



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 14, 2020

Name of District: Goodrich Area Schools

Address of District: 8029 South Gale Road, Goodrich, MI 48438

District Code Number: 25050

Email Address of the District: wwright@goodrichschools.org

Name of Intermediate School District: Genesee 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 14, 2020

Name of District: Goodrich Area Schools

Address of District: 8029 South Gale Road, Goodrich, MI 48438

District Code Number: 25050

Email Address of the District Superintendent: wwright@goodrichschools.org

Name of Intermediate School District: Genesee 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:

Goodrich Area Schools has the following vision, mission and belief statements:

Vision: *Preparing People for Life*

Mission: *Learners of all ages will develop the skills and habits they need to build emotionally and physically healthy lives while growing into caring, responsible adults.*

Belief Statements:

- *School should be an exciting place for all to learn and grow academically, socially and emotionally.*
- *Students and staff should learn and work in an environment that is physically and emotionally safe.*
- *Students and staff should be actively engaged in meaningful learning experiences and actively seeking ways to connect to their school and community.*
- *Students should have opportunities for personalized learning and be supported by qualified, caring adults.*
- *Families should be engaged in supportive relationships with the school community.*
- *Students should be challenged academically and continuously preparing for success in life.*

The district is committed to following through on the vision and mission regardless of conducting school on property or remotely through the homes of our staff and families.

A survey was completed by families and teachers to determine the capacity for online learning and to determine the needs of students and staff for continued learning from home. Families that did not complete the survey were contacted by phone to determine their needs.

Survey results:

Student Population (DK-12): 2040
% Students Responding to survey: 97.1%
% Students with Devices Available: 90.6%
% of Students with NO Internet Access: 1.1%
% of Students with Unreliable Internet Access: 17%

Staff that requested technology (from the staff survey) have been issued that technology. Staff were allowed into their classroom for a quick in and out trip to gather the resources they need for providing instruction from home. Families that requested a device for online learning will pick up the device during distribution times on Wednesday, April 8 and Thursday, April 9. All have been instructed to strictly follow the guidelines for social distancing to prevent the spread of COVID-19.

District leaders have networked with other districts, dual enrollment institutions, GCI, and attorneys and have continued to stay up to date on MDE and governmental communications in order to develop plans to help best meet the needs of all Goodrich students during these uncharted times. District staff have researched online platforms and tools that would be best

for students and are utilizing access to many of the sites that have temporarily removed their fees.

Teachers will provide online learning focusing on essential content standards. For those unable to access digital lessons, printed materials will be available for pick up from school in an effort to keep all students engaged in the learning process. Additional learning opportunities will be open ended allowing for student choice and dependent on the materials students have access to at home such as open ended reading, writing, and student-centered inquiry based learning. In addition, students and families may visit the school website to access many more links and ideas for extended learning.

Online Learning:

- Materials needed to access learning:
 - desk top, laptop, Chromebook, iPad, or cell phone. Google Classroom can also be accessed through Playstation and XBox.
 - Internet access
 - Access codes for some websites (Google Classroom, online textbooks, etc) may also be needed.
 - Tutorials to support online learning platforms as needed

Hard Copy/Paper Packet learning:

- Materials needed to access learning:
 - paper learning packets
 - writing materials/paper
 - transportation to obtain the packets. Packets are made available, 24 hours a day, outside of each building in display stands. For those that are not able to pick up the packets, parents can contact the building administrator to arrange for packet mailing.

Additional Modes:

- Staff will keep track of participation. They will contact, by phone, the students that are not responding to ensure they are well and that they have the materials needed for continued learning and support as needed.
- Students will not be penalized for an inability to fully participate. Students will receive the minimum grade they achieved as of March 11, 2020. Students who were failing have the ability to improve this grade over the term of this Continuation of Learning Plan. No student grades will be harmed. Please note that this plan may need to be altered based on future guidance from the NCAA/MHSAA.
- Our goal as a district is to stay connected to the community, while meeting the academic, social and emotional needs of our learners.
- The district promotes the following responsibilities for the team approach.

