



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 the 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: 4/9/2020

Name of District: Newaygo County RESA- Center Based Programs, Education Activity Center

Address of District: 4747 W. 48th St., Fremont, MI 49412

District Code Number: 62000

Email Address of the District: Lori@ncresa.org

Name of Intermediate School District: Newaygo 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: 4/9/2020

Name of District: Newaygo County RESA- Center-Based Programs at the Education Activity Center

Address of District: 4747 W. 48th Street, Fremont, MI 49412

District Code Number: 62000

Email Address of the District Superintendent: lori@ncresa.org

Name of Intermediate School District: Newaygo County RESA

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-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 Response:

Our district plans to use a combination of hard-copy media and technology-based platform for remote learning, based on our district's technology survey below:

White Cloud Student Internet and Device Survey

- **21 percent of students in White Cloud indicated they have Internet access that would support some form of virtual learning in the home (e.g. enough reliable bandwidth to stream 2-3 videos simultaneously).**
- **18 percent of students in White Cloud indicated they have a personal or school device (Chromebook, laptop, iPad, tablet, or desktop) that they could engage in some form of virtual learning (formal or informal) at home.**

Newaygo Student Internet and Device Survey

- **34 percent of students in Newaygo indicated they have Internet access that would support some form of virtual learning in the home (e.g. enough reliable bandwidth to stream 2-3 videos simultaneously).**
- **32 percent of students in Newaygo indicated they have a personal or school device (Chromebook, laptop, iPad, tablet, or desktop) that they could engage in some form of virtual learning (formal or informal) at home.**

Hesperia Student Internet and Device Survey

- **29 percent of students in Hesperia indicated they have Internet access that would support some form of virtual learning in the home (e.g. enough reliable bandwidth to stream 2-3 videos simultaneously).**
- **28 percent of students in Hesperia indicated they have a personal or school device (Chromebook, laptop, iPad, tablet, or desktop) that they could engage in some form of virtual learning (formal or informal) at home.**

Fremont Student Internet and Device Survey

- **29 percent of students in Fremont indicated they have Internet access that would support some form of virtual learning in the home (e.g. enough reliable bandwidth to stream 2-3 videos simultaneously).**

- **24 percent of students in Fremont indicated they have a personal or school device (Chromebook, laptop, iPad, tablet, or desktop) that they could engage in some form of virtual learning (formal or informal) at home.**

Grant Student Internet and Device Survey

- **20 percent of students in Grant indicated they have Internet access that would support some form of virtual learning in the home (e.g. enough reliable bandwidth to stream 2-3 videos simultaneously).**
- **21 percent of students in Grant indicated they have a personal or school device (Chromebook, laptop, iPad, tablet, or desktop) that they could engage in some form of virtual learning (formal or informal) at home.**

As a county average, 28 percent, nearly 1 out of 3 kids, indicated they have monthly data caps. This means we will not be educating children via live video streams as this will incur huge costs for parents who have limited data.

Students who attend the Education Activity Center come from five districts in the county. The data above is a representation of the students who attend the center-based programs and were used to guide instructional decisions for remote learning. Additionally, family interviews regarding digital access in homes were incorporated in the plan for center-based programs as well.

For all students enrolled at the Education Activity Center, a hardcopy of learning resources will be made available for their remote learning from April 20 through May 29, 2020. For those students and families who prefer a virtual copy of materials, an email with the resources will be sent to those families who communicate this to their teachers through their wellness connection phone calls. All students will have a link to the online resources that will be posted on our [website](#) that will be updated regularly.

All students will need access to materials appropriate for their individual needs. Materials include: morning folders, multiple copies of books, activity bins, paper, pencils, and crayons, stamps and envelopes for pen pal projects and other hand on activities which will be made available to families that do not have them. All students will have access to classroom materials as needed to complete their work. Students who are unable to engage in learning or complete assignments will be offered additional supports or alternative suggestions for instructional engagement. These efforts to engage will be documented by the teacher and students will not be penalized for not being able to participate.

SXI- Morning folder activities will be sent home that hold activities for students for daily engagement. The morning folders may need to be replenished half-way through the distance learning period, depending on level of student engagement. Hands on activity tubs based on individual student daily IEP goals and objectives will be sent home as well. Multiple books and materials have been ordered so families can keep the supplies during

this period of learning. The instructional support being offered to families as described and documented in Contingency Learning Plans for each student may include: telephone or virtual meetings with parents from the classroom teacher, school nurse, occupational therapists, physical therapists, speech therapists, and/or personal health care workers (special education aides).

IISP- Four of the five students enrolled in the Intensive Instruction Support Program (IISP) have dependable internet services and devices to support online learning. Students in the IISP program will be given access to online resources through the News2You curriculum. This curriculum is used in the classroom and addresses enrichment in academic areas and student IEP goals and objectives. Students will have additional mixed media resources available, both online and packet form, that address learning targets and student goals and objectives. These activities, either virtual or hardcopy, will be provided in two-week instructional packets and sent home on April 20, May 4 and May 18, 2020. The instructional support offered to families as described and documented in Contingency Learning Plans for each student may include: telephone or virtual meetings with parents from the classroom teacher, Autism consultant, occupational therapists, physical therapists, speech therapists, and/or special education aides whom have relationships with the students.

Transition- At the present time, seven of the eighteen students in the Transition classroom have reliable internet and are interested in doing online activities. The teacher will use the Remind app to monitor and document student engagement and as a communication tool. Two weeks' of learning materials will be sent home for learning at home for the non e-learning students on April 20, May 4, and May 18, 2020. The teacher will incorporate hands on activities to help students address academic skills including a unit on gardening. The instructional support being offered to families as described and documented in Contingency Learning Plans for each student may include: emails, letters delivered by US Mail, telephone calls or virtual meetings with parents from the classroom teacher, Autism consultant, social worker, occupational therapists, physical therapists, speech therapists, and/or special education aides whom have relationships with the students.

Moderate Support Program- At the present time six of the ten students in this classroom are able to engage in online learning activities. Through the online programs, the teacher is able to monitor engagement and participation of each student. The students also use Scholastic News and Epic as a way of engaging in their learning. The Scholastic News materials will be delivered to student homes along with other activities tied to those units in hard copy printed format. Hands on learning activities will also be sent home for the students to continue to progress toward their IEP objectives. Many activities will be skill based using materials they have at home, such as counting change, telling time with clocks, zipping zippers and buttoning buttons. The instructional support being offered to families as described and documented in Contingency Learning Plans for each student may include: emails, letters delivered by US Mail, telephone calls or virtual meetings with parents from the classroom teacher, social worker, occupational therapists, physical therapists, speech therapists, and/or special education aides whom have relationships with the students.

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 Response:



Teachers will maintain meaningful connections, with the “whole child” in mind for all students and families. All teachers/lead educators will connect with every student and/or family at least one time during each week to ensure that each child feels safe and valued. The teacher/lead educator will take the family’s unique needs into consideration and ensure that each family can access the communication in a language or format they can understand. The education team at the Education Activity Center will utilize the communication plan below to sustain connections between teachers and students and/or families. We recognize that in some cases, phone calls may be a better option to connect with students personally and will be utilized.

The Education Activity Center staff will personally deliver the instructional packets to the students in their classrooms. Through practicing social distancing and safety guidance as described in the District Health Department #10 Covid-19 document, students will have a personal connection with a staff member at least one time during the period of remote learning.

To the greatest extent possible, staff will offer ways for students to maintain their connections with each other. The use of multiple modes of communication will be attempted to keep students connected. Some options might include video messages, classmate pen pals when appropriate, classroom and school newsletters with updates of students with photos to honor those with limited verbal or writing skills. The Remind app and or Microsoft TEAMS will also be utilized to connect students and families to the greatest extent possible.



SXI- There will be family contacts from teacher, ancillary staff, and the school nurse on a weekly basis. The special education aides will be writing a note to each student weekly to share activities that can be done to stay actively engaged.

Intensive Instructional Support Program- Weekly calls will be made by the ASD consultant and/or the classroom instructor. The IISP special education aides will be engaged in connecting with students through letter writing and/or video messages.

Transition- Staff will be connecting with families and students on a weekly basis. Students will be asked to participate in a pen pal activity between themselves and the special education aides. US mail, phone calls, video messaging, virtual meetings, and email will be utilized as appropriate.

Moderate Support Program - There will be family contacts from teacher, ancillary staff, and the school nurse on a weekly basis. The special education aides will be writing a note to each student weekly to share activities that can be done to stay actively engaged. The

families will be asked to participate in sharing photos with each other and will participate as they feel comfortable.

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

District Response:

Our district will primarily use hard copy instructional packets as our mode of instructional delivery. This will be supplemented with phone conferencing and through virtual meeting spaces for students who have access. These packets will be developed with each student's needs in mind, allowing for differentiation of work as necessary for students needing it. Instructional packets will be delivered by mail or home delivery.

For families preferring the use of technology, content can be delivered through an online platform, email, and/or other social media sites (Facebook, Remind, etc.). Teachers will be accessible for two-way interaction between teacher and student to facilitate classroom discussion and provide assignment feedback multiple times per week. One-way instruction will occur through pre-made videos provided multiple times per week. Teachers will establish a regular schedule when they will be available for questions or needed supports for students.

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

District Response:

For planning and monitoring purposes, Contingency Learning Plans will be developed for each student and will define the activities to help students progress toward IEP goals and objectives during the time of emergency closure. The building principal will monitor the documentation of student engagement shared on the CASE e-learning documentation spreadsheets.

Teachers will monitor student access and assignment completion on a regular basis using multiple methods (frequency determined and documented on the Contingency Learning plan developed to support family's need). Teachers will individualize instruction to meet each student's needs. Weekly learning targets will be clearly identified, and activities prioritized to meet that target. Teachers will make clear to parents how and when feedback will be given and what parents should do with that feedback.

When appropriate, data collection sheets will be sent home to monitor student progress. Teachers may depend on verbal feedback from parents to document progress. Some

parents will be asked to give a scaled (1-5 scale) score in regards to student engagement with an activity, and how the student performed on a certain objective/lesson.

Since all students attending the Education Activity Center are students with disabilities, the IEP teams will collaborate with families to determine what supports are needed in order to assist students with making progress with individual IEP goals/objectives. The IEP teams will document their plans during this period of emergency closure on the NCRESA provided Contingency Plan document and upload in Illuminate (the electronic IEP system implemented in Newaygo county). Providers will also document student and family engagement using the student tracking spreadsheet, provided by the Council of Administrators of Special Education (CASE).

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

District Response:

Budget includes: Purchase of learning supplies such as paper, pencils, crayons, postage, and other activity costs for hands on activities.

Most expenses will come from classroom budgets and are adequate to meet the needs of the families attending the Education Activity Center.

Sources: Fremont Area Community Foundation grants, classroom budgets, other building budgets as needed.

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

District Response:

To ensure a comprehensive and responsive plan, all stakeholders were involved in the development of the plan. Teachers connected with families to gather input and engagement options that would work for their individual students prior to developing this plan. Building administrators met with EAC teachers and ancillary staff for development of the plan to ensure that family needs and preferences were included in the final Continuity of Learning Plan. The Continuity of Learning Plan was also shared with executive team members for feedback and input prior to sharing with the NC RESA board members.

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

District Response:

The plan will be communicated through a letter to each family dispersed through US Mail, personal delivery or email to those who have access. The plan will also be posted to the

district website and other social media platforms. To ensure that everyone is aware that the plan has been developed and released, a phone call message will be sent to all parents through our districts phone blast system to notify them of where the plan is located and how it is be delivered.

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 Response:

We will implement the Continuity of Learning plan beginning 4/20/2020

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 Response:

Not Applicable to EAC

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

District Response:

- 1. Each student has access to their resident district's food program provided either by door to door delivery or pick-up locations that provide meals daily.**
- 2. Weekly check-ins by teacher will verify basic needs being met and the access to the school meals. If any student or family is in need the teachers will connect families to appropriate supports.**
- 3. Weekly weekend food packs are delivered by NCRESA staff to homes of the EAC students who had signed up for the TruNorth Powerpack program.**
- 4. Staff will communicate with families, any changes that may be taking place with food distribution.**

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 Response:

Our district will be paying all employees during the remaining of the 2019-2020 school year. Each building will determine the redeployment plan for non-teaching staff during

the time of emergency closure. The following is a list of nonprofessional staff and their intended deployment.

