



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 14, 2020

Name of District: Farwell Area Schools

Address of District: 399 E. Michigan St. Farwell, MI 48622-8762

District Code Number: 18020

Email Address of the District: sscoville@farwellschools.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: April 14, 2020

Name of District: Farwell Area Schools

Address of District: 399 E. Michigan St. Farwell, MI 48622-8762

District Code Number: 18020

Email Address of the District Superintendent: sscoville@farwellschools.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.

District/ PSA Response: The district will utilize online learning (including vendors such as Educere, Plato, etc.), telephone communications, email, virtual instruction (to include recorded videos & slideshows), project based learning, and instructional packets (**hybrid** of all the above

modes). Online resources will be made available to those with internet access; instructional packets to those who do not have access including necessary support materials (pencils, textbooks, etc.).

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: Each teacher will attempt and record contacts with students/families on a weekly basis. Special education teachers will initiate the same. Counselors, social workers, interventionists, and paraprofessionals will join a teacher's Google Classroom and may be assigned groups of at-risk students for additional support. Paraprofessionals will be assigned groups of at-risk students for additional contacts. Contacts may be initiated via technology, phone calls, or US mail.

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

District/ PSA Response: The district will offer online instruction to all three schools for Pre School – 12th grade. Instructional packets will also be utilized to supplement in those homes for those students who do not have internet access. Packets will be available via delivery with meals, for pickup at each school site (using safe social distancing), and are available via US mail. Each teacher has established "office hours" during which they are available daily for phone, email, or other technological means of communication with students and families.

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

District/ PSA Response: Teachers will monitor learning with each student through communications and documents returned through electronic means. Teachers will commit to 2 hours per day of "office hours" for work with students as requested. We will use our student management system to track efforts and completion. Teachers will provide feedback on learning whether through technological means or via packets themselves.

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: Expenses include: US Mail - \$4000, Virtual Instruction Training for Teachers - \$5000, Paper & copier expenses - \$9000, \$5000 Delivery with meals via bus routes. Revenue from School Aid payments and Title funds will be used to pay for these expenditures.

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 administrative team as well as building and grade level teams consulted on the development of the plan. The plan was shared with the Farwell Area Schools Board of Education. Also consulted were the states of Illinois, Kansas, and California, as well as Midland Public Schools, Clare Public Schools & Coleman Community Schools' plans.

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

District/ PSA Response: The district will utilize the district's website, US mail system, social media including Facebook, our robo-call system, our local newspaper, and a mass e-mail.

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: Thursday, April 14, 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 district has assigned an academic interventionist (certified teacher), our instructional coaches, and the HS Principal and Assistant Principal to these students. We partner with Mid Michigan Community College for dual enrollment:

- Mid's courses (including dual enrollment courses) have moved their content to a Learning Management System known as Moodle. The content and the instructor is the same, the material is just being taught using a different modality.
- Mid's instructors are also using the Retention Management System (RMS) to communicate with counselors, principals, and Mid Mentors about students who may be struggling so that support services can be provided.
- A team of Mid employees has scheduled Zoom meetings with all dual enrollment partners to see how we can provide dual enrollment students assistance.
- Mid has provided a Student FAQ on a [Coronavirus \(COVID-19\) Response Page](#) and a [FAQ for Dual Enrollment Sites: COVID-19 Response](#) that provides updates and information on how students can access the Library, Tutoring, Information Technology and other critical support services.

We also partner with the Clare-Gladwin RESD for CTE programming, and we will work with the CTE director to ensure students have the ability 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: Meals (breakfast and lunch) are offered for delivery and/or for pickup on Tuesday and Thursday afternoons and evenings (served for 3-4 days at a time) as they have been since the onset of this crisis. Our food service staff, augmented by hourly employees, prepares, packages, delivers and hands out these meals at bus stops and curbside at the Farwell High School JPAC entrance. Support staff members from all units are assigned student contacts to "check-in" on a weekly basis, and the topic of meals/food is one question in their planned contact each week.

If changes to our programming are necessary, we will communicate those changes by US mail, social media platforms, mass email, and robo-calls to all families. We also utilize the local newspaper.

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 comply with the Executive Order. The vast majority of employees have been “all in” for students even prior to the EO. All K-12 staff members have been assigned meaningful work in the context of this plan, either essential to the physical operation itself or connecting on a scheduled basis with students of the district.

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

District/ PSA Response: Teachers will track participation and engagement, provide feedback to students, and prepare bi-weekly data for administration. The use of Microsoft Excel, Google Sheets, App data, and Skyward will provide for documentation/evaluation of data.

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: The district’s counselors, social workers, interventionists, and paraprofessionals are maintaining weekly contact with their caseloads. This contact information has already been advertised to the entire student body, each family, and the community at large. Staff will be trained to involve administration when appropriate, that they remain mandated reporters throughout this crisis, and that tele-health may be used for students if technology is available.

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: The district has offered, and will continue to offer, any assistance the RESD requires. We offered our facilities for child care, and the RESD Superintendent has indicated she will contact us as the need arises. We continue to partner with the RESD in all areas of this crisis.

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 2020-2021 school year?

District/ PSA Response: The district is not interested in a balanced calendar at this time, but that is subject to change. We are interested in adding days to the 20-21 calendar in August.

Name of District Leader Submitting Application: Steven L. Scoville

Date Approved: April 14, 2020

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

Date Submitted to Superintendent and State Treasurer: TBD

Confirmation approved Plan is posted on District/PSA website: TBD