

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: 4//15/2020

Name of District: Algonac Community Schools

Address of District: 5200 Taft, Algonac, MI 48001

District Code Number: 74030

Email Address of the District: alan.latosz@acsk12.us

Name of Intermediate School District: St. Clair County RESA

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: 04/15/2020

Name of District: Algonac Community Schools

Address of District: 5200 Taft Algonac, Mi 48001

District Code Number: 74030

Email Address of the District Superintendent: alan.latosz@acsk12.us

Name of Intermediate School District: St. Clair County RESA

In accordance with Executive Order 2020-35 a Plan must include all of the following parts:

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- .

District/ PSA Response: The district plans to use a hybrid model of instruction using hard copy instructional packets and online learning platforms. The modes of learning may vary across level. All levels will offer some form of an online learning platform. Students without internet access will have access to instructional materials through a weekly instructional packet. All students will need access to materials such as paper, pencils, and crayons, which will be made available to families that don't have them. All students will have access to grade-level/course resources (textbooks and/or other materials) as needed to complete their work. All ACS students and families were contacted in order to identify their preferred method of instruction. If parents and/or students did not respond to the mass communication they were contacted individually. Packets will be available during our weekly food giveaway. In addition, they will be available in our school vestibule throughout the week. We have consulted with local law enforcement to ensure safety and social distancing standards.

Algonac Jr./Sr. High School will be utilizing Google Classroom to deliver information and instruction. Students that do not have access to Google Classroom will be provided a learning packet created by teachers.

GSRP and elementary students will be provided an weekly learning packet. This will be sent out electronically. Families that do not have access to receive it electronically will be provided a paper packet. In addition, teachers will reach out to families via Google Classroom, Class Dojo, Bloomz, and Facebook.

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 attempt to make contact with every student at least one time during the week. This may be done through the use of technology (for those that have access) such as Google Hangout/Zoom or other forms of virtual meetings or through weekly phone calls. For students with technology access teachers will also make sure to communicate each week through the instructional

platform (Google Classroom, Facebook.), with an emphasis on continuing to build relationships and maintain connections. If students do not have access to technology, teachers will connect via phone or include notes to students in their instructional packet that focus on building relationships and maintaining connections. We are very sensitive to the fact that students and families may not have regular schedules and/or regular access to devices during these uncertain times, and will be flexible in our approaches to connect with students.

Please describe the district’s plan to deliver content in multiple ways so that all pupils can access learning.

District/ PSA Response: For elementary and secondary without adequate technology, the primary mode of delivery will be through weekly hard copy instructional packets. This will be supplemented with phone conferencing to support instruction. The instructional packets will be made available through pick up bins at the schools and also through delivery if requested. Deliveries will be coordinated by the district transportation provider and delivered each Wednesday in a porch drop off format .

For students with technology content will be delivered through the online platform (primarily Google Classroom), email, and other social media sites (Facebook, Remind, etc.). Teachers will offer accessible synchronous instruction several times per week and asynchronous instruction (using a variety of resources which may include pre-made videos, voice recordings, educational materials provided through public television, etc.) multiple times per week. Content delivery will be intentional; with clear expectations, simple instructions and an appropriate amount of work required so as to not overwhelm students. In order to support students with identified needs some of the following strategies are being used: accommodated work is being provided, Zoom meetings and phone calls are being initiated by staff in order to help students through daily work, and necessary hands on materials have been sent home when applicable (light table).

Please insert your tentative schedule of expectations for contact/content delivery here;

	Pre-K	Elementary School	Middle School	High School
Teacher contacts: Relationship building and connecting X times per week using what tool	Teachers are expected to contact students/families at least once a week. This may be done via a phone call, text	Teachers are expected to contact students at least once a week. This may be done via a phone call, text	Teachers are expected to contact students at least once a week. This may be done via a phone call, text	Teachers are expected to contact students at least once a week. This may be done via a phone call, text

	message, or technology such as Zoom, Google Classroom or email. These contacts may be individual, small group or whole group.	message, or technology such as Zoom, Google Classroom or email. These contacts may be individual, small group or whole group.	message, or technology such as Zoom, Google Classroom or email. These contacts may be individual, small group or whole group.	message, or technology such as Zoom, Google Classroom or email. These contacts may be individual, small group or whole group.
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<p>Instruction: X times per week using what tool</p>	<p>Teacher created instructional packets will be distributed/shared/dropped off beginning April 15, 2020. The packets are intended to first review content and then provide instruction and practice in identified curriculum. The learning packets will be supplemented with online sessions (4 per week for 20-30 minutes duration) to introduce key concepts. Students will submit their completed/assigned tasks electronically and teachers will provide feedback via weekly phone calls/ emails / online meetings. Common themes in learning will be addressed in subsequent lessons. Students utilizing the online platform (Facebook, Bloomz, Class Dojo, and Google Classroom) will be engaged in comparable activities and</p>	<p>Teacher created instructional packets will be distributed/shared/dropped off beginning April 15, 2020. The packets are intended to first review content and then provide instruction and practice in identified curriculum. The learning packets will be supplemented with online sessions (4 per week for 20-30 minutes duration) to introduce key concepts. Students will submit their completed/assigned tasks electronically and teachers will provide feedback via weekly phone calls/ emails / online meetings. Common themes in learning will be addressed in subsequent lessons. Students utilizing the online platform (Facebook, Bloomz, Class Dojo, and Google Classroom) will be engaged in comparable activities and</p>	<p>Teacher created instructional packets will be distributed/shared/dropped off beginning April 15, 2020. The packets are intended to first review content and then provide instruction and practice in identified curriculum. The learning packets will be supplemented with online sessions (5 per week for approximately 60 minutes duration) to introduce key concepts. Students will submit their completed/assigned tasks via Google Classroom and teachers will provide feedback via weekly phone calls/ emails / online meetings/Google Classroom. Common themes in learning will be addressed in subsequent lessons. Students utilizing the online platform ,Google Classroom, will be engaged in comparable</p>	<p>Teacher created instructional packets will be distributed/shared/dropped off beginning April 15, 2020. The packets are intended to first review content and then provide instruction and practice in identified curriculum. The learning packets will be supplemented with online sessions (5 per week for approximately 60 minutes duration) to introduce key concepts. Students will submit their completed/assigned tasks via Google Classroom and teachers will provide feedback via weekly phone calls/ emails / online meetings/Google Classroom. Common themes in learning will be addressed in subsequent lessons. Students utilizing the online platform ,Google Classroom, will be engaged in comparable</p>
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	instruction. Assignments will be given and submitted electronically and teachers may provide feedback with different communication tools (email, phone calls, online meetings) as well.	instruction. Assignments will be given and submitted electronically and teachers may provide feedback with different communication tools (email, phone calls, online meetings) as well.	activities and instruction. Assignments will be given and submitted electronically and teachers may provide feedback with different communication tools (email, phone calls, online meetings) as well.	activities and instruction. Assignments will be given and submitted electronically and teachers may provide feedback with different communication tools (email, phone calls, online meetings) as well.
“Office Hours”: Opportunities for students and teachers to receive support, seek clarification etc.	Teachers will be available 8 hours per week, Monday - Thursday from 10:00am-12:00p m for dedicated “office hours” to provide support for students and families, answer questions and address concerns etc. Teachers will respond to messages within 24 hours.	Teachers will be available 8 hours per week, Monday - Thursday from 10:00am-12:00p m for dedicated “office hours” to provide support for students and families, answer questions and address concerns etc. Teachers will respond to messages within 24 hours.	Teachers will be available 8 hours per week, Monday - Thursday from 10:00am-12:00p m for dedicated “office hours” to provide support for students and families, answer questions and address concerns etc. Teachers will respond to messages within 24 hours.	Teachers will be available 8 hours per week, Monday - Thursday from 10:00am-12:00p m for dedicated “office hours” to provide support for students and families, answer questions and address concerns etc. Teachers will respond to messages within 24 hours.

***Please note that the guidelines listed above provide a broad framework of support and instruction. Support services will be provided to assist students in accessing the curriculum, such as text to speech, materials in home language and/or at language level etc. In the event that students are in need of additional time and/or support that will be done on a case by case basis.

[Support Plan for Students with Identified Needs](#)

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

District/ PSA Response:

Connecting with and caring for our students is our first priority. It will be important to monitor the engagement and learning of our students in order to continue to provide support for both social-emotional and academic needs. For Pre K and elementary students and/or students without technology access, learning packets will be collected through several means: at food pick-up sites, porch/driveway pickups with our

transportation system and/or mail, and pictures of completed work sent electronically. Teachers will review the learning packet and provide feedback to the student during their weekly phone call, virtual meeting, or email. The feedback will be positive and encouraging and may include examples to support further student learning. Again, realizing that individual students may have unique needs due to their circumstances, feedback will be given in multiple formats. In the event that a learning packet is not returned, teachers will work to connect with students on a personal level.

For students with technology, teachers will monitor student access and assignment completion within the instructional platform (Google Classroom, Class Dojo, Bloomz, and Facebook). Teachers will provide formative feedback to students on assignments through the instructional platform. The feedback will be positive and encouraging and may include examples to support further student learning. Again, realizing that individual students may have unique needs due to their circumstances, feedback will be given in multiple formats; potentially including brief comments on assignments submitted electronically, comments shared in online bulletin boards or comments shared during remote connect sessions.

Please note: For secondary students GPA will be calculated through the end of the first semester of the 2019-20 school year. Students will not receive credit or no credit based on their classroom grades as of March 11, 2020. Students that were not “passing” at that will have every opportunity to earn credit by the end of the school year. Students that receive an incomplete will be able to finish course work when they return in the fall of 2020.

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

District/ PSA Response:

Supplies for printing (ink, paper, etc.).....	2500.00
Additional cleaning supplies to insure increased safety measures.....	2000.00
Hands on materials for early childhood	1500.00

Total: \$6000

Sources: General funds Title I, Title IV, 31a

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 development of the plan was a collaborative process, providing an opportunity for key stakeholders to provide feedback and/or review the draft plan. Building administrators met with their building teachers for initial input. They then met in grade level/content area teams to address the needs of each grade or content area. Building administrators brought this information back to district level administrators to collaborate. The Algonac Board of Education is aware of the methods we are using and the formal plan.

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 plan will also be dispersed through email to those that have access. The plan will also be posted to the district website and other social media platforms as well. To ensure that everyone is aware that the plan has been developed and released a phone call message will be sent to all parents.

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: The plan will be implemented no later than Monday, April 20, 2020.

Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act of , as amended, MCL . to . , and Career and Technical Preparation Act, PA , as amended, MCL . to in completing the courses during the - school year.

District/ PSA Response: For our students in dual enrollment courses we will be working with the provider (typically St. Clair County Community College) 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.

For students in CTE programs we will work with the St. Clair County TEC to coordinate communication and instruction to students. St. Clair County TEC will be providing instruction to students who are currently enrolled in their programs. This instruction will be provided using a hybrid model of online platforms and instructional packets. Students are being surveyed to determine what resources will be needed to ensure our students have the ability to complete these courses.

Our high school counselors will be supporting students participating in dual enrollment and CTE as necessary and will also connect with the counselor in both programs if warranted.

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

District/ PSA Response: [Please describe your current food distribution program and how that will continue.]

Our food distribution will remain the same throughout the remainder of the current school year. We have advertised in multiple ways and believe that we have identified all students in need of meals. We distribute one time a week (7 days worth of meals). We also offer home delivery for students that cannot pick the food up at the school. The district has also partnered with the local food pantry to assist families in need.

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. Staff will be redeployed as necessary to support the implementation of this plan and support students and families. These duties may include, but are not limited to:

1. Making calls to students and families to build connections and maintain relationships
2. Making calls to students and families to provide additional learning support
3. Assisting with copying and distributing packets
4. Assisting with food distribution
5. Assisting with maintaining district communication protocols and the sharing of resources
6. Assisting with cleanliness of the district and insuring a safe environment

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

District/ PSA Response:

Connecting with and caring for our students is our first priority. Teachers will document communications with students and parents. If a student does not have access to technology, teachers will keep track of which students are completing the instructional packets. If a student has access to technology, teachers will use the instructional platform to monitor student wellness, engagement, and completion of assignments. If concerns are raised due to lack of engagement, inconsistent completion and/or communication of needs from a parent

or student, teachers will communicate with the principal, counselor and/or school social worker to develop a plan to connect with the student and family. When appropriate, community resources will be shared with the family. Community support agencies also may be sought to make these connections (DHHS, Behavioral Health, etc.) and support our families.

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 teachers are making weekly phone calls they will check in with students and families. If a need or concern is presented/shared the teacher will elevate that need to the principal to make the necessary follow-up. Based on those results the principal or qualified designee will reach out to individual students and families to determine what they may need. The principal or qualified designee may help connect the family to outside agencies to help meet their needs. The principal will hold weekly meetings with teachers to identify any additional students or families in need. The district has been in contact with Community Mental Health to assure support on a needed basis.

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 - or any executive order that follow it.

District/ PSA Response:

St. Clair County RESA is coordinating childcare for essential workers at a county level. They have identified existing child care centers with openings and are filling those openings first. In the event additional childcare is required, SCCRESA will be working with Port Huron Area Schools and East China School District to open childcare centers which are in close proximity to our three local hospitals.

Optional question:

Does the District plan to adopt a balanced calendar instructional program for the remainder of the school year?

No

Does the District plan to adopt a balanced calendar instructional program for the 2020-2021 school year?

No

District/ PSA Response:

Please indicate here if you are doing this.

Name of District Leader Submitting
Application: Al Latosz

Date Approved: 4/15/2020

Name of ISD Superintendent/Authorizer
Designee: Kevin D. Miller, Ph.D.

A handwritten signature in black ink, appearing to read "Kevin D. Miller". The signature is written in a cursive style with a large initial "K" and a long, sweeping underline.

Date Submitted to Superintendent and State
Treasurer: 4/15/2020

Confirmation approved Plan is posted on District/PSA
website: 4/16/2020