



**Newaygo County RESA Preschool
Continuity of Learning and COVID-19 Response Plan (“Plan”)
(Building Bridges Preschool programs including 3 yr. old and GSRP and CBO, NCDCC)**

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: April 17, 2020

Name of District: Newaygo County Regional Educational Service Agency (NC RESA)

Address of District: 4747 West 48th Street; Fremont, MI 494912

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 childcare 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 Regional Educational Service Agency (NC RESA)

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-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 Response:

Our district plans to use a combination of hard-copy media and technology-based platforms for remote learning, based on our county’s K-12 technology survey results 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, 28 percent or 1 out of 3 families, 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 families who have limited data.

For all Building Bridges and Newaygo County Day Care Corp. (NCDCC) preschool students, a paper copy of learning resources and materials will be available for their continued learning this school year. We will provide a book bag for every child containing paper materials, any needed manipulatives, and writing utensils with their name on the front pocket for ease of access at lunch locations. For families that are not coming into lunch locations at their local school district, their materials will be dropped off at the doorstep by a member of their classroom teaching team (teacher, assistant, or ancillary staff person) of their homes or mailed when appropriate. For families who request an electronic copy of materials and communicate this to their teachers through their wellness connection phone calls, an email with the resources will be sent or delivered through the online COR Advantage or Teaching Strategies portal or through school email. All families will have the same minimum learning materials whether printed or electronic. Teachers will still be allowed to provide additional enrichment materials or activities as needed by each individual family upon request. The members of the teaching team will use telephones to call families for wellness checks using the Preschool Wellness Checklist and to coach and support families in their individual child's learning outcomes for the remainder of the school year. Open-ended family project learning will be the basis of learning for all preschool families with coaching support from the teaching team on how to integrate learning into the family project based on the learning outcomes (COR or Teaching Strategies). Teachers will use video to create a classroom community ritual through a 'Morning Meeting Message' incorporating a high quality read aloud for children and their families.

- 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 and their teaching teams will maintain meaningful connections, with the "whole child" in mind. A member of each classrooms teaching team will connect with every student and/or family at least one time during each week at a minimum to ensure that each child and family feels safe and valued. The teaching team 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 and that is best for them (ex. Phone, email, COR or TS Gold platform, etc.).



We will utilize the communication plan below to sustain connections between teaching teams and children and their families. We recognize that in some cases, phone calls will be the best option to connect with students personally and will be utilized. To the greatest extent possible, teachers will offer ways for children to maintain their connections with each other.



Preschool:

Teachers will utilize the following communication methods to make meaningful connections with their students and families and to share relevant and important information: Microsoft Teams, Remind, Class Dojo, NCRESA-approved Facebook pages, school or Skyward email, printed newsletters, video, etc.. The focus will be on two-way communication between the teaching team and the child/family. Communication expectations will be clearly defined by each teacher including how they will be communicating with each family and the anticipated number of times each week they will be in communication with the family at a minimum. Teachers will 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. Teachers priority will focus first on family needs. (ref: Maslow's Hierarchy of Needs)

Teachers will offer weekly meaningful classroom connections to students and utilize the following methods (student-to-student) such as writing letters to each other, Microsoft Teams, Zoom, Remind, Marco Polo, videos texted or emailed etc.

Elementary Suggested Practice:

Teachers will utilize the following communication methods to make meaningful connections with their students and families and to share relevant and important information: (Microsoft Teams, Remind, Class Dojo, Google Hangouts, school or Skyward email, printed newsletters, etc.) The focus will be on two-way communication between the teacher and the student/family. Communication expectations will be clearly defined by each teacher. Teachers will 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.

Teachers will offer weekly meaningful classroom connections to students and utilize the following methods (student to student) (such as writing letters to each other, Microsoft Teams, Zoom, Google Hangouts, etc.).

