



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: Macomb Intermediate School District

Address of District: 44001 Garfield Rd, Clinton Township, MI 48038

District Code Number: 50000

Email Address of the District: misd.net

Name of Intermediate School District: Macomb 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: Macomb Intermediate School District

Address of District: 44001 Garfield Rd, Clinton Township, MI 48038

District Code Number: 50000

Email Address of the District Superintendent: mdevault@misd.net

Name of Intermediate School District: Macomb 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:

The Macomb Intermediate School District takes pride in providing a continuum of services and programs to students with disabilities. MISD serves as the operating district for special schools and programs on behalf of our 21 local districts and Public School Academies. Our partnership is collaborative and relies on working closely with LEA staff and families. The MISD Center Programs consist of the following specialized programs and schools:

- Autism Programs provides services for students with Autism Spectrum Disorders at 8 different sites across Macomb County.
- Glen Peters School provides educational services for students with moderate to severe cognitive impairments, ages 3-26. Peters currently serves students from Northern Macomb County.
- Keith Bovenschen School provides educational services for students with moderate to severe cognitive impairments, ages 3-26. Bovenschen currently serves students from South Macomb County.
- Robert Lutz School for Work Experience is a Special Education Center, operated by the Macomb Intermediate School District, which serves special needs students with moderate cognitive impairments ages 18 to 26 who live in Macomb County Michigan.
- Maple Lane Elementary provides services for students, grades K-5, who have severe emotional impairments.
- Rockwell Middle School is a program for 6th through 8th grade students with severe emotional impairments.
- Neil Reid High School offers an academic and behavioral program for students with severe emotional impairments in Macomb County.
- Early On and the Macomb Infant Preschool Program (MIPP) are programs that serve children ranging in age from a few weeks to 36 months who need services because of a medical difficulty or developmental delay that can affect learning. Early On and MIPP services are designed to provide information, guidance, and parent education that will help a family during their child's first educational experience.

The district recognizes that a variety of alternative modes of instruction, other than in-person delivery, needs to be provided to meet the diverse and individual needs of all students. These learning options include both technological, non-technological or a mix of multiple methods depending on the tools and resources accessible to each student. Pupil instruction includes, but is not limited to, use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of printed instructional “grab and go” packets, or a combination to meet diverse and individual student needs.

The district may 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 provided, if available. Students without internet access will have access to instructional materials through a weekly instructional packet. If a family does not have access to these basic supplies the district will provide them.

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:

It is imperative during this time that districts provide remote learning that attends to student social and emotional needs. Some of the ways districts will ensure that all school community members feel connected and informed include.

- Providing ongoing communication among all stakeholders
- Provide opportunities for positive feedback/connection between students and teachers
- Provide students with appropriate supports to process events
- Utilize school and community resources to provide mental health supports

Districts will use a variety of strategies to maintain regular communication with students that may include phone calls, written letters, email, virtual meetings using technology platforms such as Google Classroom, Schoology, Microsoft 365, or Zoom. This will allow staff to stay connected and maintain supportive relationships with all students. All team members will work together to provide this support, including teachers, principals, social workers, school psychologist, therapist, etc.

Educational teams will make contact with each student and their family multiple times a week. This may be done through virtual meeting, phone calls, text messaging, or email. Instructional materials will be aligned with the student's individual needs.

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

District/ PSA Response:

The main mode of delivery will be determined by each student's individual needs and family preferences. Teams will work with families to determine alternative modes of instruction in order to meet the diverse learning needs for students. This will include content delivered through online platforms, email, and other media sites. For students and families that do not have technology or would prefer other modes of delivery, weekly instructional packets will be available and delivered by US Postal mail, designated pick-up and drop-off times, or delivered through the food delivery service program. Schedules will be determined between the educational team and the family.

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

District/ PSA Response:

During these unprecedented times, the connectedness and care for our students and one another is our first priority as we maintain a continuity of learning. This pandemic, and the statewide suspension of in-person instruction, has impacted our entire society. The emphasis for schoolwork is based on good faith effort, individualized learning needs, and supported by monitoring and instructional feedback.

- A focus on keeping children emotionally and physically safe, fed, and engaged in learning is our first priority during this unprecedented time.
- Timely communication by educational teams to students and/or families makes a difference in the progress of our students determined by their individual needs.
- Channels of communication with students, families, and staff without internet access, will be accomplished by phone or by mail.
- Students and/or families with internet access will communicate with educational teams by email or through learning websites.
- In addition educational teams will establish office hours for availability and check-in with students and families on a regular basis.

For students without technology access, learning packets may be collected each week during meal delivery, pick-up and drop-off times, or US mail. Teachers will review the learning packet and provide feedback to the student during their weekly phone call, virtual meeting, or email. Feedback from the teacher will include differentiated work as needed, along with examples to support student learning.

For students with technology, teachers will monitor student access and assignment completion within the instructional platform. Teachers will differentiate instruction within the platform to meet each student's needs. Progress monitoring will be on going.

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:

General

- Increased use of disinfecting supplies
- Increased medical costs associated with COVID-19
- Increased Unemployment costs
- Electronic document signing software

Food Distribution

- Increased use and volume of prepackaged shelf stable foods
- Bags and container supplies to distribute food
- Increased use of Personal Protection Equipment (PPE)
- Rental of refrigeration units/trailers to store increased volume of milk and other perishables
- Transportation costs to deliver food to various pick-up or drop-off points
- Potential increased pay for those participating in Food Distribution

Instruction

- Potential increased technology for Students and Staff
- Additional copier costs related to provision of hard copy instructional materials
- Transportation or mailing costs of delivering materials
- Increased use of PPE for staff and students

Outreach

- Increased cost of postage for increased number of mailings
- Additional copier costs associated with increased mailings
- Increased Mental Health supports for both Students and Staff

Sources of Revenue

- Special Education Fund Subsidy

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 the development of the district plan. Building administrators met with their building educators for input. Building administrators brought this information back to district level administrators to collaborate. Before finalizing the plan feedback was sought from board members.

