



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 14, 2020

Name of District: Unionville-Sebewaing Area School District

Address of District: 2203 Wildner Road, Sebewaing, MI

District Code Number: 79145

Email Address of the District: supt@think-usa.org

Name of Intermediate School District: Tuscola Intermediate School District

Name of Authorizing Body (if applicable): NA

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: Unionville-Sebewaing Area School District

Address of District: 2203 Wildner Rd, Sebewaing MI, 48759

District Code Number: 79145

Email Address of the District Superintendent: riersong@think-usa.org

Name of Intermediate School District: Tuscola 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:

The district plans to use a technology based platform for remote learning. For those students who have internet access, but don't have a device, devices will be made available. If students have a device, but do not have internet, the district will provide hot spots for access from home or schools and county libraries will provide wi-fi access from their parking lots while people remain in their vehicles. Students without wifi access may also choose to receive a zip drive with assignments that can be accessed on a device from home. Finally, if students continue to be unable to access

assignments, the district will email assignments to students or parents depending on age. 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. All students will have access to grade-level/course textbooks as needed to complete their work.

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 attempt two way communication with every student at least one time every week using a variety of options to determine the most effective communication format for each family. This will be done through the contacts in the instructional platform or other forms of media such as Google Classroom, Remind, Class Dojo, Google Hangout, Zoom, email, etc. In some cases, phone calls may be a better option to connect with students personally. Teachers will publish office hours when they are available for parents and students to make contact.

Administration will meet every other week with teachers in grade levels to discuss current progress, student and learning barriers, as well as outlook and standard tracking for the upcoming fall.

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

District/ PSA Response:

Using technology, content will be delivered through the online platform, email, and other social media sites (Facebook, Remind, etc.). Teachers may elect synchronous interaction to facilitate classroom discussion and interactions multiple times per week. Asynchronous instruction through pre-made digital documents, videos, pre-recorded tutorials, etc will be provided multiple times per week. Many of the online platforms that students will use have already been utilized during the school year. Students who do not have access to the internet will receive alternative formats including a zip drive containing assignments or print material. Teachers will have defined office hours on a daily basis where they will be available online for questions or needed supports for students. The district assures that the special education staff will be coordinating with the general education staff to ensure the needs of all students and contingency plans will be developed for students with IEPs. The district assures the 504 coordinator will work with the teaching staff to ensure the needs of students with 504 Plans are considered.

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

District/ PSA Response:

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 (or on a daily basis). Teachers will differentiate instruction within the platform to meet each student's needs. Feedback may also be provided in the form of phone conversations as needed. Students using zip drives will save their work on the device and turn it in for teachers to review completed assignments. Teachers can talk through barriers with the student or parents/students can contact the teacher per their office hours. The students can show work completion by texting pictures, Facetime, or reading over solutions to assignments and activities that the teacher had assigned on the zip drive. Feedback from the teacher will 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 problems that they can write down or arrange to get in some other format.

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:

Please see attached budget spreadsheet.

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 met in grade level/content area teams to address the needs of each grade or content area. Building administrators brought this information back to the district leadership team to collaborate. Administrators met with association leadership to discuss the plan. All parents were emailed a survey regarding their readiness for distance learning. The Board of Education reviewed the plan and provided feedback.

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

District/ PSA Response:

The plan will be communicated through a letter to each family. The plan will also be dispersed through email to those that have access. The plan will also be posted to the district website and other social media platforms. To ensure that everyone is aware that the plan has been developed and released a phone call and text message will be sent to parents urging them to check email for a district message and of the various other notification methods.

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 district implemented the plan on April 13, 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. The students will be given the option to convert their grade to credit or no-credit. We will work with providers for considerations similar to those listed below and offered by MidMichigan Community College.

Mid's courses (including dual enrollment courses) have moved their content to a Learning Management System known as Moodle. The content and the instructor is the same, the material is just being taught using a different modality.

Mid's instructors are also using the Retention Management System (RMS) to communicate with counselors, principals, and Mid Mentors about students who may be struggling so that support services can be provided.

A team of Mid employees has scheduled Zoom meetings with all dual enrollment partners to see how we can provide dual enrollment students

Mid has provided a Student FAQ on a Coronavirus (COVID-19) Response Page and a FAQ for Dual Enrollment Sites: COVID-19 Response that provides updates and information on how students can access the Library, Tutoring, Information Technology and other critical support services.

Continuity of learning for students enrolled in CTE programs at the Tuscola Technology Center will consist of the following:

At the Tuscola Technology Center, continuity of learning for students will consist of the following: Instructors will provide remote instruction via email and online resources. As needed, printed materials will be made available. Instructors will make contact with students primarily through their TISD email and reach out via telephone to those who do not respond to email. Paraprofessionals will reach out specifically to the students with special needs who are assigned to their program to make sure they have the support that they need.

The primary focus of remote instruction will be to prepare students to earn industry-based certification if at all possible. Beyond that, remote instruction will focus on providing enrichment activities to maintain and refine technical skills developed in the CTE program.

Seniors who had a passing grade as of March 13 will have earned credit for their CTE course for the last marking period or trimester of the 2019-20 school year. Instructors will provide opportunities for

those seniors who did not have a passing grade as of March 13 to complete additional work, and, upon satisfactory completion of that work, earn a passing grade for the final marking period or trimester.

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

District/ PSA Response:

Food distribution will continue to be offered to families on each Monday from 11:00 AM to 1:00 PM. A breakfast and lunch for five days will be provided to each child. If families cannot pick up the food, the district staff members will deliver the food. The district will continue to identify families who are not participating through a mailing, social media posts, district website and send email messages home to parents between meal distribution dates.

If we must make changes to the plan, we will contact parents by email message, social media and district website.

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:

District employees will continue to be paid through the end of the school year at the level of compensation under normal school operation. Employees such as bus drivers and paraprofessionals will support the plan by making student contacts, working collaboratively with teachers and assisting with food distribution. Custodians will continue to provide cleaning services in support of the food service meal distribution process and to assure that our buildings are sanitized and safe for essential staff who need access. Secretaries and custodians will also assist with returning student possessions that were left in lockers and desks after the last day of school.

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

District/ PSA Response:

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 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.

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 survey all parents to determine their current mental health needs. Based on those results the principal, student services coordinator or social worker will reach out to individual students and families to determine what they may need. The principal or designee will help connect the family to outside agencies to help meet their 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 the principal or designee to make the necessary follow-up. The principal will hold weekly meetings with teachers to identify any additional students or families in need.

Tele-health may be used when available for students that have technology.

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 hoho-gl or any executive order that follow it.

District/ PSA Response:

The local district will work collaboratively with Tuscola ISD to ensure appropriate child care is available as described in Executive Order 2020-16. The TISD GSRP Coordinator will serve as a contact point for assisting those identified in Executive Order 2020-16 in locating appropriate child care services.

Optional question:

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

District/ PSA Response:

The district does not plan to adopt a balanced calendar program.

Name of District Leader Submitting Application: George Rierson, 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:

