms such as google classroom.

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

The District immediately implemented providing breakfast and lunch meals to students commencing March 16th, the initial date of the shutdown, by implementing the already existing Summer Meal Program allowing for pick-up of meals five days a week from three locations. In addition, volunteers have been delivering meals to families that are not able to go to these locations once they are notified. This process will continue with the following change effective April 14th:

Starting April 14th we will begin the 'new' food service breakfast/lunch program, distributing food at Owosso Middle School. On Tuesdays we will give out breakfasts/lunches for Tuesday, Wednesday, and Thursday. On Friday we will give out meals for Friday and Monday. Distribution times will be 10:00 a.m. to Noon. Food packets, that were distributed twice a month during the school year, will be available on Fridays at the Owosso Middle School. We will still deliver meals to Pleasant Valley on Tuesday and Friday.

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.

This is confirmed. We have worked with our support union and have reached consensus on a plan that will continue to pay out employees their default hours while utilizing their services when and where it is appropriate to do so without jeopardizing their safety.

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

Owosso Public Schools created a survey for students, parents, and staff to collect input into the distance learning plan. The results of the survey will be shared with all stakeholders and will guide future online learning that may occur within the district. The survey is broken into 4 categories and includes rating scales as well as open ended questions.

1. Academic-content, time
2. Delivery-digital platform, paper/pencil packets, websites, apps
3. Communication-phone, email, newspaper, social media, district, building, teacher
4. Resources-social emotional needs, academic, food

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.

The design of the instructional program includes the reaching out by teachers to students. During this contact time, it is hoped that the teachers may have the ability to “get a read” on the health and well-being of the students. This is not a “fail safe”, however, there are other resources in the County that have mobilized to create a “hot-line” for students to access and “Tele-health”. The coalition that has developed these resources include the “Voices for Children of Shiawassee County”, Community Health and Wellness, Community Health Department and the Cook Family

Foundation. The links to these resources have been provided to administrators who can then in turn share it with instructional staff.

The district is designing a SEL (Social Emotional Learning) website with tools and resources for parents and community to access during this unprecedented times. This design is being organized by ILC (Instructional Leadership Council) and SRESO social workers.

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.

At the current time, the needs of the county have been met and therefore the District's early childhood center has remained closed. If such a time that it becomes necessary for additional childcare opportunities to be opened up, the District is willing to work with the SRESO to open up childcare slots.

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?

The District is currently undergoing a significant bond construction project on what will be the 6-12 campus (currently the 9-12 campus) thereby negating any ability for implementing any balanced calendar instructional plan for either school year.

Name of District Leader Submitting Application:

Dr. Andrea Tuttle, Superintendent

Date Approved: 4/20/2020

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