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

District/ PSA Response:

At every level of the district hierarchy, including Board of Education, Superintendent, Administration, Principal, and Teacher, various electronic means, including email, district web pages, text message services (eg. Remind 101), electronic bulletins through student record management systems (eg. PowerSchool, School Messenger, InTouch). In addition, traditional methods may be utilized, including mail through the United States Post Office, and telephone (eg. robocalls or personal calls).

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:

The plan will be implemented the week of April 13, 2020, coinciding with the conclusion of the county wide spring break in accordance with required state common calendar for Macomb County.

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:

This is not applicable for our center programs

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

District/ PSA Response:

See existing plan for all 21 Local School Districts and Macomb ISD

1. [Macomb County Meet Up and Eat Up Locations March-April 2020 UPDATED 04.07.2020.pdf](#)

The MISD is delivering meals to students' homes through the transportation department. This plan is supplemented with Gleaners and other County resources

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:

We intend to pay all employees and contractors, particularly if they would not normally be part of the Continuity of Learning Plan by making every effort to redeploy them where possible. Employees paid through Grants would be limited by Grant Funds and associated rules/approvals. Employees/Contractors, whose funding source is temporarily discontinued, are not required to be paid. GSRP employees and contracted staff should be paid pending further guidance from MDE.

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

District/ PSA Response:

Educators will keep track of individual student progress towards individualized goals and objectives and a log of all communication with students, families, and educational teams. If a student and family has access to technology, educational teams 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 communication with a parent or student will be brought to the administrators' attention and a plan will be developed to connect with the student and family. Additional support agencies may be sought to make these connections (DHHS, Behavioral Health, etc.).

Professional Development

Professional Development and support will be provided to develop staff capacity to meet the remote learning goals for students and educational teams. A variety of ways to support staff will focus on the essential skills needed for daily success. Some of this training will include:

- Getting Started with Online Learning; Getting Started with Schoology; Special Education Design; Accessibility
- Other Considerations when Providing Enrichment; Meeting Your Classroom Online: Options for Virtual Connections; Discovery Education Experience Coaching and Intervention Collaborative Meetings
- Trauma Informed and Resilience Professional Learning
- New Teacher Academy: Wellness and Resiliency during the COVID-19 Outbreak.

The MISD website will be updated frequently to reflect online professional learning opportunities as district needs are identified. Access to Schoology will be provided to districts. This site will provide additional suggestions for consideration with recommendations and resources for remote learning by content area.

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:

To maintain connection to existing supports that were in place prior to the closure of school buildings, the MISD will create a path for families to connect with professional, certified staff who provide support services to families at the school level. This support will utilize, as appropriate, the numerous communication avenues as previously described. Additional information and guidance will be provided to pupils and parents or guardians direct access to school and community mental health support services.

District will also provide access to the information related to COVID-19 provided by the county, state, and federal resources, including the Center for Disease Control (CDC), the Michigan Department of Health and Human Services (MDHS), and the Macomb County Health Department (MCHD). We will remain mindful of the mental health and well-being of students and make every attempt to support students and families.

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:

See Macomb ISD Guidance – See Appendix A

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:

Name of District Leader Submitting Application:

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website:

APPENDIX A

Macomb ISD Guidance Regarding: Governor Whitmer's Executive Order on Expanded Child Care Access during the COVID-19 Emergency

Below is the Macomb ISD Emergency Child Care Plan to provide child care services for Essential Workers during the COVID-19 pandemic. We are working to support families who have children birth-12 years old.

In times of uncertainty, skilled and trusted early childhood educators are needed more than ever to support children and families and to keep them safe. The Macomb ISD, in cooperation with state and local partners will ensure that all health and safety protocols are in place and followed.

Child care sites have been determined based on the 3 hospitals in Macomb County

- Ascension Macomb, Warren
- Henry Ford Macomb, Clinton Twp.
- McLaren Macomb, Mt. Clemens

Additional sites have been strategically identified in the Northern, Middle, and Southern parts of the county

The attached communication is being sent to District Superintendents, Macomb County Community Action, and key Hospital and Medical Centers to assist with the dissemination of this information.

There will be 3 ways for Essential Workers and families to contact the Macomb ISD, using one of the options listed below:

Phone

Call Kelly Adamek or Sherine Katba at the Macomb ISD 586.412.2676

Email

Email a Macomb ISD Emergency Child Care Coordinator

- Kelly Adamek kadamek@misd.net
- JoAnne Elkin jelkin@misd.net
- Sherine Katba skatba@misd.net

Online

Members of the Essential Workforce can go to <https://www.helpmegrow-mi.org/essential> and your information will be routed to a MISD Emergency Child Care Coordinator

Child care requests for Essential Workers will be prioritized in the following manner Step 1

We are currently and will continue to support existing local child care centers, including some local districts, who have the capacity and staff to provide care for the

essential workforce.

Step 2

We will utilize additional local school districts that are strategically placed throughout the county as emergency child care sites as needed. This will include the possibility of using Head Start classrooms or space in your buildings.

When families contact the Macomb ISD, information will be gathered and a referral will be made to the appropriate site.