



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: Clare – Gladwin Area School

Address of District: 4041 E. Mannsiding Rd. Clare, MI 48617

District Code Number: 18000

Email Address of the District: spresler@cgresd.net

Name of Intermediate School District: Clare – Gladwin Regional Education Service District

Name of Authorizing Body (if applicable): n/a

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: Clare-Gladwin Regional Education Service District (RESD) Clare – Gladwin Area School, Clare-Gladwin Early Childhood Special Education Program, and Clare-Gladwin Early-On Programs

Address of District: 4041 E. Mannsiding Rd. Clare, MI 48617

District Code Number: 18000

Email Address of the District Superintendent: spresler@cgresd.net

Name of Intermediate School District: Clare – Gladwin Regional Educational Service 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:

Our district plans to use various types of instruction to meet the needs of our student population. Staff will be reaching out to students/children using online learning tools, telephone communications, emails, virtual instruction, videos, project-based learning, instructional packets, and mailings. All students will receive mailings from staff, at least once a week. If students do not have access to materials such as paper, pencils, crayons, or other items needed for instructional projects, those needed items will be made available to 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:

The Clare-Gladwin RESD Special Education Teachers and Related Service Providers will promote relationships with students and our families as our foundation. Collaboration between school and home will include determining families' priorities for their safety, health and well-being, and educational needs for their children during the stay-at-home Executive Order and the remaining 2019-2020 school year. To continue to maintain connections with families we may use the following: student and family contact logs, documentation logs, phone calls, check in using Google Classroom, Zoom, private Facebook groups, private YouTube channels, the

REMIND App, the School Messenger System, or mailings. Our staff (Teachers, Itinerant Dtaff, and Para-Educators), will work together to maintain connections and an awareness of the social emotional health of our families.

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

District/ PSA Response:

The CGRES D Special Education staff will collaborate with parents, case managers, teachers, and other related service providers to determine the best way to deliver educational content. For our students without technology, the main mode of delivery will be through hard copy instructional packets and other mailings. This will be supplemented with phone conferencing to support instruction. The instructional packets will be delivered either through mail or dropped off during food delivery times.

For students with technology, content will be delivered through online platforms, email, and other social media sites (Facebook, REMIND, YouTube, Zoom, etc.). Teachers, Itinerant staff, and Para-Educators may work together to create video lessons that would be posted to private Facebook groups or YouTube channels.

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

District/ PSA Response:

For our students accessing learning tools through a hard copy or mailings, Teachers will review and provide feedback for the learning packet through their scheduled phone call(s), REMIND App messages, virtual meetings, or emails. Feedback on learning packets will be through written feedback in various ways (pictures, emails, and/or returned to the student the next week via mail or drop off during food deliveries). Feedback from the teacher may include differentiated work as needed, along with examples to support student learning. A phone call will also be used as a follow-up if needed.

For our students with technology, teachers may 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.

To manage and monitor the learning of our students, we will use individual staff/student connection logs that will document progress with students on an individual basis. We will document assignment completion and utilize parent feedback, among other methods including phone calls, emails, and other technology based means.

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:

- Budget would include:
 - Purchase of learning supplies such as paper, pencils, crayons, etc. - \$1000
 - Printing costs (paper and machine copy cost) - \$500
 - Mailing costs (envelopes, postage) - \$2000
 - Fuel cost- mileage - \$1000
 - Cost of online instructional platform and any related software/hardware/websites if applicable - \$1000

- Sources: COVID 19 Funds if available, otherwise, Special Education Funds

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:

The plan was developed with input from the Clare-Gladwin RESD Special Education staff. Information was gathered through a survey and virtual staff meetings regarding needs/barriers and potential solutions from staff. These meetings were held via Google meetings or Zoom to share information and gather feedback.

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

District/ PSA Response:

The Clare-Gladwin RESD Special Education Continuity of Learning Plan will be communicated through a letter to each family and shared on the district website as well as other social media platforms. A phone call will be made to ensure all pupils are aware that the plan has been developed and released.

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:

The Clare-Gladwin RESD Special Education staff implemented the continuity plan on April 6, 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:

The Clare-Gladwin Area School, Early Childhood Special Education, and Early-On Programs do not offer dual enrollment or CTE courses.

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

District/ PSA Response:

The Clare-Gladwin RESD Special Education programs will continue to offer families the option to have student food delivered to their home. The Clare-Gladwin RESD is currently working with Harrison Community Schools to provide this food service to families. If changes are made, families will be communicated with through email, School Messenger, and other social media platforms. Additionally, Clare-Gladwin RESD is promoting and providing information to families and the public through various food resources/banks/trucks around the counties. The Clare-Gladwin RESD is also providing information to families about various county-wide/state-wide resources via our district website and various building/program specific communications.

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 Clare-Gladwin RESD will continue to pay all regularly employed staff at their pre-shutdown rate, consistent with any collective bargaining unit provisions, provided individuals demonstrate an effort to support continuity of learning and operations.

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

District/ PSA Response:

The Clare-Gladwin RESD will require our staff working with families to maintain documentation of the services they provide. This documentation will track types of communication, engagement with students and parents, response documentation from families, and the types of educational opportunities that have been provided. Inconsistent completion and/or communication with a family or student will be raised to the supervisor level to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections (DHHS, MRS, 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:

Through ongoing staff-student interactions, the Clare-Gladwin RESD will monitor and gather information from all students/families to monitor any observable or parent/student reported needs related to their current mental health status. Based on the information, the appropriately assigned service provider(s) (3ln, SSW, counselor, supervisor, etc.) will reach out to individual students and families to determine what they may need. The service provider will help connect the family to outside agencies to help meet their needs.

While staff are completing student/family contacts, they will monitor and assess the needs of students and families. If a need is presented ,the teacher will elevate that need to the supervisor or service provider to make the necessary follow-up. The supervisor may hold weekly meetings with staff to identify any additional students or families in need.

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:

Clare-Gladwin RESD will continue to support compliance with the Executive Order to connect the essential workforce to local emergency childcare services. Clare-Gladwin RESD is matching essential workers to existing licensed child care programs that have remained open. If necessary, Clare-Gladwin RESD will open additional emergency childcare centers.

Optional question:

14. Does the District 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:

Name of District Leader Submitting Application:

Clare-Gladwin RESD Educational Programs:

- Clare-Gladwin Area School
- Clare-Gladwin Early Childhood Special Education Program
- Clare-Gladwin Early On Program

Date Approved: **April 20, 2020**

Name of ISD Superintendent/Authorizer Designee: **Sheryl Presler, Superintendent**

Date Submitted to Superintendent and State Treasurer: **April 23, 2020**

Confirmation approved Plan is posted on District/PSA website: **April 23, 2020**