

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 8, 2020

Name of District: Lake Fenton Community Schools

Address of District: 11425 Torrey Road Fenton, MI 48430

District Code Number: 25200

Email Address of the District: jwilliams@lakefentonschools.org

Name of Intermediate School District: Genesee Intermediate School 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.

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: Lake Fenton Community Schools

Address of District: 11425 Torrey Road Fenton, MI 48430

District Code Number: 25200

Email Address of the District Superintendent: jwilliams@lakefentonschools.org

Name of Intermediate School District: Genesee Intermediate School 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:

Lake Fenton Teachers will provide a hybrid model of instruction in the following manner: virtual learning lessons both in real-time and flexibility-timed sessions, videos, slideshows, project-based learning, telephone communications, email, and utilizing hard copy instructional learning packets provided by Lake Fenton teachers and additionally offered by the local Genesee Intermediate School District. Packets are only in use at the very young ages to support virtual elearning lessons, such as GSRP. Students were provided the texts and resources that they needed prior to shut down to ensure success. This includes materials for the younger students to complete packets that were distributed to support online learning. Any additional resources are available as needed on a case by case basis and teachers will communicate those needs to building administration.

Lake Fenton Community Schools is a 1:1 district and has provided each student with a chromebook. To assist those families with limited connectivity, the district has purchased and provided hot spots to ensure connectivity for all our families. Through 1:1 chromebooks and providing additional hotspots, all our families are able to participate in our elearning plan. Resources to support technology functionality are made available to families throughout the plan, such as a help desk and the ability to request repairs or replacement as needed. This

information has been communicated with all families and updated on our school website and social media.

Our GSRP program follows our district virtual plan. They have provided packets of materials to support virtual lessons for all families. Packets and necessary materials were provided prior to schools fully shutting down. Additional supplies have been delivered by doing porch drop offs. Lessons are posted on Google Classroom, the Homeroom app is used for daily communication, and Seesaw, Bloomz and other younger applications are available for students. Read Alouds are also implemented virtually every week to support literacy.

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 are providing instruction each Monday and Wednesday for 1.5 to 3 hours per day per grade level. This follows a graduated scale of time requirements for each course in the following manner:

HS will allot for up to 30 minutes per class MS will
allot for up to 25 minutes per class Intermediate will
allot for up to 20 minutes per class Elementary will
allot for up to 15 minutes per class
GSRP Program will allot for up to 5 hours on task time for the entire week (that includes both lesson instruction and at -home application of content)

Instruction is communicated via Google Classroom, Google Hangout, email, or other form of virtual interaction. Additionally, teachers have “virtual office hours” every Tuesday and Thursday from 9 to 12 to connect and communicate with students. This again is a hybrid of virtual interaction, email, and phone calls as needed to reach all students in a manner that is successful for our families. Fridays are a mixture of learning extension, instruction, and social-emotional learning support for our students. Teachers maintain a log of communication with all families/students in their course(s). Five days a week, teachers are available as needed to meet the academic and social emotional needs of our students and families. This includes both synchronous and asynchronous contact. Additionally, district Social Workers and School Counselors will provide Social Emotional Learning opportunities and communicate with families to meet their needs during shutdown.

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

District/ PSA Response:

Lake Fenton Community Schools is a 1:1 district and provides each student with a chromebook. To assist those families with limited connectivity, the district has purchased and provided hot spots to ensure accessibility for all our families. Through 1:1 Chromebooks and providing hotspots, all our families are able to participate in our elearning plan.

The typical instructional environment includes multiple forms of elearning: flipped lessons, Google Classroom, Google Hangouts, Screencastify, Flipgrid, and a myriad of ways to engage and connect with students. This includes both synchronous and asynchronous instructional settings. Students may also participate in project-based learning applications and hard copy instructional packets (at young levels). Students that were previously using our online learning platform (Odysseyware), have continued with the expectations already in place prior to shutdown.

Our GSRP program and elementary staff have provided packets of materials to support virtual lessons for all families. They are not stand alone packets and work in conjunction with elearning instruction. Packets and necessary materials were provided prior to schools fully shutting down. Additional supplies have been delivered by doing porch drop offs.

All Special Education Staff continue to hold IEPs virtually and accommodations are being met in conjunction between the general education and special education teachers. Special Education teachers are also (along with general education teachers) directly working with caseload students to support learning success and IEP goals. All teachers maintain a Google/Excel sheet of communication logs throughout. EL students have the added support of our Genesee Intermediate School District Liaisons who also reach out to support student and family needs. They have provided ESL packets online and mailed to those who needed them.

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

District/ PSA Response:

Teachers will continue to monitor student access and assignment completion and provide

feedback based on the work that is completed. Feedback will be in the manner that they are familiar with by providing grades to assignments. They will continue to reach out to students that are not completing work and document all communications through Google Sheets or Excel. Teachers will differentiate instruction within the platform to meet the needs of all students.

GSRP will not assign grades to students but will monitor family progress and engagement and communicate with families that have inconsistent engagement. No developmental assessments can be documented at this time.

Students in grades PK-2 will continue to receive grades based on the standards-based report card they have in place.

Students in grades 3-12 will have an opportunity to improve upon the grade they had earned in classes as of March 11th and have that grade posted as a final grade by continuing to complete assignments and work with teachers. If they participate and they are not able to improve their grade, they can default to the March 11th grade or a pass/fail.

Students must complete 80% of any new work to earn a letter grade. Anything less than 80% will result in a Pass/Fail option.

Any student who does not complete additional work will be awarded a pass/fail grade based on their academic standing as of March 11th .

Teachers will use our traditional approach to grading and feedback. Assignments not completed will receive a zero (0), but this will not cause a passing student to fail or a grade to fall below what it was on March 11th.

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:

Technology budget:

15 Hotspots purchased at \$240 per device for a total of \$3,600.

All chromebooks were already part of the district's 1:1 plan.

There are no additional costs outside of what has already been budgeted for in the 2019-2020

school year in regards to food and transportation costs. This will not incur 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:

Central Office and Administration team met multiple times prior to the school shutdown and planned the initial scope of the district elearning plan for all grades. This was done prior to the continuous learning plan template being made available. The district provided professional learning for all staff on Friday, March 13th, 2020 to learn and support virtual classroom instruction. This was teacher-led training by buildings and departments. Teachers were then given time to collect all necessary materials to ensure virtual learning -- staff chromebooks, school materials, and additional technologies. Students were also given an opportunity to pick up chromebooks and instructional materials left at school.

The administrative team meets multiple times weekly during the shutdown to inform and monitor the elearning continuity plan's success. The plan has been presented to teacher teams, members of our teacher union, the Board of Education and other key stakeholders - through virtual platforms to seek feedback prior to finalizing. As the plan has been developed, it has been shared and communicated with all staff and stakeholders.

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

District/ PSA Response:

District Leadership has communicated the development of the plan as it has been implemented and developed throughout. This includes email, automated messages, social media, and virtual meetings. Upon completion of the formal state continuity plan, a formal letter will be sent directly from our Superintendent of Schools, Mrs. Julie Williams, to all families. The plan will also be dispersed through social media platforms as well. Finally, an automated robocall message 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, 2020.

District/ PSA Response:

The Continuity Learning Plan will be formally implemented on Monday April 8th, 2020.

9. Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act 160A 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:

The district is reaching out to all Early/Middle College and all dually enrolled students on an individual basis to offer assistance and ensure their success. We will be working with the provider of Early/Middle College programs to determine student paths to learning. District CTE teacher is working with students individually through virtual lessons to complete the coursework. In all scenarios, the district will ensure students have necessary resources to complete work.

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

District/ PSA Response:

District staff will continue to provide food distribution to any school aged person up to age 18 every Monday and Wednesday via pick-up locations throughout the district. These do not have to be Lake Fenton families. We communicate this plan through social media and website platforms with any changes or alterations in scheduling. A Google Survey was shared with all families to gauge the number of participating families and locations for pick-up and delivery were readily communicated to our community. Our website also lists contact numbers for those with additional questions or need.

Meals are offered every Monday which include 2 lunches and 2 breakfast kits for each person and every Wednesday with 3 lunches and 3 breakfast kits for each person. These are made available through a drive-through style pick up or walk up in several locations throughout our district boundaries as well as at our Lake Fenton High School. See details below.

- 11:30 - 11:50 @ Lake Ponemah Mobile Home Park
- 11:30 - 11:50 @ Lake Fenton Estates
- 11:30 - 11:50 @ Pheasant Run Apartments
- 11:30 - 11:50 @ Lake Park Village
- Lake Fenton High School for pick-up

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:

All Lake Fenton staff will continue to be employed and paid during the shutdown. Various support staff are being utilized to participate in our food distribution program from week to week, others are being utilized to support student learning needs and communicating with families in social emotional support, and others are being utilized to participate in various other district needs as they become necessary to our success.

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

District/ PSA Response:

Teachers will use the instructional platforms referenced previously to monitor student

wellness, engagement, and completion of work -- and will provide feedback based on the work that is completed. Students will also be given the opportunity to complete work prior to the March 11th cutoff date to increase success rate. District will provide a bi-weekly survey to our staff to continue to evaluate the participation of pupils throughout the remainder of the school year. Teachers will keep track of all communication and efforts through a communication log and inconsistent student engagement will be relayed to administration to develop a plan to connect with those families/students.

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:

Teachers will continue to provide virtual connections with students throughout the week. While making these connections, teachers will monitor and assess the needs of students and families. If a need is presented, the teacher will communicate that to administration. The principal will seek out additional supports based on needs. District Social Workers and School Counselors will provide Social Emotional Learning opportunities and communicate with families to meet their needs during the shutdown. Eight Genesee ISD Social Workers will be on call for all counties to utilize to support families as well. While resources are available throughout, teachers will use Fridays as a mode of connecting and serving students' social emotional needs.

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:

We have made our Early Childhood and Childcare Facilities available to our local ISD.

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: At this time, we are not planning to adopt a balanced calendar for the balance of 2019-2020 or for the 2020-2021 school year. We are planning to start classes prior to Labor Day.

Name of District Leader Submitting Application: Julie Williams, Superintendent

Date Approved: 4/8/2020

Name of ISD Superintendent/Authorizer Designee: Dr. Lisa A. Hagel

Date Submitted to Superintendent and State Treasurer: 4/17/2020

Confirmation approved Plan is posted on District/PSA website: Yes, 4/17/2020