



## **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 9, 2020

Name of District: Hanover-Horton School District

Address of District: 10000 Moscow Road, Horton, MI 49246

District Code Number: 38100

Email Address of the District: john.denney@hanoverhorton.org

Name of Intermediate School District: Jackson County 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 9, 2020

Name of District: Hanover-Horton School District

Address of District: 10000 Moscow Road, Horton, MI 49246

District Code Number: 38100

Email Address of the District Superintendent: john.denney@hanoverhorton.org

Name of Intermediate School District: Jackson County 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:

Teachers are creating "packets" of work designed to be completed over two week periods using a mixed media delivery method. Materials be shared electronically with the students who have a capability to access materials in that format. A survey of all students will determine which students

will need to have materials mailed to them. All instructional material will be accessible to every student and they will be able to fully participate. A pupil will not be penalized for their inability to 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.

District/ PSA Response:

Teachers will monitor student participation and engagement in the program while regularly connecting with their students. A common form will be used to document each time a teacher reaches out to an individual student with any sort of concern. Each building will have staff members dedicated to reaching out to students who are not engaging in order to maintain contact. This will also provide opportunities for us to check on the student, their situation and their well-being.

We, in partnership with the GSRP program leadership, will utilize GSRP staff and others to intentionally maintain relationships with preschool students/families while also offering resources to respond to trauma or other potentially identified needs. Based on the community needs and the GSRP available resources, we will also identify if support beyond relationships and basic needs can be offered. Currently, we have shared with all preschool partners the pertinent parts of the K-12 plan that has already been developed and upon the actual release of MDE guidance, a more detailed plan for coordination and support with GSRP will be created amending this plan.

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

District/ PSA Response:

Teachers will upload assignments into programs like Google Classroom, in order for students to access them, every two weeks beginning with Monday, April 20th. Every assignment must be able to be shared with a hard copy that will be mailed to students who are unable to access the materials electronically. Each building will have a designated person for the teachers to email their materials to in order for student packets to be created and mailed by the Friday prior to the Monday of the materials being posted. In the event that materials need to be returned to the school for evaluation, we will place drop boxes at our schools.

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

District/ PSA Response:

For the majority of students, teachers will be able to monitor student learning through various platforms such as Google Classroom. With students who are unable to access electronic materials, staff will follow up with the students and their parents in order to monitor progress; we are encouraging methods other than mailing materials back to school for teachers to review student progress such as taking a picture of completed work and sending that instead. If needed, the District will place a drop box at our buildings.

We acknowledge that all of the students and families we serve are diverse, as are our students with disabilities. Because of this, learning opportunities will differ based on individual student needs. To the greatest extent possible, our District will strive in good faith, and to the extent practicable, to provide equal access to alternative modes of instruction to students with disabilities for the remainder of the 2019-2020 school year. Learning will be designed in collaboration between general and special education teachers, and special education service providers, in order to provide accessible options and materials that have been accommodated to meet individual student learning needs. Staff will be supporting students through multiple modalities, and multiple forms of resources will be utilized to ensure connections are maintained and that students are engaged in academic learning at their individualized level, as well as meeting their social and emotional needs during this time of crisis. This plan will be fluid in order to meet the unique needs of students and may be redesigned as we continue to support student learning in these unprecedented times.

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:

At this point, our only anticipated expense to implement our program will be to pay for the costs of printing and mailing materials to those students who are unable to access the materials online. Until we have completed the survey of our students, we will not know how many packets, or their size, will need to be mailed and therefore are unable to provide a financial estimate related to the financial impact of our plan. However, our general fund will cover any and all costs associated with the mailings.

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:

The district's administration met several times to create a framework that would meet the requirements of Executive Order 2020-35. We then worked closely with teachers in order to further develop the plan and to gather input and ideas on how to improve and implement the plan. The superintendent has been communicating with board members and gathering their input and suggestions as this plan has been developed.

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

District/ PSA Response:

All families will receive a phone call and email from the District notifying them of the basics of the plan. The final plan will be emailed to families and posted on the District's website. Each building principal will also communicate the pertinent specifics of the plan to their students and families through various formats.

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 is to begin our formal survey of student connectivity by Friday, April 10, 2020. Then, our first mailing of materials should be delivered to the post office by Friday, April 17, 2020 with electronic delivery of materials occurring on Monday, 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, 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:

Our Career and Technical Education students attend the Jackson Area Career Center, which is part of the Jackson County Intermediate School District (JCISD) programming. The JCISD's COL Plan will include information as to how learning will continue for these students. The JCISD Plan will ensure students that want to complete their certifications or credentialing will be provided the opportunity to do so either from a distance, or through in-person instruction during the summer and/or fall of 2020.

JCEC and Dual Enrolled students are being advised and supported by the Student Success Navigators at Jackson College.

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

District/ PSA Response:

Our food service staff will provide meal pickup on Tuesdays and Fridays at our elementary school. Breakfast and lunch will be available for multiple days for any child 18 and younger. The recipients do not need to be our students to receive the meals.

We have also partnered with local churches to continue our weekly backpack program which sends home a bag full of food with certain families on Fridays during the school year. This program is continuing with two pick up locations available on Friday afternoons.

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 of our employees will continue to be paid throughout the scheduled end of the current school year. Employees have been notified that they may be redeployed in order to help with our Continuity of Learning Plan. We have intentionally communicated the need for

employees to be flexible as we move forward with our plan and are not yet sure off what our specific needs will be from a large number of our support staff employees.

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

District/ PSA Response:

Teachers will mark assignments as either complete or missing. Staff will follow up with students who have missing work. Teachers will evaluate the participation of the students at the conclusion of the school year in order to determine if the student passed the course for the final marking period or if they should be issued an incomplete. A pupil will not be penalized for their inability to participate. Seniors will be given every reasonable opportunity to complete graduation requirements.

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:

Our school counselors and social worker have created a new page on our website dedicated to supporting our students and their families during this time. The page is located at <https://vickiiseler.wixsite.com/hhcounseling>. As our teaching staff attempts to communicate with and monitor each of their students, they will also be able to reach out to our counselors and social worker for assistance as well as for them to reach out to students/families in need of emotional support. Parents are also able to reach out to our staff for help and support.

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:

At this point, our buildings have not been selected as a site to hold a disaster relief child care center. If needed or asked, we will comply to the best of our ability.

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:

No, we do not plan to adopt a balanced calendar for either the 2019-2020 or the 2020-2021 school year.



Name of District Leader Submitting Application: John Denney

Date Approved:

Name of ISD Superintendent/Authorizer Designee: Kevin Oxley

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website: