

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 a 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 playtime 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 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 the 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 the next steps for student learning.
- Engage Families: Communicate with families about assessment results in order to inform them of the 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 09, 2020

Name of District: Adrian Public Schools

Address of District: 785 Riverside Ave. Adrian MI 49221

District Code Number: 46010

Email Address of the District: bbehne@adrian.k12.mi.us

Name of Intermediate School District: Lenawee Intermediate School 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:

Name of District: Adrian Public Schools Address of District: 785 Riverside Ave., Adrian, MI

49221 District Code Number: 46010

Email Address of the District Superintendent: bbehnke@adrian.k12.mi.us

Name of Intermediate School District: Lenawee Intermediate School 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-CD.

District/ PSA Response:

Head Start Level:

In accordance with recommendations from the Office of Head Start, continued learning and support will be provided in a balance of family and academic support. Family Service Staff (Parent Educators and Family Advocates) will make weekly contacts with families to ensure family needs are met and available supports are provided, such as diapers, wipes, food support, and community referrals. Communication will occur in the parents preferred method via Zoom, phone call, text message. For families who are unresponsive to Family Service Staff attempts, a letter will be mailed to their home to support continued involvement and support. Daily lessons will be provided to families via REMIND. Additionally, twice a week families will be provided an In-Kind activity available for ages 0-5. For families who are unable to access the REMIND system remotely, a paper learning packet will be distributed focusing on Letter Recognition, Colors, and Numbers. Additionally, parents will have the opportunity to participate in Bi-Weekly Mental Health Conference Calls with the programs Licensed Mental Health Provider.

Elementary Level:

Adrian Public Schools will employ a hybrid plan for instruction during this time period. All students will be provided learning packets in Grades K-5 that focus on Math and ELA instruction. These will be distributed in person. For those not picked up, they will be mailed home. Teachers at the elementary level will provide online support to these learning packets that are aligned with Michigan learning expectations. Elective teachers will provide online mini-lessons to support students that will be distributed via links online, or in future packet deployments. Weekly online classroom meetings with the classroom teacher will also allow for the teacher to check on student wellbeing and continue to provide solid relationship building activities. Classroom teachers will provide support for students completing their ThinkStretch Packets, but can also engage students on Science or Social Studies concepts. MobyMax and Reading A-Z, and other support options will be provided to students online. Those students that do not participate online will still receive teacher support, printed materials, and access to Chromebooks and hotspots as resources allow.

Middle School:

All students will be provided learning packets in Grades 6-8 that focus on Math and ELA instruction. These will be distributed in person starting the week of April 13th with teacher supports starting the week of April 20th. For those packets not picked up, they will be mailed home. Teachers at the Middle School level will provide online support to these learning packets that are aligned with Michigan learning expectations. Additional content areas will be added in coming weeks to support science, social studies, and elective courses as seen appropriate based on student, staff, and teacher feedback. Weekly online classroom meetings with the Mentor Hour Teacher will also allow for the teacher to check on students well being and continue to provide solid relationship building activities. The Maple Hour Teacher will provide motivational support for students completing their ThinkStretch and Learning Packets Packets. Students should contact their specific content teacher if there are direct questions on content via email or phone. MobyMax and other support options will be provided to students online. Those students that do not participate online will still receive teacher support, printed materials, and access to Chromebooks and hotspots as resources allow.

High School:

Class of 2020 Seniors that are on track will progress towards graduation.

Seniors that are not on track for graduation will have the option to complete credit recovery courses. Graduation Coaches and select teachers will work directly with these students to provide motivation and help ensure supports are in place to help students reach the goal of graduation.

All IB classes will continue and a letter grade will be issued for those classes. These classes will continue online with packets available for students that need them. Chromebooks and hotspots will be an option, as available, to students upon request.

Students that failed a Core Class first and second Trimester will be assigned to a teacher and enrolled into Credit Recovery classes using PLATO learning. Elective teachers will support this role and this teacher will be the main contact for the students and assist with motivation, checking in on progress, and helping establish relationships. Students will earn credit towards graduation.

Students on track for graduation in Grades 9-11 will be placed in Kahn Academy to complete instruction in Michigan Content Curriculum Standards that prepares students for success on the SAT. Those students without Online access will receive a copy of a PSAT and SAT prep work booklet. Teachers will be assigned to these students to provide motivation, support, and outreach towards the completion of these goals. Students will earn MMC general elective credit for completion of this option.

APS Wide:

Any family can request a Chromebook or Hotspot for use. APS will distribute devices as resources are available. Learning Packets will be distributed to all students in grades K-8. Packets will be distributed that do not have internet or device access. A list of low-cost and free internet providers will be sent to all parents. If paper, pens, or pencils are needed families should contact the building principal.

Special Education staff will continue to meet with, monitor, and support special education students on their caseloads using phone and virtual options. Students are to be supported and their work is to be modified as possible to support the student learning goals.

