

## **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 10, 2020

Name of District: Manistee Area Public Schools

Address of District: 550 Maple, Manistee, MI 49660

District Code Number: 51070

Email Address of the District: rstoneman@manistee.org

Name of Intermediate School District: Manistee 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 10, 2020

Name of District: Manistee Area Public Schools

Address of District: 550 Maple, Manistee, MI 49660

District Code Number: 51070

Email Address of the District Superintendent: rstoneman@manistee.org

Name of Intermediate School District: Manistee 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. MAPS is a one to one school so most students have devices. For those students that have internet access, but left their device on-campus, devices will be distributed to students. Students without internet access will have access to instructional materials through a bi-weekly instructional packet. ALL K-2 students will receive an instructional packet regardless and 3-12 students will receive one if they can not access their learning online. We will provide materials for families that do not have access to basic learning supplies for their students including pencils, sharpeners, paper, and crayons. Materials will be distributed during lunch handouts and delivered to households that are unable to pick up. All students will have access to grade-level/course texts 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 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 email, SeeSaw, Moodle, or Google Classroom, or through weekly phone calls. For students with technology access teachers will also make sure to communicate daily through the instructional platforms, SeeSaw, Moodle, and Google Classroom, with an emphasis on continuing to build relationships and maintain connections. If students do not have access to technology, teachers will include notes to students in their instructional packet that focus on building relationships and maintaining connections. We will encourage relationships between students online via the use of instructional platforms. Students will be expected to respond to one another and participate in group discussions and two way communication. For students that are offline, small group conference calls can be offered.

Special Education teachers will be connecting with their students as well and we will provide a Tier 2 support team to connect regularly with students who are not able to stay as engaged. We will make every effort to encourage a high level of engagement from all students. Teachers will provide regular office hours each week so that students and families can reach out to seek clarity, ask questions, and solicit support.

Teachers are also encouraged to leverage the SEL curricular resources that they implement in their traditional classroom settings to build culture and community with students.

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 that include, skills practice, activity suggestions for at home hands on learning, grade level and content appropriate texts, etc... These packets will be developed with

each grade level in mind, allowing for differentiation of work as necessary for students needing it. This will be supplemented with phone conferencing to support instruction. The instructional packets will be mailed to families bi-weekly.

For students with technology, content will be delivered through the online platforms of SeeSaw, Moodle, Google Classroom, and email. Teachers will provide asynchronous instruction through pre-made videos, digital worksheets for skills practice, writing prompts, word problems, discussion questions, rich texts, projects, activities, presentations etc... Teachers will have defined office hours during the week where they will be available for questions or needed supports for students and families.

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

District/ PSA Response:

For students without technology access, teachers will call to go over and review packets and learning with each student. Teachers will provide feedback to the student during their weekly phone call, virtual meeting, or email. Feedback from the teacher will include differentiated work as needed, along with examples to support student learning.

For students with technology, teachers will monitor student access and activity completion on a daily basis within the instructional platform. They will provide feedback to students as work is complete. Teachers will utilize exit tickets to check for understanding and will respond appropriately to student needs. Teachers will differentiate instruction within the platform to meet each student's needs.

Teachers will track student engagement and participation in learning activities both online and offline via a spreadsheet. A Tier 2 support team will be established to connect regularly with students who are not able to stay engaged in their learning.

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 attachment for additional details.

\$750 Learning supplies  
\$2250 Printing costs  
\$6775 Mailing costs  
\$500 Fuel cost/mileage  
TOTAL: \$10,275

Sources:  
General funds

These funds will be generated from our general budget and will be monitored and amended as we move forward.

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. District and Building Administrators met with teacher leaders to begin planning. Teacher leaders met with their teaching teams to discuss further. District and Building Administrators continued planning and then sought input from all teachers within each building. Union bargaining officers have been a part of planning and the final plan was reviewed and discussed with the appropriate union representatives. The plan was also provided to the Board of Education for guidance and input.

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 via email and it will be posted to the district website. A robo call will also be made to all families and staff within the district to ensure that everyone is aware of the plan and where to find it.

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:

Manistee Area Public Schools intends to put this Continuation of Learning Plan into place on April 13, 2020. The week of April 13th will be a reconnection week and full distance learning will be implemented beginning the week of April 20th.

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 200, 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 West Shore Community College 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 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:

Our district will continue providing food daily to all students within the district. We currently serve approximately 300-350 families per day with a curbside pick up model from 11:00-12:00 Monday-Friday. Additional food is provided on Fridays to cover the weekend. Teaching staff have already called students and families to check in on them and determine whether or not they were able to get food. Those who were not able, were provided support to ensure that all students have access. We will continue to provide these well-being checks.

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:

Manistee Area Public Schools will continue to pay school employees through the remainder of the school year. Teachers will continue their teaching assignments via distance learning, paraprofessionals and secretaries will be engaged in copying instructional packets and other preparatory activities to support teachers, custodial staff will provide cleaning services as staff re-enter the building when necessary to collect materials and prepare for instruction, technology staff will be available to provide tech support, food service will continue to provide food, and transportation will be available should food or materials need to be distributed to students.

12. Provide a description of 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 instructional packets, check in on student and family well being, and gauge the level of engagement and completion of learning activities when they make phone calls home to discuss learning with students.

If a student has access to technology, teachers will use the instructional platform to monitor student wellness, engagement, and completion of assignments.

Inconsistent completion and/or communication with a family or student will be discussed with the principal or counselor to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections (MAPS CareConnect-internal support, DHHS, Behavioral Health, etc.). Teachers will track student engagement and participation in learning activities both online and offline via a spreadsheet. A Tier 2 support team will be established to connect regularly with students who are not able to stay engaged in their learning.

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:

MAPS CareConnect is our internal system that provides mental and behavioral health supports for students and families. It consists of 2 Behavioral Health Therapists, a Community Health Worker, and a system Coordinator. This staff has been working since the shut down as they are deemed essential through the agencies that employ them (CMH and NMHSI). These are our partner agencies. MAPS CareConnect has and will continue to provide phone or virtual therapy options, community resource connections, etc... As teachers continue to reach out to students and families at least weekly, they will monitor their well being and make referrals to this program in collaboration with their building administrator as needed for students and families who may be experiencing increased stressors during the MI state of emergency, and Executive Order 2020-21 to stay home and stay safe.

Mental Health Professionals (MHP) can use different media platforms to provide supportive counseling to students and to meet with parents and teachers continuing to work to assure children are continuing to receive their education throughout the rest of the school year. The MHP will be able to provide therapy via telephone or video as available for the family/student.

Mental Health Professionals (MHP) will coordinate supportive meetings for staff, providing consultation and debriefing, stress management techniques, mindfulness practices and interventions for managing stressors or conflicts within the home setting that impede on distance learning. Additionally, building resources and practices that teachers and students use at home to manage the impacts of this traumatic event within their lives.

Education and support for students, staff and families on the impact of trauma, educating and supporting everyone to understand the impacts of traumatic events on learning, behaviors, and emotional stability, especially if a child may have other trauma events they are managing as well. MHP can gather information, provide educational tips, and input. They can assure families and teachers have information needed to recognize symptoms and how to seek out assistance. Additionally, MHP will provide support to anyone calling in on the schools designated number. The MH Professional will assist in coordinating persons calling in with services needed and/or add supportive services at that time. The MHP will keep logs on calls -and follow-ups. All data and information gathered can provide the District with details on operational interventions from the student and family perspectives, and to build a base of understanding for next year when students return after their trauma experience.

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 will work collaboratively with the ISD should the need arise. A team has been coordinated for these efforts.

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 2019-2020 school year?

District/ PSA Response:

Manistee Area Public Schools does NOT intend to adopt a balanced calendar for the remainder of the 2019-2020 school year.

Name of District Leader Submitting Application: Ron Stoneman

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website:

**Manistee Area Public Schools  
Distance Learning Budget**

<b>Item(s)</b>		<b>Cost</b>
Learning Supplies	Pencils, crayons, sharpeners, ziploc bags, etc...  These supplies are for families who do not have access to these resources at home.	\$750
Printing	Paper and copy costs for instructional packets	\$2250
Mailing	Postage and envelope costs  We will send approximately 750 instructional packets home to families who cannot connect to online learning opportunities. These packets will be sent home every 2 weeks for the remainder of the school year.	\$6775
Fuel	Fuel cost for supply delivery  There are a few families who can not retrieve items such as learning supplies or devices left on campus. For those families we will make a delivery to their home.	\$500
<b>TOTAL</b>		<b>\$10,275</b>

These funds will be generated from our general budget and will be monitored and amended as we move forward.