



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 9, 2020

Name of District: Au Gres-Sims School District

Address of District: 310 Court St. P.O. Box 648 Au Gres, MI 48703

District Code Number: 06020

Email Address of the District: sochaj@ags-schools.org

Name of Intermediate School District: Bay-Arenac 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 14, 2020

Name of District: Au Gres-Sims School District

Address of District: 310 S. Court St. P.O. Box 648 Au Gres, MI 48703

District Code Number: 06020

Email Address of the District Superintendent: collierj@ags-schools.org

Name of Intermediate School District: Bay Arenac 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:

The district plans to use a hybrid model of instruction using hard copy instructional packets and online learning platforms. Students without internet access will have access to instructional materials through a weekly instructional packet. For those students that have internet access and a device available, they will receive their instruction via Google Classroom or a teacher's current online platform. Families that have internet capabilities, but would prefer to have a printed instructional packet, they will have that option. All students will need access to materials such as paper, pencils, and crayons, which will be made available to families that don't have them.

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. This may be done through the use of technology (for those that have access) such as Google Hangout or other form of virtual meeting or through weekly phone calls. For students with technology access teachers will also make sure to communicate multiple times each week through their instructional platform with an emphasis on continuing to build relationships and maintain connections. If students do not have access to technology, teachers will include weekly notes to students in their instructional packet that focus on building relationships and maintaining connections. We will encourage relationships between students by having the teacher host 1 class meeting each week via Zoom or Google Hangout where students can login or call in to be able to talk to their classmates.

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 instructional packets. This will be supplemented with phone conferencing to support instruction. The instructional packets will be delivered during meal delivery. Packets will be mailed to the student if they do not participate in meal delivery. For students with technology, content will be delivered through the online platform, email, and other social media sites (Facebook, Remind, etc.).

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

District/ PSA Response:

For students without technology access, teachers will review the learning packet and provide feedback to the student during their weekly phone call, virtual meeting, or email. Feedback from the teacher could include differentiated work as needed, along with examples to support student learning. An example of this may be providing a student that is struggling with double-digit

subtraction additional practice and several written examples with the steps. A phone call would also be used as a follow-up if needed. 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 as they are completed. Special Education staff will be having weekly scheduled meetings with students to support IEP goals and provide accommodations. Title staff will be hosting support sessions where students can call or log-in to receive additional support.

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:

Printing costs (paper and machine copy cost) = \$1,000

Mailing costs (envelopes, postage) = \$800.00

Fuel cost/mileage = \$1,130

Sources:

General funds

Title I

31a

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:

All stakeholders were involved in the development of the plan. Building administrators met with their building teachers for initial input. They then will meet in grade level/content area teams to address the needs of each grade or content area. Administration met with teachers individually to formalize their final plans. Before finalizing the plan, feedback was sought from board members.

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 dispersed via email through our Skyward messaging system to those that have access. The plan will also be posted to the district website LiveFeed, district Facebook page, district Twitter page, and a notification from our mobile app. To ensure that everyone is aware that the plan has been developed and released, a phone call message will be sent to all parents. Teachers will also include a weekly newsletter in packets and in Google Classroom or their current online platform that assist students through this plan.

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:

Our 5 days of District Provided Professional Development that was granted as instructional time within the governor's executive order will be held on April 13th – April 17th. The instructional plan will then begin on April 20, 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 be working with the provider to determine next steps. We will ensure that the students have the appropriate materials and support to complete those courses.

For students in CTE programs we will work with the Bay-Arenac ISD CTE Director as well as state level CTE directives to ensure our students have the ability to complete these courses. 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:

The district will continue the food service plan that we put in place following the initial 2 week closure of schools on March 12, 2020. We began food service to our community during the week of March 16, 2020 and it has continued since then. Food distribution takes place on Monday and Thursday from 11:00 - 1:00. On Monday, families are given 3 days worth of breakfasts and lunches. On Thursday, families are given 4 days worth of breakfasts and lunches. This ensures that children in our community have breakfast and lunch provided to them 7 days a week. Our website outlining our food service program can be accessed at <https://www.smores.com/dzjam-free-school-meal-service>

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:

Our district will continue to pay all school employees as a part of this plan. Our classroom teachers will be facilitating our distance learning by lesson planning, connecting with students,

providing social and emotional support. Our Title I and Special Education staff will be assisting teachers in planning differentiated supports for our students. Our food service staff and paraprofessional staff will be assisting in our food distribution and also preparing printed packets for mailing. They will also assist in maintaining communications with our families. Our bus drivers will also be assisting in food distribution as well as making runs to our ISD to pick up printed packets from the print shop at our ISD. Our custodial staff will be on campus to clean and maintain our building to best ensure the safety of our staff.

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 during their weekly phone call communications. They will also keep a log of all communication with students and parents. If a student has access to technology, teachers will use the instructional platform to monitor student wellness, engagement, and completion of assignments. They will also keep a log of communication with students and families. Inconsistent completion and/or communication with a parent or student will follow our support plan utilizing our support staff, and if not successful will be raised to the principal or counselor level to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections when needed (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:

The district will provide contact information and support resources to all parents who seek assistance with mental health needs. While teachers are making weekly phone calls they will monitor and assess the needs of students and families. If a need is presented the teacher will elevate that need to administration to make the necessary follow-up. The administration will hold weekly meetings with teachers to identify any additional students or families in need.

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 will support the efforts of the ISD to mobilize disaster relief child care centers.

15. Does the District intend 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:

Our district is not planning to adopt a balanced calendar. Our start date for the 2020-2021 school year is August 25, 2020.

Name of District Leader Submitting Application: Jeffrey Collier, 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: