



## **Continuity of Learning and COVID-19 Response Plan ("Plan") Application Template**

As a result of COVID-19 and the closing of school buildings for the 2019-2020 School Year, school districts must submit a Continuity of Learning and COVID-19 Response Plan ("Plan") in order to continue to receive state aid for operations. Although schools are closed and not providing in-person instruction, teaching and learning must continue. Michigan educators have been called to provide our students with continued learning.

There are varied states of readiness to provide continuity in learning among districts. Even within districts of multiple school sites, there are varied states of readiness. It is expected that schools will provide instruction at a distance using a variety of methods that meet local needs, including printed materials, phone contact, email, virtual learning, or a combination to meet student needs. We should avoid assuming that continuity in learning can only occur through online means.

While many educators have been providing distance learning opportunities, the Governor's Executive Order ([EO 2020-35](#)) requires all schools to begin providing learning opportunities for all students no later than April 28, 2020. Districts who are able to begin their plans earlier are encouraged to do so.

Each District shall submit a single completed Assurance Document, Budget Outline, and Continuity of Learning Plan to its Intermediate School District. Each Public School Academy shall submit a completed Assurance Document, Budget Outline, and Continuity of Learning Plan to its Authorizer. A single Application should be filed for the district rather than multiple applications for individual schools within a district. The following items are required for the application which may be submitted beginning April 8, 2020:

1. Assurances Document
2. Continuity of Learning Plan
3. Budget Outline

## **Continuity of Learning and COVID-19 Response Plan (“Plan”) Guiding Principles**

As Districts and Public School Academies complete the Assurances and Continuity of Learning Plans, they should consider utilizing the following principles to guide their work:

### **Keep Students at the Center**

Intentional outreach to continue building relationships and maintain connections. Help students feel safe and valued. At minimum, plan to do the following:

- **Plan for Student Learning:** Build on each student’s strengths, interests, and needs and use this knowledge to positively affect learning.
- **Develop a Weekly Plan and Schedule:** Offer routines and structures for consistency and for the balancing of think time, work time, and play time for health and well-being.
- **Contact Families:** Partner to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority. Provide translations as necessary.

### **Design Learning for Equity and Access**

Plan and deliver content in multiple ways so all students can access learning.

- **Teach Content:** Set goals using knowledge of each student, content area standards, and of Michigan Merit Curriculum.
- **Deliver Flexible Instruction:** Consider how to deliver content depending on tools and resources accessible to each student. Alternative modes of instruction may include use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a combination to meet diverse student needs.
- **Engage Families:** Communicate with families about engagement strategies to support students as they access the learning. Families are critical partners. Provide translations as necessary.

### **Assess Student Learning**

Manage and monitor student learning and plan what’s next for learning including the potential need for summer and supplemental learning.

- **Check Student Learning:** Use a variety of strategies to monitor, assess, and provide feedback to students about their learning.
- **Make Instructional Adjustments:** Use formative assessment results to guide educators’ reflection on effectiveness of instruction and to determine next steps for student learning.
- **Engage Families:** Communicate with families about assessment results in order to inform next steps and the potential for supplemental summer learning. Provide translations as necessary.

**Continuity of Learning and COVID-19 Response Plan ("Plan")  
Assurances**

Date Submitted: April 10, 2020

Name of District: Glen Lake Community Schools

Address of District: 3375 W. Burdickville Road, Maple City, Michigan 49664

District Code Number: 45010

Email Address of the District: [www.glenlakeschools.org](http://www.glenlakeschools.org)

Name of Intermediate School District: Traverse Bay Area Intermediate School District

Name of Authorizing Body (if applicable):

This Assurance document needs to be returned to your Intermediate School District or, for Public School Academies, your Authorizing Body with your Continuity of Learning Plan and Budget Outline beginning April 8, 2020 to indicate that the District will adopt a plan to ensure continuous learning for all students through the remainder of the 2019-2020 school year.

Districts should submit a single district plan that relates to all of their schools.

The applicant hereby provides assurance it will follow the requirements for a Plan for the remainder of the 2019-2020 school year:

1. Applicant assures that all student learning will take place under the direction of a teacher of record for each student enrolled in the district.
2. Applicant assures that it will continue to pay school employees during the balance of the 2019-2020 school year under the same terms and conditions established prior to the school closure order period.
3. Applicant assures that the Plan was developed in collaboration with district administrators, school board members, teachers, and local bargaining units.
4. Applicant assures that food distribution has been arranged for or provided for eligible students.
5. Applicant assures coordination between applicant and Intermediate School District in which the District/PSA is located to mobilize disaster relief child care centers.
6. Applicant assures that to the extent practicable the District/PSA will in good faith provide students with IEPs/Section 504 Plans the opportunity to participate in learning consistent with existing plans.
7. Applicant assures that Continuity of Learning and COVID-19 Response Plan, Assurance Document, and Budget Outline will be posted immediately following approval to the District's/PSA's website.

## Continuity of Learning and COVID-19 Response Plan (“Plan”)

*The goal of a Continuity of Learning Plan and COVID-19 Response Plan is to ensure that each District or Public School Academy is providing, to the best of its ability, each student with alternative modes of instruction to help them stay on pace in their learning. This application recognizes that there is no “one-size-fits-all” solution; multiple means of engaging students and supporting families may be necessary that may vary by grade level, school building, or student population served.*

For the purposes of the Plan, “district” refers to school districts and public school academies.

Date Submitted: April 10, 2020

Name of District: Glen Lake Community Schools

Address of District: 3375 W. Burdickville Rd., Maple City, MI 49664

District Code Number: 45010

Email Address of the District Superintendent: [hooverj@mylakers.org](mailto:hooverj@mylakers.org)

Name of Intermediate School District: Traverse Bay Area Intermediate School District

Name of Authorizing Body (if applicable):

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

1. Please describe the methods the district will use to provide alternative modes of instruction other than in-person instruction and a summary of materials each pupil and the pupil’s parents or guardians will need to access meaningfully the alternative modes of instruction included in the Plan. If the Plan relies on electronic instruction, the Plan must ensure to the extent feasible that pupils have access to a connected device capable of accessing the electronic instruction and must not penalize a pupil for the pupil’s inability to fully participate.

***“Alternative modes of instruction” means modes of pupil instruction, other than in-person instruction, that may include, without limitation, partnerships with other districts or intermediate districts or community colleges or institutions of higher education, use of vendors, use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a hybrid of multiple modes of learning that still promote recommended practices for social distancing to mitigate the spread of COVID-19.***

District/ PSA Response:

Students have been provided instruction in the following ways: Online via Google Classroom or other online learning platforms, live video interactive lessons, posted video instruction, email, Remind text application with connection to Google platform, print materials where necessary, phone calls, or snail mail written communication. Textbooks, chromebooks, chargers, and print materials have been or will be provided to students where necessary. Parents will need to support student routines in a learning environment appropriate for the task (office, desk, table, or outdoors, kitchen, etc...). Students without

2. Please describe the methods the district will use to keep pupils at the center of educational activities, including outreach to continue building relationships and maintain connections, and to help pupils feel safe and valued.

District/ PSA Response:

All learning opportunities have been designed to remediate, extend, or enrich prior learning. Students will be provided lessons and activities to make connections and transfer prior learning to new and unpredictable situations. Project-based learning and performance tasks have been and will be provided to support student engagement. Students will be contacted both individually by classroom teachers and as class groups, grade level groups, and advisory groups. The primary method of communication will continue to be teacher posted messages in Google Classroom and Remind. Personal phone calls and emails will be made to students for whom online access is limited or unavailable. Teachers, counselors, administrators, and coaches are all communicating with students via online learning platforms, phone calls, text messages, and email. Additionally, student needs are being monitored and met by teachers, administrators, and counselors and documented in a school-wide Google sheet. Personal contact will be made to students who have not yet responded to attempts at communication. Student council meetings and class officer meetings continue to occur via Google Classroom and email platforms. A senior recognition committee has been formed to provide support and recognition to graduating seniors. Grade level weekly check-ins have been occurring and will continue to occur via Google Meets with class advisors facilitating. All secondary students will meet as a group each Friday with their advisory teachers via Google Meets. Additionally, elementary students are participating in social and emotional lessons with the Second Step curriculum. Secondary students are participating in social and emotional lessons with the

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

District/ PSA Response:

All learning opportunities are designed to remediate, extend, or enrich prior learning. Students will not be asked to progress through curriculum standards, skills, or content. Students will be contacted both individually by classroom teachers and as class groups, grade level groups, and advisory groups primarily through online learning platforms and delivery systems. These platforms include Google Classroom, Google Meets, Zoom, FaceTime, Skype, and Remind via links to Google Classroom. Teachers are utilizing YouTube to provide how-to videos and TedTalks to provide non-print texts for students to respond to. Newslea, IXL, Scholastic, Libby, Khan Academy, Delta Math, The College Board, and Amplify are all being used to provide lessons, practice, activities, and tasks for students to connect with their content areas. For students with little or no wireless or cellular capabilities, and for students in preK-1st grades, printed materials are mailed home or dropped off as needed with meal deliveries. Teachers will follow up with phone calls to students where support is needed. All supplemental materials and optional activities and resources are posted on our school website under a COVID-19 tab and sorted by both teacher specific pages, content pages, and supplemental pages.

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

District/ PSA Response:

Teachers have scheduled office hours each week for each class to communicate with students regarding their progress and to provide feedback. These office hours are held via Google Meets, Zoom, or phone communications. For students without online capabilities, phone calls and text messages are used to provide feedback and support. Teachers will be tracking work completion with an eye for good faith effort, regularity of participation, and work submission. PowerSchool is used to track student participation and work submission. Pass/Incomplete grades will be issued to students in K-11th grades. Seniors will be awarded credit for work completed as of March 13th and a good faith effort to stay engaged until May 22nd. Special education caseload teachers and interventionists are making contact with caseload students to provide support and tutoring and to monitor their progress. Caseload teachers are logging their contact with students to ensure support is being offered.

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:

Printing, copying and postage:	\$ 7,500
Food items, gas cards and other supplemental supports:	\$ 5,000
Anticipated loss of unreturned or damaged technology:	\$ 3,000
Cleaning supplies, masks and gloves:	\$4,500
Summer classes for students needing remediation over and above summer school programs:	\$ 3,500
Technology support for families with low or no connectivity:	\$22,000

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

**District/ PSA Response:**

All stakeholders were involved in providing input and ideas for the development of this plan. Principals met with teachers to share a sketch of the plan and solicit input and clarification where necessary. Teachers collected student feedback regarding home-life constraints and daily routines, parents were surveyed twice for input, staff were surveyed, and parents communicated their concerns and needs to administrators and central office personnel. The Board of Education has been privy to the work of the staff and have given guidance and input on how best to meet the needs of the students through the Plan. This will be reviewed with them again at the April 13 Board meeting. Administrators met with state and area leaders at the superintendent and principal levels to collect input on standard practices and considerations have been made for students who reside in rural areas, struggling students, or special education students. All of that input was then considered before a final plan was articulated.

7. 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 via PowerSchool Messenger email to each parent and student, it will be posted on our school's website, and will be shared via the school's social media accounts. A PowerSchool Messenger phone call will go out notifying parents of the plan. Additionally, building principals will communicate with their respective students and parents regarding the grade level specifics and expectations.

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:

Our plan has been implemented and will be the standard practice on or before April 13th

9. Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act 160 of 1996, as amended, MCL 388.511 to 388.524, and Career and Technical Preparation Act, 258 PA 2000, as amended, MCL 388.1901 to 388.1913, in completing the courses during the 2019-2020 school year.

