



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: 4/14/2020

Name of District: Newaygo County RESA: Early College Newaygo County Program

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

District Code Number: 62000

Email Address of the District: lclark@ncresa.org

Name of Intermediate School District: Newaygo County RESA

Name of Authorizing Body (if applicable): [Click or tap here to enter text.](#)

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: 4/17/2020

Name of District: Newaygo County RESA: Early College Newaygo County Program

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

District Code Number: 62000

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

Name of Intermediate School District: Newaygo County RESA

Name of Authorizing Body (if applicable): [Click or tap here to enter text.](#)

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:

The Early College Newaygo County Program (ECNC) has students from all local districts in the NC RESA service area participating in some way in the program. ECNC students

participate in both high school courses and college courses at Muskegon Community College (MCC) and are, in effect, part-time high school and college students during grades 11 and 12 and resemble a full-time college student in grade 13. With this unique program model, ECNC students also participate in Early College programming expectations throughout the academic year.

For college courses, the ECNC Program will follow Muskegon Community College's online instructional guidelines for every MCC course that students are enrolled in. Our higher educational partner is utilizing a technology-based platform for all courses. They have made modifications to their instructional practices to ensure that there are multiple ways for students to engage in their online courses and have not exclusively depended on live stream instruction for all courses.

For the local district high school classes that the ECNC students are expected to complete, all ECNC students will follow their local district's Continuity of Learning Plans (CLP) and guidelines on course engagement and completion, which will be offered through alternative modes of instruction. ECNC staff will continue to support these varied modes of connection and course engagement.

Based on a technology survey administered throughout Newaygo County, we know that technology access is a challenge as is a personal device to complete course learning. See below for district related results.

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, 28 percent, nearly 1 out of 3 kids, indicated they have monthly data caps. Since the Early College Program partners with Muskegon Community College and knowing that all MCC courses have transitioned to an online platform, the Early College Program will rely on MCC to determine their primary instructional mode of connection and support our students' participation in those modes.

All ECNC students will need access to materials such as paper, pencils, textbooks, etc. which will be made available to families who do not have them. These types of needs can be communicated to Early College Program staff during wellness connection phone calls/emails.

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:



Early College staff will maintain meaningful connections, with the “whole child” in mind. ECNC staff will connect with every student and/or family at least one time during each week at a minimum to ensure that each child feels safe and valued. ECNC staff 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. We will utilize the communication plan below to sustain connections between staff 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. To the greatest extent possible, ECNC staff will offer ways for students to maintain their connections with each other.



Early College staff will utilize the following modes of communication to connect with our students and/or families and to offer meaningful cohort (student-to-student) connections: (Microsoft Teams, Remind, Google Hangouts, MCC email or Skyward, phone calls, etc.). A lead staff member will be identified based on student/family needs to maintain regular two-way communication.

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

District Response:

Since all Early College students are dually enrolled as college students and high school students, ECNC staff will encourage all students to participate in their district's Continuity Learning Plans for their high school courses. For students' MCC courses, we will continue to rely on our higher educational partner's established policies regarding course participation. Since MCC has transitioned and converted all face-to-face courses to an online format, ECNC staff have verified through phone calls that all ECNC students have access to a device to complete their course work and access to internet.

ECNC staff will continue to provide weekly check-ins to support student participation and engagement in MCC courses. These check-ins will include phone calls, email (our Program's pre-established form of communication to students/families), and web-based virtual connection through Remind, Google Hangouts, or Microsoft Teams for our final Cohort Meeting.

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

District Response:

ECNC staff will monitor student access to and engagement in students' MCC courses on a weekly basis. ECNC staff will differentiate support to help meet each student's needs. MCC course learning targets have already been clearly identified and shared with all students via their course syllabus. In following the ECNC Program model, ECNC staff will contact parents if/when feedback provided to students will impact their success in moving forward with the ECNC program and/or if it might impact students' success in MCC courses. This status will also be communicated with local district counselors and administrators as needed.

ECNC staff will have all ECNC students submit a screen shot of their posted grades from every MCC course they are involved in to help monitor and to help keep track of assignments completed and proficiency towards credit. This will be helpful in knowing what types of additional support each student might need to help with their successful completion in the

courses. This protocol has already been established and students are familiar with providing a screen shot of their course progress.

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

District Response:

Additional expenditures are not expected at this time. If this were to change, local district FTE contributions toward ECNC program costs would support the purchase of any necessary materials/needs outside of the agreed upon support outlined by the ECNC program and each local district (e.g. cost of MCC courses and required materials/books for MCC courses).

Sources: Local district FTE contribution toward program costs and student support needs would be utilized if 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. With local district building administrators and local counselors, ECNC staff discussed how the Early College Program intends to continue supporting students and sought their input on the plan shared. Then ECNC staff convened to address the needs of each Early College Cohort moving forward in light of the feedback received and made modifications. Before finalizing the plan, NC RESA board members were given the opportunity to review the Continuity of Learning Plans.

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

District Response:

Since the Early College Program's pre-established plan for communication has and continues to be primarily through email communication with students/families, the plan will be communicated via email to each family. Email communication to families has proven successful throughout the year and every family has already provided their preferred email address for all communication to be shared to. The Early College plan will primarily focus on how ECNC staff will support students participating in their MCC coursework, high school coursework, and program requirements like the remaining Cohort Meeting.

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:

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:

Since Early College students are dually enrolled at Muskegon Community College for their college coursework, we will work with MCC to determine next steps in supporting our students' engagement and completion of their online courses. ECNC staff will ensure that students have the appropriate materials and support to complete these courses through resources provided by our higher educational partner and our ECNC Program commitment.

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

District Response:

The Early College Program will rely on each student's local school district's plan to providing food access to eligible students. ECNC staff will inquire with students during weekly check-ins to verify basic needs are being met including access to their school meals distribution program. If any student or family is in need, the ECNC staff will connect families to appropriate supports.

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:

Newaygo County RESA will continue paying for dedicated ECNC staff during the remainder of the 2019-2020 school year. Our higher educational partner, MCC, will also continue paying for their dedicated ECNC staff member during the remaining 2019-2020 school year.

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

District Response:

ECNC staff will monitor student wellness, engagement, and completion of MCC coursework and ECNC programmatic activities. Staff will also keep a log of communication with students and families. Inconsistent completion and/or communication with a student/parent will be shared with the local district counselor to help develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections.

All ECNC students will receive grades for their MCC courses based on the instructional policies set by the college. ECNC students will follow their district's policies on high school assignments. Their high school transcripts will reflect a notation "CV-19 coursework" to indicate why credit/no credit was assigned vs. a letter grade for high school coursework.

All Early College programmatic assignments will result in credit/no credit as these activities are based on participation and a formal grade (A-F) is not provided. Feedback regarding MCC course progress/Early College Program progress can be in the form of comments, wondering questions, and clarification if learning targets are met or if improvements are needed to be considered proficient.

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:

ECNC staff will survey all students to determine their current mental health needs either formally or informally as they continue to make weekly connections.

If a need is presented, the ECNC staff member will elevate that need to the local district principal or district counselor to make the necessary follow-up according to their district plan. ECNC staff will also connect students to additional resources as needed and as a support to the local district.

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, ECNC staff will support NC RESA through additional communication means to the families in our program, as 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:

N/A

Name of District Leader Submitting Application: Melissa Miller

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