Education Activity Center:

- **Program special education aides will work with their coordinating teacher for the following activities:**
 - **Developing learning packets and hands on activities to be used in the student's home.**
 - **Using NCRESA vehicles to deliver learning packets to student homes, and/or delivering learning packets to local school district lunch/meal sites.**
 - **While practicing social distancing and District #10 Health Department suggestions for returning to work, program aides will have assigned tasks to complete in the building periodically.**
 - **Working in building flowerbeds to prepare for summer.**
 - **Writing letters or sending video messages to students to inspire social engagement, healthy habits, positive mental health coping strategies, and other specific needs identified by the students.**
 - **Supporting the creation of lessons and program specific activities under the direction of program teachers.**
 - **Participate in professional learning opportunities, when appropriate, provided by the organization.**
- **Administrative Assistant-**
 - **Create monthly newsletters to be sent home for April, May & June.**
 - **Support staff with Illuminate use for developing individual Contingency Learning Plans for each student based upon IEP goals, and completing annual IEPs, METs and Re-evals and summary of performance documents.**
 - **Mailing documents to parents**
- **Custodians will have a rotating schedule for cleaning twice a week to align with staff's access to the building.**

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

District Response:

Teachers will conduct weekly check-ins with families and/or students and document participation in activities in the CASE e-learning documentation spreadsheet. Inconsistent completion and/or communication with a parent or student will be raised to the building supervisor to develop a plan to connect with the student and family as appropriate. Documentation of parental agreement of learning plan will be documented in the Contingency Learning Plan. Additional support agencies may be sought to make these connections if appropriate.

Specific feedback will be given by the teacher to the student/family towards the learning target and include both positive and constructive feedback. Feedback can be in the form of comments, wondering questions, and clarification if a learning target is met or what needs to be considered for student growth with an IEP goals and objectives.

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 Response:

The Education Activity Center will provide a social emotional learning component for all center-based students. Center-based staff will utilize the Jesse Lewis Choose Love Curriculum to support the social emotional needs of students during the closure. This six-week period (April 20 – May 29) will consist of one theme for each week. Students will be provided with theme focused materials provided either in learning packets or virtually.

EAC's Rachel's Challenge Team has been engaged throughout the school year in school wide activities to encourage positive social connection and interactions between students and staff. Once emergency closure in the state is over, the school is planning a community picnic/activity. During the school closure activities designed to impact each student's community in a positive way will be sent home in the learning packets. Ideas include: positive sidewalk chalk messages, creation of positive message rocks to be hidden in the community or positive messages displayed in home window. Students will be given an opportunity to share completed projects through pictures and/or videos which would be shared with all students through a classroom or school newsletter.

In order to personalize mental health support and care for students, staff will survey all parents to determine their current mental health needs either formally or informally. Based on those results the teacher will consult with school social worker, CMH caseworker if student warrants the support or already has the support in place. The teacher will help connect the family to outside agencies to help meet their needs.

The school social worker will continue making, as a minimum, weekly connections with the students on her caseload and consulting with teachers as necessary.

While teachers/lead educators 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 SW to make the necessary follow-up. The principal will hold weekly

meetings with teachers to identify any additional students or families in need. Tele-health may be used when available for students that have technology.

In order to support the continuity of social emotional supports throughout the county, our district counselors/social workers will participate in a county wide collaboration hosted by NCRESA.

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 Response:

Should NC RESA need to mobilize additional disaster relief childcare centers, we will provide classrooms in our buildings as needed. We will support NC RESA through additional communication means to the families in our districts as needed. We will also support by providing special education aides to support additional workers if needed.

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 Response:

At this time, the EAC staff and administrators do not see a need for a balanced calendar to be implemented for the remainder of 2019-2020 due to the unknown end of the "Stay at Home Executive Order". The teaching and ancillary staff thoroughly discussed the pros and cons of implementing a balanced calendar for students attending the EAC. Given the level of student and family engagement that occurred during the first phase of emergency school closure, the instructional team feels confident that this Continuity of Learning plan will reach and engage most students who attend the Education Activity Center. The instruction team determined that the factor of not knowing when it will be safe to have students return to the routine of attending school in person is too risky to plan for a balanced calendar. The team determined it more appropriate to engage students in some level of remote learning between April 20 and May 29, 2020 to finish the 2019-2020 school year.

Summer programming for SXI will continue as scheduled with a contingency plan if the emergency Stay at Home closure isn't lifted by June 19th.

Name of District Leaders Submitting Application:

Lynette Hodges and Jesse Gilding

Date Approved: 4/16/2020

Name of ISD Superintendent/Authorizer Designee: Dr. Lori Tubbergen Clark

Date Submitted to Superintendent and State Treasurer: 4/16/2020

Confirmation approved Plan is posted on District/PSA website: April 20, 2020