Students that do not have internet access will not be penalized as a result of not participating in online content and/or communication.

Staff:

It is understood that this is a major instructional shift for teachers and instructional staff as well. Professional development and supports will be provided to teachers that are not familiar with the use of programs or technologies. Chromebooks and hotspots will be provided to teachers as resources allow. Classrooms can be accessible (provided teachers meet the Lenawee County emergency order that requires workers to be symptom free before reporting to work) when buildings are open to support the teacher in completing their duties, if a teacher's remote location does not allow for meeting the expectations of their duties.

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:

Student contact and building of relationships should be the center of this plan when teachers and staff are working with families and students for both Head Start and K-12. Contact via online means or telephone are important to make sure students have access and have received material, know of options for free or low-cost internet, options for Chromebook or Hot Spot Checkout as resources allow, meal delivery, mental health services, and motivation to stay engaged and focus on learning, reading, being healthy, and making wise choices associated with the District's MAPLE PRIDE Positive Behavior Intervention and Support Program and Head Start's Conscious Discipline principles of behavior. See response to question #1 for additional aspects of outreach to continue to build relationships with students and maintain connections.

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

District/ PSA Response:

Content will be provided via learning packets and online supports in grades K-12 and Head Start. Materials will be distributed to parents via an instructional material pick up time. Those students that do not pick up materials will have it mailed or delivered to their homes. Chromebooks will be distributed to families (one per family as resources allow) or delivered to their homes.

Families will have the option to request a Hot Spot for Internet Access as limited resources allow. The district will provide a list of free and low-cost internet options to parents as part of the instructional packets that go home to all students as well as being posted on social media and the District Website.

Various online options will be provided to students so they can continue to engage and make progress on their curriculum. This will include online classroom meetings with teachers, Moby Max, Reading A-Z, Kahn Academy, and Google Classroom options depending on grade and teacher. Printed materials will be distributed as requested and available.

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

District/ PSA Response:

Learning will be managed by teachers at the various levels across the district. Teachers will use classroom meetings to monitor and motivate students through this difficult time. Those students that are not participating in online content with teachers, will prompt a phone call from the classroom teacher (K-5) from the Maple Mentor Teacher (Grades 6-8) and through an assigned teacher (Grades 9-12). Teachers in these areas will monitor progress as means and feedback are available. Students that are not connecting with the assigned teacher will be referred to a Success Coach, Graduation Coach, or Principal to conduct additional follow-ups (calls with parents, contact with other people on the emergency forms, possible porch visits).

Family Service Staff and Teachers in the Head Start program will work together to ensure regular and consistent contact is made to all program families to discuss learning and family needs on a weekly basis.

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:

Think Stretch Materials:	\$20,581
SAT and PSAT Materials:	\$11,227.80
Mailing Estimated at	\$10,000
Shipping Supplies Estimated at	\$02,500
Technology Costs	\$59,298.74
QTY: 102 -- HP Chromebook 11-v010nr – Total:	\$21,406.74
QTY: 102 – Google Management License – Total:	\$2,448.00
QTY: 1100 -- Belkin Air Protect Case – Total:	\$19,800.00
QTY: 720 -- Verbatim Corded Notebook Optical Mouse – Total:	\$4,680.00
QTY: 102 -- Belkin Air Protect Case – Total:	\$1,836.00
QTY: 102 -- Verbatim Corded Notebook Optical Mouse – Total:	\$633.00
QTY: 200 – Power Adapters – Total:	\$5,298.00
QTY: 100 -- Hotspot Phone (ZTE Quest 5) – Total	\$15,500.00
QTY: 100 – Sprint Service -- \$2,600.00/month X 3 months =	\$7,800

Unknown costs associated with staff expenses for personal devices for and materials. Items purchased will come from General Fund and Bond Dollars (allowable technology purchases). There may be a future request to use State or Federal Funds to support these purchases or future purchases as guidance and funding changes.

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

District/ PSA Response:

Head Start Administrative Staff Meeting, March 23, 2020

Head Start Family Service Staff Phone Conference March 26, 2020

Head Start Administrative Staff Meeting, March 31, 2020

Building Virtual Staff Meetings (Teachers, Staff, and Administration) April 1, 2020

Board of Education Curriculum Committee Virtual Meeting April 3, 2020

Virtual Meeting with Union Leadership, April 3, 2020

Teacher and Parent Online Survey, April 3, 2020

Head Start Staff Wide Meeting, April 3, 2020

Curriculum Department Meeting, April 6, 2020

Elementary Principals Meeting, April 7, 2020

Secondary Principals Meeting, April 7, 2020

Technology Department Planning Meeting April 7, 2020

Board of Education email update April 7, 2020

Multi-District Planning Meeting (Tecumseh, Onsted, Madison, Adrian) April 8, 2020

Secondary Principals Meeting, April 9, 2020

District/AHS Leadership meeting with Union Leadership, April 9, 2020

Head Start Staff Wide Meeting, April 13, 2020

Head Start Administrative Staff will continue to meet on a weekly basis throughout the remainder of the program year.

Head Start Staff Wide Meetings will continue to occur on a weekly basis throughout the remainder of the program year.

Head Start Family Services are meeting twice a month throughout the remainder of the program year.

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

District/ PSA Response:

Blackboard Connect Notifications to Teachers, Parents, Students, and Staff

District Website

District Social Media Page (Maple PRIDE Facebook)

WLEN - Local Radio

The Telegram - Local Newspaper

Direct Mail for those that do not pick up materials

REMIND

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.

District/ PSA Response:

Staff and Student Materials Distribution will take place the week of April 13, 2020.

Teacher learning supports for students will start on April 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, 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 Dual Enrolled and enrolled within CTE Courses will to the extent possible be allowed to continue and complete their courses. Adrian College and Siena Heights University have switched to an online learning platform. There will be an AHS staff member or volunteer assigned to make contact with Dual Enrollment students to check on their progress and ability to connect via remote learning platforms established by the college or university.

LISD Tech Center is developing a plan for its enrolled students and Adrian Public Schools will comply with the LISD plan for CTE students to participate and complete their program of studies and courses.

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

District/ PSA Response:

Food distribution will be continued on a weekly basis providing 5 days of food (10 meals) to students within the Adrian Community. Food is provided via delivery from First Student Transportation as well as multiple community-based pick-up locations. HVAC improvements are scheduled to take place at all 4 elementary buildings with the expectation that increased air-flow will help improve safety in food distribution areas and classrooms HVAC work is scheduled.

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:

APS Employees are being paid during the shutdown. Non-Instructional staff members that do not have an active assignment will be considered for re-deployment to help Adrian Public Schools meet the needs of students, parents, and critical infrastructure employees. Contracted workers in the area of Transportation, Custodial, Long-Term Substitutes, Mental Health providers, School Nurse, Graduation Coaches, Parent Community Coordinators, are also continuing to be paid and continuing to provide services to support students and families. This would be within the provisions of existing bargaining agreements.

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

District/ PSA Response:

K-12:

Initial Participation will be based on Packet Pick-Up from parents. During the pick-up, we will update phone numbers and emails for parents. Those packets not picked up will either be delivered via First Student Transportation or U.S. Mail. During weekly teacher Check-Ins with students, lists of students that are not participating will be gathered and shared with building administration. Outreach will be provided by success and graduation coaches to connect with the families to gather information on why participation is not taking place. Should additional resources be needed, building principals will work with district administration to allocate additional resources to help support students and families. Elementary and Middle Schools will receive participation credit for their involvement. High school students will receive letter grades for IB coursework, credit for credit recovery courses passed, and credit for participation in the Michigan Merit Curriculum/PSAT SAT prep aspects of the plan.

Head Start:

Beginning the week of March 26th, Head Start staff began contacting parents via phone, email, or text message to touch base regarding family needs, updated contact information as needed, and availability to the programs REMIND system. Based on this information, it was calculated that all but 6% of families were in communication with Head Start Staff via their preferred communication method on a weekly basis. For the 6% of families who were unresponsive, a letter was mailed to the home to encourage involvement and continued communication with the program. During ongoing weekly communication with Head Start Family Service Staff and/or Teachers families who are unresponsive are gathered and shared with administrative staff so additional letter communication can be provided as needed. Should additional resources be needed, administrative staff will work with district administration to allocate additional resources to help support students and families. All participation in programming is an option for program families and families will continue to be provided daily Materials via REMIND regardless of if they choose to not participate. For families who prefer or are unable to access the remote REMIND system Paper Packets will be distributed from the Drager building to families interested in this option for at-home learning. There will be no repercussions to enrollment or future enrollment if a family declines to participate in at home learning activities.

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:

Current supports from Parkside Family Counseling will continue via phone or virtual connection.

Current supports from District counselors, success coaches, graduation coaches, and support staff will continue to support mental health needs via telephone or virtual connection.

Referrals to community mental health, CPS, and the Lenawee Child Advocacy Center will

continue.

Classroom teachers and mentors will monitor and connect with students and make referrals for all students if additional supports are needed or requested, regardless of if the student is currently receiving services or not.

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:

Adrian Public Schools including Head Start will provide space as community needs require support for disaster relief child care centers. APS has multiple licensed locations across the district and county as part of its Head Start Program and can easily support the needs of the ISD in terms of licensed day care facilities.

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 2020-2021 school year?

District/PSA Response:

There is no plan to adopt a balanced calendar because of critical infrastructure improvements that will take place this summer for Adrian Public Schools. This construction is related to HVAC and airflow improvements, Building Entrances, and Health and Safety of students during drop-off and pick up times.

Name of District Leader Submitting Application: Robert Behnke

Date Approved: 04-10-2020

Name of ISD Superintendent/Authorizer Designee: Mark Haag

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on the District/PSA website: 04-10-2020