



## **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:** Ashley Community Schools

**Address of District:** 104 N. New St Ashley, MI 48806

**District Code Number:** 29020

**Email Address of the District:** [tgavenda@ashleyschools.net](mailto:tgavenda@ashleyschools.net)

**Name of Intermediate School District:** Gratiot Isabella RESD

**Name of Authorizing Body (if applicable):** State Of Michigan

**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 9, 2020

Name of District: Ashley Community Schools

Address of District: 104 N. New St. Ashley, MI 48806

District Code Number: 29020

Email Address of the District Superintendent: [tgavenda@ashleyschools.net](mailto:tgavenda@ashleyschools.net)

Name of Intermediate School District: Gratiot Isabella RESD

Name of Authorizing Body (if applicable): State of Michigan

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-CD.*

District/ PSA Response:

Ashley Community Schools will implement a hybrid model of instruction using hard copy instructional packets and online learning platforms. Teachers will utilize a variety of resources to engage learning activities and assess intended outcomes for all students. Students without internet access will have access to a weekly instructional packet, which will be collected to allow for monitoring of student progress and provide feedback. All students will have access to grade-level/ course materials need to complete their work. Those students needing other materials such as paper, pencils, and crayons; these items will be made available. Furthermore, students will not be penalized for their inability to participate fully in the remote learning program.

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 contact every student a minimum of 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 the instructional platform (Google Classroom, Zoom, Remind, Bloomz, SeeSaw, Moodle, etc.), with an emphasis on continuing to build relationships and maintain connections.

If students do not have access to technology, teachers will make phone calls and include weekly notes to students in their instructional packet that focus on building relationships and maintaining connections.

The counselor will conduct SEL outreach by phone with all students that are referred by staff members, parents, or by self-referral. Additionally, the counselor will conduct academic outreach by phone with all students that are not responding to distance learning efforts.

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

**District/ PSA Response:**

The main method of instructional delivery for students at Ashley Community Schools without technology, will be through hard copy instructional packets. This will be supplemented with phone conferencing to support instruction. The instructional packets will be delivered or will be mailed to the student based upon the student's need.

For students with technology and internet access the instructional content will be delivered through an online platform, email, and other media sites (Google Classroom, Zoom, Edgenuity, Remind, etc.).

Teachers will be accessible multiple times per week to support student academic and social emotional instruction.

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

District/ PSA Response:

Ashley Community Schools students without internet or technology access, learning packets will be collected weekly. Teachers will review the learning packet and provide feedback to the student during their weekly phone call, virtual meeting, or email. Learning packets with written feedback will be returned to the student the next week. 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 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 an 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. Teachers will follow up as needed with phone calls.

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.	\$1750.00
Printing costs (paper and machine copy cost)	\$3504.00
Mailing costs (envelopes, postage)	\$1010.00
Fuel cost- mileage	\$702.14
WIFI Hotspots, Banner lot WIFI, Ruckus LTE Access Points	\$11699.30
Loss of Technology/Textbooks	\$1550.00
Cost of online instructional platform and any related software/websites	\$1825.00
LTE DATA, phone usage	\$12,100.00
Thermometers/PPE/Cleaning supplies	\$ 700.00

Total: \$34,840.14

Funding 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 to review the executive order and discussed a plan moving forward. Teachers and administration met to discuss the executive order and a process as we develop the plan. Staff and administration met to collaborate in grade level teams to address the needs of each grade or content area. This information was used to develop a plan. Before finalizing this plan, the Superintendent communicated the plan and requested feedback with the board of education.

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 placed on the district website. Contents of the plan will be communicated through a letter to each family and dispersed via email and other social media platforms. Additionally, a letter will be included in the educational packet. Furthermore, to ensure that everyone is aware that the plan has been developed and released a phone call message will be sent to all parents.

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:**

Ashley Community School would like to have implementation begin on April 15, 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.

To assure CTE students in our consortium have the ability to work toward program completion and acquire an industry recognized credential if eligible, we have put a plan in place using instructional resources made available to us through the Office of Career and Technical Education's portal.

[https://www.michigan.gov/mde/0,4615,7-140-28753\\_65803-522648--,00.html](https://www.michigan.gov/mde/0,4615,7-140-28753_65803-522648--,00.html)

For the continuity of learning from now until the end of the school year, CTE teachers will communicate in a mixed media format based on the needs of each student and will be using the above-mentioned resource link in addition to current on-going learning profiles.

These resources are identified by individual CIP code and students will also be offered this opportunity as a part of the continuity of education plan as summer supplemental learning if needed for those preparing for a credential assessment.

Steps in place for credential assessments are:

- Identification of eligible students
- Assess the need of each student
- Offer instruction necessary to bring each student up to state minimum requirement
- Assess readiness
- Offer assessment to students who upon passage, obtains certification



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

District/ PSA Response:

Ashley Schools will continue to provide a food distribution program. The dates and times for pick up /delivery will be communicated to families via various modes of media including but not limited to phone calls, emails, Facebook, etc.

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:

Ashley Community Schools is committed to pay all school employees. The administrative staff will work to support the teachers as we move to remote learning. The administration will organize any professional development needed to implement this process. We will encourage our teachers to work remotely as possible, and utilize paraprofessionals to help support the teaching staff in the organization of materials. The secretarial staff will be used to maintain communication and assist in coordination as the needs of our students and families evolve. We will utilize bus drivers for the distribution of packets and food delivery/pick up. Additionally, our custodians and maintenance individuals will continue to clean and sanitize our facilities.

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

District/ PSA Response:

If a student at Ashley Community Schools does not have access to internet or technology, teachers will keep track of which students are completing the weekly instructional packets. As teachers monitor academics they will also monitor student wellness through phone calls, all communication with students and parents will be documented.

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 all communication with students and families.

Inconsistent completion and/or communication with a parent or student will be raised to the administrator and counselor level to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections (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:

While the school counselor and 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 behavior specialist to make the necessary follow-up. The principal will hold weekly meetings with teachers to identify any additional students or families in need. Based on the information provided a behavior specialist (31n, SSW, counselor, principal, etc.) will reach out to individual students and families to determine what they may need. The behavior specialist will help connect the family to outside agencies to help meet their needs.

The school counselor has developed a list of resources available in area which will be communicated to all students, families and staff members.

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 are not currently involved in disaster relief child care centers. If necessary, we are open to assisting the RESD in this process

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?

District/ PSA Response:

At this time, we are planning not to change our 2019-2020 school calendar. The district is planning to begin before Labor Day in the 2020-2021 school calendar. We will be working with union to investigate a more balanced calendar in the future.

We will provide any credit recovery, compensatory, or vocational education needed because of the COVID 19 over the summer.

Name of District Leader Submitting Application: Traci Gavenda

Date Approved:

4-17-20

Name of ISD Superintendent/Authorizer Designee:

Jan C. Amsterburg  
Dr. Jan C. Amsterburg

Date Submitted to Superintendent and State Treasurer:

4-17-20

Confirmation approved Plan is posted on District/PSA website:

4-24-20