



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 22, 2020**

Name of District: **Clare-Gladwin RESD**

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 RESD**

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: 4/22/20

Name of District: Clare-Gladwin RESD Career and Technical Education Program

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 RESD

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.

CGRESD CTE staff will provide daily and weekly instruction and communications to all CTE students using the following methods:

- Google Classroom
- ZOOM classroom meetings and instructional delivery
- Weekly email communications
- Phone calls to students and parents
- CTE postcards mailed to students a minimum of two times
- Text messages from CTE instructors and support staff
- Virtual tours of related businesses
- Instructional packets sent home via the postal service
- Hands-on projects dropped off at student doorsteps or picked up by parents at local school districts
- Virtual student leadership activities provided by groups such as FFA, HOSA and post-secondary institutions such as Mid Michigan College and the Savannah College of Art and Design

All CTE instructors will conduct a student survey to determine which students have Internet connectivity and available devices. Students who indicate they need a device to access learning on line will be directed to their local district to check out needed devices if necessary.

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.

All CTE instructional staff, including teachers and para-educators, will contact CTE students a minimum of 1 time per week to inquire about their health and well-being and to offer assistance with assigned school work. To address the social emotional needs of CTE students, our full-time CTE Counselor is working directly with students and local counselors to provide direct counseling services or referrals to additional agencies such as food distribution programs, post-secondary training admissions personnel, FAFSA and scholarship assistance resources. Teachers are using Zoom to connect with students live via a virtual format and also sending weekly emails and post cards with encouraging messages for students. Our full-time Work Based Learning Coordinator is working directly with students who are graduating to develop resumes and other important tools needed to connect to employers and potential job openings. He is also working with employers to develop a list of potential job openings available when all COVID-19 related restrictions are lifted. He will then work to assist students who are looking for employment. Lastly, the CGRESD Special Education Transition Coordinator will work directly with CTE teachers and local case managers to support the learning needs of Special Education students who are in CTE. She will assist CTE staff in developing ways to provide accommodations and modifications as per student IEPs while delivering content in alternative formats.

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

Please see Question 1. All of the aforementioned methods will be used to deliver content to CTE students.

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

CTE teachers and para-educators will be utilizing a daily communication log to monitor all student contacts including the response of individual students. This log is a Google Doc that will be shared with the CTE Director, CTE Counselor and CTE Coordinator. Teachers will also be entering grades and assessments into their grade books. All CTE grades will be in the form of Credit/No Credit starting from the date of closure on March 13th. CTE semester grades will be reported to local districts in the form of Credit/No Credit.

5. Please attach a budget outline estimating additional expenditures associated with the Plan and sources of revenue to pay for those expenditures.

Additional expenditures for CTE will include additional postage (\$500), mileage to deliver learning materials to local schools and student homes (\$400) and additional devices to deliver content such as additional cameras for lap tops (\$250). Revenue for these expenditures will come from CTE millage funds.

6. Please describe the manner in which district administrators, board members, teachers, and any representatives of teachers collaborated in development of the Plan.

The CTE Director met with all CTE staff in a group Zoom meeting and additionally in individual Zoom meetings to discuss and develop the Continuity of Learning Plan. These meetings are continuing on a weekly basis to resolve issues and revise the Plan. The CTE Director and Coordinator met with the CGRESD Superintendent and additional RESD department directors to discuss and revise our plan – these meetings will continue on a weekly basis. The CTE Director also met with all local high school principals to seek input into the CTE Continuity of Learning Plan to ensure that it supported the local district plans. The Superintendent will provide all Board of Education Members with updates regarding the development of this plan and seek input and guidance from this group as we move forward.

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

The CTE Continuity of Learning Plan will be communicated to CTE students directly, via email or Zoom class meetings. A mass communication will be sent to all parents via email to also communicate this plan. It will also be communicated to students via their local school districts. Lastly, it will be posted on our district web page for public viewing.

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.

Many aspects of this plan are already in place and began in full on April 16th.

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.

Clare-Gladwin RESD CTE students have the opportunity to dual enroll at Mid Michigan College in four different courses; Health Occupations, Criminal Justice, Welding and Advanced Integrated Manufacturing. Dual enrolled Health Occupations students will continue to progress in earning this credit through an on-line format provided by the college. The CTE Counselor and Health Occupations instructor will monitor student progress weekly and offer assistance to students when needed. Students who complete the course with a passing grade will receive dual enrolled credit.

Concurrently enrolled Criminal Justice students will meet two times per week in a virtual format with the CTE Criminal Justice instructor to continue to monitor their progress in the post-secondary curriculum. All students were surveyed and can complete all required course work via this instructional delivery method. Students who complete the course with a passing grade will receive dual enrolled credit.

All CTE dual enrolled Welding and Advanced Manufacturing students will receive full credit for the second semester of the 19-20 school year based on the content they had mastered as of March 13, 2020. As of that date, all students were passing with a C or above and will be issued full credit from both their local high schools and Mid Michigan College. Instructors and support staff will continue to reach out to students on a weekly basis to help keep them connected to the CTE program and monitor their social emotional well-being. The plan is for the Welding students to return in the summer to complete the practical certification tests that were in progress when schools were closed in mid-March.

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

CTE students receive meals from their resident local district. If food insecurity for a CTE student is identified through contact with a CTE staff member, the local district will be notified so food distribution for the student can begin.

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.

All CTE employees are being paid through the end of the school year.

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

CTE staff will utilize weekly communication logs and student activity and assessments grades to evaluate the participation of pupils. In addition, the CTE Director and Counselor will be sharing this data with local high school administrators and counselors.

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.

As stated above, the CTE Counselor will work directly with students, CTE staff and local district counselors to provide mental health support for CTE students. This will include phone calls, email communications and hand written communications sent through the mail. CTE staff will refer all students who indicate they desire mental health supports to the CTE and local district counselors. Referrals to outside agencies will be completed by the CTE Counselor on an as-needed basis.

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.

Clare-Gladwin RESD has been facilitating child care needs of essential employees since March 16. Child care needs have, thus far, been addressed through private daycare programs that continue to operate. If needed, Clare-Gladwin RESD will open additional centers in one or more of the local school districts, all of which have volunteered to host such programs.

Optional question:

15. 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?

Clare-Gladwin RESD has a common calendar with its local districts. Because none of the local districts are interested in a balanced calendar at this time, Clare-Gladwin RESD is not planning on a balanced calendar.

Name of District Leader Submitting Application: Sandy Russell, CTE Director

Date Approved: April 23, 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: yes