

## **Application: Mason County Eastern School District**

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

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 8, 2020

Name of District: Mason County Eastern Schools

Address of District: 18 S Main Street, Custer MI 49405

District Code Number: 53020

Email Address of the District: pshou@mceschools.com

Name of Intermediate School District: West Shore Educational Service District:

Name of Authorizing Body (if applicable): N/A

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 8, 2020
Name of District:	Mason County Eastern Schools
Address of District:	18 S Main St. Custer, MI 49405
District Code Number:	53020
Email Address of the District Superintendent:	pshou@mceschools.com
Name of Intermediate School District:	West Shore Educational Service District
Name of Authorizing Body (if applicable):	N/A

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- .***

**MCE District Response:**

The district plans to use a hybrid model of instruction using hard copy instructional packets and online learning platforms. For those students that have internet access, but don't have a device, devices will be made available. All K-12 students who need devices will have them dropped off during our package drop off day. Students without internet access will have access to instructional materials through a weekly instructional packet. All students will need access to materials such as paper, pencils, and crayons, which will be made available to families that don't have them. All students will have access to grade-level/course textbooks as needed to complete their work. Students will not be penalized for an inability to fully participate.

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.

**MCE District Response:**

Teachers will be expected to make contact with every student at least one time during the week. This may be done through the use of technology (for those that have access) such as Google Hangout or other forms of virtual meeting or through weekly phone calls. For students with technology access teachers will also make sure to communicate multiple times each week through the instructional platform (Google Classroom, SeeSaw, Schoology, Moodle, etc.), with an emphasis on continuing to build relationships and maintain connections. If students do not have access to technology, teachers will include weekly notes to students in their instructional packet that focus on building relationships and maintaining connections. We will encourage relationships between students by having students write letters to classmates and to use social media to stay in contact and provide emotional support.

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

**MCE District Response:**

For those students without technology, the main mode of delivery will be through hard copy instructional packets. This will be supplemented with phone conferencing to support instruction. The instructional packets will be delivered during meal delivery. Packets will be mailed to the student if they do not participate in meal delivery. Students with IEPs and /or 504 plans will be supported through Each caseload provider will be reaching out to the students on their caseload on a weekly basis. Caseload providers will be providing students with remote support and assistance (via internet, phone, or technology) on the coursework that they are being provided in all of their core classes. Caseload providers will also be providing students with social/emotional support during this time and can send resources home to students on an as needed basis. Caseload providers will continue to hold IEP meetings for students with IEPs that are due during the school closure. Meetings will be held via telephone or Google Hangout (or another form of technology if needed). Caseload providers can provide students with lessons and resources to meet the goals in their current IEPs. Learning resources/lessons for those students with IEPs/504s will be modified as necessary with teacher, parent and administrator input.

For students with technology content will be delivered through the online platform, email, and other social media sites (Facebook, Remind, etc.). Teachers will be accessible synchronous instruction multiple times per week and asynchronous instruction through pre-made videos multiple times per week.

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

**MCE District Response:**

For students without technology access, learning packets will be delivered to their homes once each week containing lessons for that given week. This will take place during meal delivery. Answer sheets will be provided the following week for student and parent review. Learning packets will not be returned to teachers in order to avoid the spread of germs or contamination. Instead, teachers will be available from 9:00 AM to 12:00 PM to talk live by phone to answer any questions and to provide students with academic support. For students with technology, teachers will monitor student access and assignment completion. Teachers will deliver feedback for students accessing packets by making phone calls and orally discussing the lesson with each student during office hours. Teachers will provide feedback to students on assignments through the instructional platform as they are completed (or on a daily basis). Teachers will differentiate instruction to meet each student's needs.



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

**MCE District Response:**

Budget would include:

Purchase of learning supplies such as paper, pencils, crayons, etc. \$2000 Printing costs (paper and machine copy cost)\$3000 Mailing costs (envelopes, postage) \$3000. Personnel time for printing, preparing and delivering \$7500 Fuel cost- milage \$3500 Cost of online instructional platform \$3000 need to update computers for staff (\$5000) and any related software/websites if applicable \$2000. Additional Food service cost, mileage, food prep and food cost (packaged type meals have a higher cost)\$7000

Cost may change based on the duration of the closure. Also, we anticipate that we will incur additional cost to replace lost textbooks, technology, uniforms, and other school issued items as it is often difficult to get these back and potential damage may occur outside of the physical school setting.

At this time, we do not have firm financial numbers on this and we are monitoring the cost and will update the plan as we see these costs.

Sources: General funds, Title I, 31a

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

**MCE District Response:**

All stakeholders were involved in the development of the plan. Building administrators met with their building teachers for initial input. They then met in grade level/content area teams to address the needs of each grade or content area. Building administrators brought this information back to district level administrators to collaborate. Before finalizing the plan feedback was sought from board members. An electronic survey and follow up phone calls were made to all parents/guardians about the plan, delivery options and concerns. Parent input was taken into consideration as the plan was developed.

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

**MCE District Response:**

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

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, 2020.

**MCE District Response:**

Implementation of the plan will begin Monday April 13, 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.

**MCE District Response:**

For our students in dual enrollment courses we will be working with the provider to determine next steps. We will ensure that the students have the appropriate materials and support to complete those courses. The students will be given the option to convert their grade to credit or no-credit.

For students in CTE programs we will work with the ISD CTE Director as well as state level CTE directives to ensure our students have the ability to complete these courses. When needed the district will ensure the student has the necessary resources.

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

distribution to eligible pupils.

**MCE District Response:**

Every MCE student family will be contacted via telephone call, email, text message and/or school-wide PowerSchool announcement and will be offered direct meal delivery. Any and every family requesting food delivery will receive it. Food distribution will consist of direct, door-to-door delivery by school personnel. Each requesting family will receive two meals (breakfast and lunch) for each child for each day with a maximum of ten meals provided each school week. This will continue until June 10, 2020 which is our last day of school or may change based on further direction from state and federal governing agencies. Changes to scheduled food delivery due to directives from other agencies will be communicated to families via telephone, email, text message and/or PowerSchool announcements.

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.

**MCE District Response:**

For the duration of the 2019-20 academic school year, all district employees will continue to be compensated. This includes honoring any and all existing collective bargaining agreements that govern wages, benefits and compensation for the remainder of this school year. Additionally, the district reserves the right to redeploy staff members and to utilize their talents in a manner that helps support the academic and social-emotional health of our students.

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

**MCE District Response:**

If a student does not have access to technology, teachers will keep track of which students are completing the weekly instructional packets. They will also need to keep a log of all communication with students and parents. If a student has access to technology, 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 (DHHS, Behavioral Health, etc.).

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- .

**MCE District Response:**

The district will survey all parents to determine their current mental health needs. Based on those results the school counselor or principal will reach out to individual students and families to determine what they may need. The school counselor or principal will help connect the family to outside agencies to help meet their needs. While teachers 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 school counselor or principal to make the necessary follow-up. The principal will hold weekly meetings with teachers to identify any additional students or families in need. Telehealth may be used when available for students that have technology.

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 the Executive Order - or any executive order that follows it.

**MCE District Response:**

The district will be an active participant and partner with WSESD to help develop a plan for disaster relief child care centers should the need arise in our region.

15. Does the district plan to adopt a balanced calendar instructional program for the remainder of the 2019-20 school year? Does the district plan to adopt a balanced calendar instructional program for the 2020-21 school year?

**MCE District Response:**

At present, the district does not plan on adopting a balanced calendar instructional program for the remainder of the 2019-20 school year. At this time, no formal discussions regarding the 2020-21 school calendar have taken place.

16. GSRP and Early Childhood Programs COLP

**MCE District Response:**

“On behalf of our Great Start Readiness Program (GSRP) Sub-Recipients, West Shore Educational Service District wrote, submitted, and received approval for the Continuity of Learning and COVID-19 Response Plan for area programs recently required by Executive Order 2020-65. The April 15th plan utilized the MAISA template K-12 districts submitted, outlining instruction, delivery methods, budget, collaboration, parent communication, staffing expectations, and transition from GSRP to Kindergarten. A copy of the plan will be provided to Sub-Recipients and is also located on WSESD's website under COVID Response Plans.”

1. [WSESD GSRP MICLPlan Template.FINAL](#)

Name of District Leader Submitting Application:

***Paul Shoup***

Paul Shoup, Superintendent

Date Approved: 4-10-20

Name of ISD Superintendent/Authorizer Designee:

Dr. Jason Jeffrey

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website: