



## **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: Marcellus Community Schools

Address of District: 303 West Arbor, Marcellus, MI 49067

District Code Number: 14050

Email Address of the District: npauley@marcelluscs.org

Name of Intermediate School District: Lewis Cass Intermediate School (LCISD)

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 13, 2020

Name of District: Marcellus Community Schools

Address of District: 303 West Arbor Street, Marcellus, MI 49067

District Code Number: 14050

Email Address of the District Superintendent: Ms. Nanette Pauley

Name of Intermediate School District: Lewis Cass Intermediate

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:

Marcellus Community Schools will use a hybrid model of instruction using printed instructional packets and online learning platforms. Students who do not have access to the internet will have

access to weekly printed instructional packets. Students who have internet access, but not a device, will be offered a device to use. The district will make all supplies or materials necessary to complete instructional assignments available to students. In addition, all students will have access to grade level/ course textbooks if needed. The district will not penalize any student for their inability to fully participate in the alternative instruction plan.

Students in need of a device, supplies or materials, or textbooks will be able to pick them up at the District's Grab and Go food distribution. For those who do not participate in Grab and Go, the District will deliver the items or work with parents to arrange pick up.

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: Elementary Teachers will be expected to make contact with all of their homeroom students at least once per week.

Every 7- 12<sup>th</sup> grade student will be contacted by a middle/ high school teacher each week. In order to ensure all students are contacted, a rotating schedule will be developed. That outreach schedule requires each teacher to contact all first period students on week one, all second period students on week two, and so on. This plan creates an avenue by which every student will be contacted at least once per week.

A shared Google document will be used to ensure all students are contacted and are at the center of the educational activities. Contacts may occur through phone, email, the instructional platforms, and notes home.

In the event that a student is nonresponsive or outreach efforts are unsuccessful, the student's name will be provided to the school principal who will delegate support staff to engage in more intensive outreach.

Outreach efforts will include check ins for academic progress, to answer students; questions, and to provide academic support. In addition, outreach efforts will focus on student welfare, building and maintaining relationships, and assuring students that they are important and valued.

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

District/ PSA Response:  
There will be two instructional delivery methods, online and printed learning packets.

Student without internet access will be provided weekly printed packets during Grab and Go food distribution. Packets will be mailed or delivered to students who do not participate in the district's food distribution. This will be supplemented with phone conferencing to support instruction.

Students who have access to the internet will receive instructional content through the online platforms (Imagine Math, Edmentum, for example). Teachers will be available via phone, email and other virtual avenues (i.e., Google Classroom, Hangouts) to offer support and assistance. Google Hangouts is a tool that will be used to allow students to work together on projects and supports social interactions around learning.

In addition, all teachers will have dedicated office hours (remote) when parents and students can phone/email the teacher to discuss concerns or ask questions. Teachers will use Google Voice, Remind, cell phone or email.

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

District/ PSA Response:

Students using the printed learning packet delivery mode will be monitored through the outreach efforts (shared Google Form) and completed learning packets. Teacher feedback will be provided on the completed learning packet and, when possible, the packet will be returned to the student. Teachers will also provide feedback to individual students and differentiate work as needed, during their support phone calls. In addition, the online parent/ student viewer (PowerSchool) may be used to record completed student work.

Parents may return the completed printed learning packets in curbside receptacles during the Grab and Go food distribution. District personnel will contact parents who do not participate in Grab and Go to make arrangements for the return of the completed learning packet. Arrangements may include district provided postage or pick up.

For students with technology, teachers will monitor access and assignment completion on a daily basis within the instructional platform. Teachers will provide feedback to students though the online platform or email. Teachers will differentiate instruction within the platform to meet each student's needs.

All teachers, including Title I and special education teachers, will engage in additional outreach efforts centered on differentiating instruction and providing remedial support.

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:

Additional expenses will include:

Learning supplies such as paper, pencil, crayons, etc.

Printing costs such as paper, and machine copy costs

Mailing expenses such as postage and large envelopes, bags, etc.