District/ PSA Response:

Students enrolled in dual enrolled courses and online courses are expected to continue their learning as scheduled. Our counseling team has made individual contact with these students to ensure they are aware of the expectation, and written communication via email has been shared as well. For students in CTE programs, the administrative team there will communicate with students regarding opportunities to complete their course work and earn their credits. Our counseling team will also communicate with CTE students and communication in writing will come from the principal as well.



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

District/ PSA Response:

We will continue with our present plan of providing food for all families qualifying for meal assistance and all other families that notify us of a desire for food assistance. The Food Service Department prepares and packages breakfasts and lunches for each child so they can receive food each day of the week--including weekends.

Delivery is made by using school busses and school suburbans to each qualifying home. Deliveries have been three days a week, with the largest food delivery on Friday to cover the weekend. In an effort to limit the number of days food service staff and volunteers need to be in the building, deliveries, beginning on Tuesday, April 14, will be twice a week with food provided in each delivery sufficient for the non-delivery days.

Each driver, food service staff member and volunteer has had their temperature recorded before engaging in any aspect of the food preparation, packaging and delivery. Masks and gloves are required of all involved.

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:

All employees will continue to be paid for the duration of the school closure. Paraprofessionals are being utilized to collate and mail learning packets, help with food delivery, and other tasks to support instructional and administrative staff. Hourly employees are submitting time sheets and documenting their efforts.

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

District/ PSA Response:

Teachers will be documenting contact with students via a Google Sheets and their PowerSchool gradebook class rosters. They are identifying students who have not responded to any of the forms of communication being made. Administrators are attempting to make contact with unresponsive students during the food delivery process for students receiving meals where applicable. Any students still not responding to communication have been visited by administrators and counselors.

13. Please describe how the district will provide mental health supports to pupils affected by a state of emergency or state of disaster prompted by COVID-19.

District/ PSA Response:

Parents have been surveyed twice using Google Forms to ascertain overall physical and mental health so we can mobilize resources. Based on those results, counselors or teachers or administrators have followed-up with individual families to support their needs. Teachers have also been surveyed twice to find out which students they are concerned about. Our counseling team communicates with students who were at-risk before the school closure, and they routinely check on students in the high risk categories. Counselors have also been providing tele-counseling sessions where necessary. We have posted mental health and other community resources on our website and check on families who have food or other resource concerns during our food delivery service. The elementary students are engaging in Second Step social and emotional learning lessons each week, and the secondary students will participate in their advisory groups each week to check on wellness and continue with the Habitudes social and emotional learning curriculum. Our technology team is providing support to the extent capable to families who lack internet or cellular services.

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

District/ PSA Response:

Although we have not been designated as a disaster relief child care center location or asked to assist in the efforts to provide such services, we are prepared to do so if requested by TBA ISD to assist and support their efforts.

Optional question:

15. Does the District to adopt a balanced calendar instructional program for the remainder of the 2019-2020 school year? Does the District plan to adopt a balanced calendar instructional program for the 2020-2021 school year?

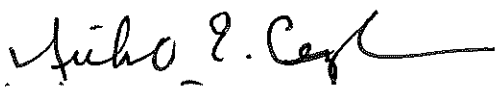
District/ PSA Response:

The Glen Lake Community Schools does not plan to adopt a balanced calendar instructional program for the remainder of the 2019-2020 school year or during the 2020-2021 school year. Summer learning programs will continue to be offered to students K-12 who may need additional time and assistance.

Name of District Leader Submitting Application: Jon D. Hoover, Superintendent

Date Approved: April 10, 2020

Name of ISD Superintendent/Authorizer Designee

  
Dr. Nicholas E. Ceglarek

Date Submitted to Superintendent and State Treasurer

April 10, 2020

Confirmation approved Plan is posted on District/PSA website:

April 13, 2020