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

District Response:

Preschool:

We will use hard copy instructional packets for all families as our main mode of instructional delivery, offered to ALL preschool children and their families. These packets will include weekly plans, home learning commitments, social emotional learning ideas from Conscious Discipline, Outdoor Learning ideas, multi-age hands on activities for the family, and specific skill pages for the HighScope COR or TS Gold learning outcomes. This will also be supplemented with phone conferencing, virtual meeting spaces that children and families can access (Microsoft Teams, Remind, etc.) where children can participate in the Morning Meeting and interact with each other or a video can be sent to the family if they do not have the internet access to participate.

For families preferring the use of technology, content can be delivered through the online platform, COR Advantage or TS Gold. This platform can be used to share all the instructional packet information referred to above, as well as to serve as a platform for two-way communication through sharing of videos, pictures etc.

The teaching team will schedule a regular time each week for parents and children to have one-on-one access to the teacher to ask questions and discuss their needs. Teachers will focus on the individual learning needs of every child and coach/support families in integrating COR learning outcomes into the content of each week at home.

GSRP is continuing the kindergarten transition meetings with kindergarten staff virtually. The kindergarten transition materials have been distributed to families, including summer activities, to prepare their child for kindergarten. These materials include a booklet for parents on kindergarten expectations, a will book and reading strategies. Conferences will be held virtually during distance learning week 5. Families have been given their child's portfolio from the classroom.

Elementary Suggested Practice:

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 grade level in mind, allowing for differentiation of work as necessary for students needing it. Instructional packets will be delivered to students during the meal distribution times. If students are unable to access the materials during meal distribution times, packages will be mailed to students.

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:

Preschool:

For planning purposes, we will utilize the MAISA weekly lesson templates to guide weekly lessons for all preschool classrooms. All teaching teams will complete their lesson plan assignments by Friday for the following week. All preschool teachers in the Building Bridges Preschool program and NCDCC will be using the same format and basic activities for each family to create continuity across the county for all preschool families.

Teachers will check in on family access and completion of activities on a weekly basis within the COR Advantage platform. Teachers will differentiate instruction within the platform to meet each student's needs. Weekly learning targets will be clearly identified, and activities prioritized to meet that target. Teachers should make clear to parents how and when feedback will be given and now parents can implement this feedback for the success of the child.

Teachers will use COR Advantage or TS Gold to keep track of activities completed and record proficiency on the COR Advantage or TS Gold learning outcomes. This will be helpful in the district knowing which children may require reteaching in the fall and those children who may not be accessing the optional learning proposed during this time of school closure.

For children with IEP's, the IEP teams will collaborate with the teaching team and families to determine what supports are needed to assist children to continue making progress toward their IEP goals and to engage in the general education curriculum. Early Childhood Specialists and Speech Therapists will support classroom learning assignments with ideas for scaffolding or providing inclusive learning supports. Early Childhood Specialists and Speech Therapists will coach and support families of children with IEPs in the weekly activities by providing one contact with each family per week.

IEP teams will document their plans, during this period of emergency closure, on the NCRESA provided Emergency Contingency Plan document. (see attached). All teaching teams will document student and family engagement using the student tracking spreadsheet in SharePoint.

Elementary Suggested Practice:

For planning purposes, we will utilize the MAISA weekly lesson templates to guide each teacher at every grade level. All teachers will submit their lesson plans as determined by their building principals.

Teachers will monitor student access and assignment completion on a regular (frequency determined by communication plan and family's need) basis within the instructional platform. Teachers will differentiate instruction within the platform to meet each student's needs. Weekly learning target will be clearly identified, and activities prioritized to meet that target. Teachers should make clear to parents how and when feedback will be given and what parents should do with that feedback.

Teachers will keep a class roster record of some kind to keep track of assignments completed and proficiency towards credit. This will be helpful in the district knowing which students may require reteaching in the fall and those students who may not be accessing the optional learning proposed during this time of school closure. It will be important for grade level or content teams (whatever appropriate determined by building) to agree on a common platform to record assignment completion and proficiency to aide in those future conversations.

For students with disabilities, the IEP teams will collaborate with members and families to determine what supports are needed to assist students continue making progress toward their IEP goals and to engage in the general education curriculum. IEP teams will document their plans, during this period of emergency closure, on the NCRESA provided Emergency Contingency

Plan document. Providers will also document student and family engagement using the student tracking spreadsheet.

- 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:

Budget would include: Purchase of learning supplies such as paper, pencils, crayons, manipulatives, and supplies for families, etc.

Sources: GSRP grant funding.

- 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. The Director of Early Childhood & Elementary Learning Services and the Preschool Instructional Coach met to review the template and provided a draft for all preschool teachers and the teaching teams to review and give feedback. Input was considered and integrated into the plan. The Plan was given to the Superintendent for review and feedback. The plan was shared with the NC RESA board members for their information and review prior to submission.

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

District Response:

Preschool:

The plan will be communicated through a letter to each family through the parent preferred method; (email or US Mail) The plan will also be posted to the NC RESA website. To ensure that families are aware of the plan, preschool staff will make phone calls to each family to notify them of where the plan is located and how it will be delivered.

Elementary Suggested Practice:

The plan will be communicated through a letter to each family. The plan will also be dispersed through email to those who 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 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/ PSA 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:

Preschool: Not applicable

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

District/ PSA Response:

Preschool partners with each local district to support all preschool children and their families with the food delivery program.

- 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:

Our district will be paying all employees during the remaining of the 2019-2020 school year. Each building will be determining 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.

Preschool:

Classroom Assistants will work with their classroom teacher for guidance on how to support the creation of learning packets to be sent home. They will work together with

teachers to the extent possible to provide videos, participate in the morning meeting, make weekly phone calls to families and participate in the classroom virtual meetings.

Early Childhood Administrative Assistant will support the teaching team with any technical aspects of the COR Advantage Platform, coordinate the collation of the learning packets, coordinating the needed copies by student receptionist, provide mailing addresses for families, and taking phone calls from families.

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

District/ PSA Response:

Preschool:

Teachers will use the COR Advantage or TS Gold platform and phone calls, emails etc. to monitor family wellness, engagement, and completion of activities. They will also keep a log of communication with children and families. Inconsistent completion and/or communication with a parent or student will be referred to the Director of Early Childhood and Elementary Learning Services to develop a plan to connect with the family. Additional resources/agencies may be sought to provide needed supports to the family.

Specific feedback will be given by the teacher to the child/family towards the COR Advantage learning outcomes including areas of strength for each child and areas of continued growth towards learning.

Elementary Suggested Practice:

Teachers will use the instructional platform to monitor student wellness, engagement, and completion of assignments. They will also keep a log of communication with students and families. Inconsistent completion and/or communication with a parent or student will be raised to the principal or counselor level to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections.

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 improved to be considered proficient. Grades A-F will not be assigned so feedback should not focus on a quantitative % correct or letter grade, but rather the content of the feedback is ultimately to promote growth towards a skill.

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:

Preschool:

The district will survey all families to determine their current mental and physical needs using the Preschool Wellness checklist (see attached) The teaching team will help connect the family to partnering agencies and resources to help meet their needs.

While teaching teams are making weekly phone calls they will monitor and assess the needs of students and families. If a need is presented, the teacher will share that need to the Director of Early Childhood and Elementary Learning Services to plan for needed follow-up.

Our district will provide a social emotional learning component for families each week:

- Commitments for learning at home
- Conscious Discipline stories and activities that engage families in social emotional learning
- Morning Meeting that includes socially engaging activities
- Optimistic closure family event at end of year/summer (virtually if social distancing is still present)

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

District/ PSA Response:

Should NC RESA need to mobilize additional disaster relief childcare centers, we will provide the staff, lesson planning, materials and supplies to effectively provide a quality learning experience for children.

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:

Not applicable to preschool

Name of District Leader Submitting Application:

Nicole Skrabis, NC RESA Director of Early Childhood & Elementary Learning Services

Date Approved: 4/16/2020

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

Date Submitted to Superintendent and State Treasurer: 4/17/2020

Confirmation approved Plan is posted on District/PSA website: 4/20/2020