Delivery expenses – fuel and mileage

Cost for online instructional platform, if applicable

Equipment costs such as large receptacles for learning packets to be collected

Chromebook replacement costs, as needed

Internet access and/or device costs if included in an IEP  
Personnel costs for printing, mailing, delivering, outreach, and distributing packets and food  
Cleaning and disinfecting supplies such as hand and surface sanitizer, wipes, etc.  
Personnel costs for increased disinfecting of surfaces, chromebooks, supplies, etc.  
Personal Protection equipment/ supplies such as masks, gloves, and hand sanitizer  
Outreach supplies such as cards  
Additional food service costs for supplies, commodities, cleaning, personnel  
Textbooks replacement costs, if needed.  
Additional technology personnel support to support working and learning from home (i.e.,  
readying Chromebooks for home wifi, and filtering)  
Additional exterior access points for parking lot internet accessibility, if needed

Estimated costs include \$52,270

Sources include general funds, 31a and food service 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:

Collaboration efforts included virtual meetings, phone, text, surveys and email. Union leadership was included in direct conversations regarding the Plan. Input was solicited from all teachers, board members and administrators.

Before finalizing, board members were given the opportunity to provide feedback and suggestions.

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 letter will be mailed through USPS and via email, when available. A phone alert will also be used to notify parents of the Plan and encouraging them to watch their mail for the Plan letter. In addition, teachers and support staff will attempt to contact every parent via phone or email to explain the plan and determine the best delivery mode for the individual family (online or packets) Finally, the Plan will be included on the District's website.

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 estimated date to begin the Plan is April 20, with printed packets available on April 17.

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 community college dual enrollment team will provide frequently updated early earning notifications to the high school counselor and will send email notifications to any struggling dual enrollment students. The high school counselor will make contact through email and phone to provide assistance and encouragement. The counselor will also have dedicated (remote) office hours to receive phone calls and/or conduct virtual meetings.

Further, the Director of CTE & Post-Secondary Options, (an LCISD employee) will assist with outreach efforts for all dual enrolled and CTE students to ensure students have the ability and resources to complete these 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 District will continue to provide food through a Grab and Go drive through, from 11:30 a.m.-12:30 p.m., two times per week, at the Marcellus Elementary school. In addition, the district will continue to deliver meals for families who are unable to pick up food at the specified Grab and Go dates and times.

Any changes or alterations to the distribution schedule or method due to directives by other agencies or to address safety recommendations, will be communicated via phone alert message, social media, signage and included in the District's 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:

The District will continue to pay school employees while redeploying staff to provide meaningful work in the context of the Plan. Redeployed staff may assist with the distribution of meals and learning packets, outreach efforts, copying, mailing, delivering, assisting with technology, communication and other tasks necessary to support the Plan and food distribution

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

District/ PSA Response:

Teachers and other staff will document outreach and communication efforts, as well as student responses on a shared Google document. In addition, teachers, with assistance from redeployed staff, will track completed/ returned student work (either online or printed packets). In addition, the online parent/ student viewer (PowerSchool) may be used to record completed student work. Inconsistent contact or participation will be communicated to the principal and counselor/ social worker will then develop a more intensive outreach plan to connect with the student and family. Additional support may be sought to make these connections (DHHS, 3In Mental Health Specialist, 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:

Teachers and redeployed support staff will make weekly contact with students and families to maintain two-way communication and strengthen relationships. By connecting with students through various means, teachers and staff will gauge students and family needs from a whole child and community perspective. District staff will have access to a Wellness Checklist to identify immediate needs for students and families that may be adversely affected by the COVID-19 pandemic and extended school closure. If needs are identified, the principal and school counselor or social worker will be notified. The school principal or her designee will follow up with the family to further assess the needs of the family, provide additional support, or connect the family with additional supports within the school or community. Students may be referred to a Lewis Cass ISD mental health specialist for mild to moderate mental health supports. Students and families in crisis situations will be immediately referred to community mental health.

Any student who was receiving mental health services prior to the school closure through 31n/C4S will be contacted by the ISD mental health specialist to receive ongoing teletherapy services throughout the school closure. Similarly, any student with an IEP that receives direct services from a school social worker to improve their social, emotional, and behavioral health will also be offered continued services from that provider.

Social emotional learning resources (SEL) will be included in printed learning packets and posted online. The high school counselor will also host a Google Classroom to facilitate SEL.

14. Please describe how the district will support the efforts of the intermediate district in which the district is located to mobilize disaster relief childcare centers as described in Executive Order 2020-16 or any executive order that follow it.

District/ PSA Response: Not applicable at the time of this application submission. However, if requested, the district will support the Lewis Cass ISD's efforts to mobilize disaster relief childcare centers by permitting use of specific areas of a school district building.

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:

The District does not plan to adopt a balanced calendar for the rest of the 2019-20 school year or for the 2020-21 school year. However, the District may begin the 2020-21 school year early-before Labor Day.

Name of District Leader Submitting Application: Nanette Pauley

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website: