



Continuity of Learning and COVID-19 Response Plan (“Plan”) Application

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 8, 2020

Name of District: Concord Community Schools

Address of District: 405 S. Main St., Concord, MI 49237

District Code Number: 38080

Email Address of the District: dan.funston@concordschools.net

Name of Intermediate School District: Jackson County ISD

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: Concord Community Schools

Address of District: 405 S. Main St., Concord, MI 49237

District Code Number: 38080

Email Address of the District Superintendent: dan.funston@concordschools.net

Name of Intermediate School District: Jackson County ISD

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: Concord plans to use a hybrid model of instruction using hard copy packets and online learning platforms. Students without internet access will have access to instructional materials through a weekly instructional packet that will be made available to students through our continuing lunch program. If needed, we will mail packets to families with no transportation. All students will have access to grade-level course textbooks as needed to complete their work. All 6th-12th grade students have school issued chromebooks at home with them. All PreK-5 students who do not have a device, will be given instructional packets as described above. A pupil will not be penalized for their inability to fully participate.

Concord Community Schools acknowledges that all of the students and families we serve are diverse, as are our students with disabilities. Because of this, learning opportunities will differ based on individual student needs. To the greatest extent possible, our District will strive in good faith, and to the extent practicable, to provide equal access to alternative modes of instruction to students with disabilities for the remainder of the 2019-2020 school year. Learning will be designed in collaboration between general and special education teachers, and special education service providers, in order to provide accessible options and materials that have been accommodated to meet individual student learning needs. Staff will be supporting students through multiple modalities, and multiple forms of resources will be utilized to ensure connections are maintained and that students are engaged in academic learning at their individualized level, as well as meeting their social and emotional needs during this time of crisis. This plan will be fluid in order to meet the unique needs of students and may be redesigned as we continue to support student learning in these unprecedented times.

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: We have been working hard to maintain contact with our students via Google Classroom, Email, and Phone. Our staff (teachers and instructional aides) will be expected to have contact with every student at least one time a week. This may be done through the use of technology (for those that have access) such as Google Meet or other forms of virtual meeting or through weekly phone calls. For students without technology access, teachers will include weekly notes to students in their instructional packets that focus on building relationships and maintaining connections. We will encourage students to communicate with classmates via email, Google Classroom, Google Meet, and or hand written letters. Our staff will track student contact and make notes on a Student Contact Sheet.

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

District/ PSA Response:

For students with technology, content will be delivered through Google Classroom, Email, and Other Social Media Sites. Teachers will be accessible to students via these platforms multiple times per week and will provide asynchronous instruction multiple times per week. Some teachers may choose to provide synchronous instruction as well.

For students without technology, students will be provided with a hard copy instructional packet each week. Instructional packets will be mailed to those without internet access on Fridays. Our plan will kick off on April 15th. We will start mailing packets by April 24th. This meets the state timeline and also allows us some time to determine for sure who needs packets mailed. This will be supplemented with phone conferencing to support instruction. Group phone conferencing may take place via Google Meet's conference phone line feature.

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

District/ PSA Response:

For students with technology, teachers will monitor student access and assignment completion on a daily basis within the instructional platform. Teachers will provide feedback to students on assignments through the instructional platform throughout the learning process and as they are completed. Teachers will differentiate instruction within the platform to meet each student's needs.

For students without technology, we will encourage families to submit photos of the student's work via email. If families are unable to do this, we will provide means for students to submit their work to teachers. We will make weekly contact with the students/parents to discuss the work and provide feedback as appropriate. Students and families will be encouraged to return the work to their teacher in a digital format if at all possible via photos of the work or other means.

NOTE: We could do much more if the digital equity needs of our students could be met.

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:

We are already paying our employees as if we were in school from our General fund, Title 1, and 31a. The only additional costs not anticipated in our plan would be postage for mailing instructional packets and the purchase of books for our elementary school students. We will use general fund dollars to pay for any additional costs.

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: This plan was drafted by the superintendent from ideas discussed among our administrative team, teaching staff and school board. Finalizing this document took place collaboratively between our administrative team and our teacher association in a Google

Meet. The plan was then presented to the school board and entire staff for feedback prior to being submitted.

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

District/ PSA Response: We will use multiple methods to communicate this plan to our community. A kickoff video with details of the plan will be created and placed on YouTube. This kickoff video will be texted, emailed, and posted on our website. In addition, a letter will be mailed to all of our 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: Our kickoff date is April 15th. On April 15th, our kick-off video will be sent out. The introductory letter will be mailed out on Friday of this week. Online learning will start on April 15th. Packets will be available on the first Friday (April 17th) of our plan. Families who have not yet picked up a packet or participated online will begin receiving packets via mail on April 24th.

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 continue to work with the provider to determine next steps for our students. Currently, our dual enrollment students are all completing their coursework online through the affiliated university or college. We will ensure that the students have the appropriate materials and support to complete those courses.

Our Career and Technical Education students attend the Jackson Area Career Center, which is part of the Jackson County Intermediate School District (JCISD) programming. The JCISD's COL Plan will include information as to how learning will continue for these students. The JCISD Plan will ensure students that want to complete their certifications or credentialing will be provided the opportunity to do so either from a distance, or through in person instruction during the summer.

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

District/ PSA Response: The district will continue to provide food distribution to our students through a drop and drive program already in operation on site. The district provides meals for each weekday.

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 is and will continue to pay school employees and we will work with our associations to provide meaningful work for our employees that helps us implement this plan.

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 weekly instructional packets through their weekly communications with students and parents. If a student has access to technology, teachers will use the instructional platform to monitor student wellness, engagement, and completion of assignments. Teachers will keep a log of communication with students and families. Inconsistent completion and/or communication with a parent or student will be raised to the principal or counselor to develop a plan to connect with the student and family. Additional support agencies may be sought to make connections. We are committed to providing students with feedback during this time. Students will earn either a pass or incomplete for the 4th nine week grading period. A pass or incomplete determination will be made based on the student's performance during this continuity of learning plan. Students who earn a pass will earn a semester grade equivalent to the grade the student possessed on March 13th. If 9th-12th grade students choose to have 4th quarter work scored they can work to improve the grade they had at the end of the 3rd nine weeks. Students should communicate with their teacher on this matter. Students enrolled in an A.P. class will be given a chance to take the advanced placement test using the college board's online option.

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: While our teaching staff is making weekly contact with our students, they will monitor and assess the needs of students and families. If a need is presented, the teacher will elevate that need to a principal, counselor, or social worker to make the necessary follow-up. The principal will hold weekly meetings with the staff to identify any additional students or families in need. In addition, our counselors and social workers have and will continue to reach out to families to offer support.

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 follows it.

District/ PSA Response: We are not involved in this process because the district does not provide child care. Our vendor, ABC Academy, will have access to our facilities if needed; however, they are currently operating out of Jackson College.

Optional question:

15. Does the District plan to adopt a balanced calendar instructional program for the remainder of the 2019-2020 school year? Does the District plan to adopt a balanced calendar instructional program for the 2020-2021 school year?

District/ PSA Response: No

Name of District Leader Submitting Application: Dan Funston, Superintendent

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

Date Submitted to Superintendent and State Treasurer:

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