Responsibilities	
District Responsibilities	<ul style="list-style-type: none"> • Develop thoughtful, accessible, remote learning plans using stakeholder input, when possible. • Support schools in planning and implementing remote learning plans. • Help schools identify needed resources in the community (academic, health, social, emotional)
School Responsibilities	<ul style="list-style-type: none"> • Implement remote learning plans • Communicate regularly with all stakeholders • Support teachers in planning and implementing remote learning plans • Help families find needed resources in the community (academic, health, social) • Be flexible and understanding as everyone navigates this new way of education.
Teacher Responsibilities	<ul style="list-style-type: none"> • Make remote learning activities available in a timely manner. • Be available at scheduled times to answer student/caregiver questions. • Promote timely feedback on student work. • Communicate regularly with students. • Provide a range of meaningful learning opportunities that meet the needs of all learners during this period of closure. • Provide regular feedback to students on progress related to learning activities. • Be flexible and understanding as everyone navigates this new way of education.
Student Responsibilities	<ul style="list-style-type: none"> • Commit to and engage in this reimagined educational environment. • Work on recommended learning opportunities. • Respond to teachers/participate in discussions. • Ask clarifying questions when you need help or don't understand. • Be respectful to yourself, teachers, and peers. • Be flexible and understanding as everyone navigates this new way of education.
Parent/Caregiver/ Family Responsibilities	<ul style="list-style-type: none"> • Support students as needed in continuous learning. • Talk to students about what they are working on. • Reserve a space for students to complete remote learning work. • Encourage students to get enough sleep. • Set sensible time limits for technology use. • Help students establish and follow a regular daily routine. • Be flexible and understanding as everyone navigates this new way of education.

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 that students and schools/teachers maintain a personal connection that supports necessary, rigorous academic work in a manner that is respectful of students' contexts (their mindsets, feelings, responsibilities, etc.) The health and mental well-being of students is top priority. Accommodations and modifications will be made when appropriate for students and their mental health.

The following possible instructional needs or barriers need to be considered by all staff and the community:

- Students may be helping their families with child care of siblings, relatives, or helping to provide financially for their families.
- Students and families may feel unease or fear from these unprecedented times.
- Families may have multiple children who share a common device with no/limited internet access.
- Caregivers may become ill, placing additional burdens on students
- Students may become ill.
- Family members may not be equipped or have time to help students.
- Students may not have physical space sufficient to complete work.
- Students and families may be having difficulty getting their basic needs met.
- Staff may be simultaneously planning and teaching remotely while also caring for their own children and/or extended family members.

Teachers will involve students in inquiry, problem-solving, and project-based learning through prompts to brainstorm questions they genuinely want to pursue as they engage in authentic inquiry-based learning in the context of their everyday life. (The more learning expectations are grounded in questions and actions that are relevant to their lives, the more students will feel engaged and empowered by the experience.)

- Teachers will make a minimum of 3 contacts per week.
- One coming on Mondays that includes the plan for the week sent to both students and parents/caregivers.
- One additional communication with an academic focus
- One additional communication to check in on the well-being of students/families.

Contacts are to be made and documented in a spreadsheet (grades DK-5) or in Synergy (grades 6-12) using "C" as the code for the contact. Additional contacts can be made via phone, or using apps such as Remind or Class Tag. Messages sent through Synergy will be posted to StudentVue Messages. Staff will encourage/remind students to check the StudentVue Messages daily to stay informed. Per parent feedback, staff will put the grade/subject in the "subject" line of emails to support families that have multiple children in school. Teachers who have attempted to make three students contacts and have been unsuccessful, will inform their administrator who will then attempt to make contact. The administrator will also involve school counselors and social workers in their attempts.

Administrators will weekly review and address any student contact concerns during weekly virtual staff meetings.

Staff will utilize the translation phone line for English Learner families. Apps such as Remind can also be used to translate messages to some languages such as Spanish.

While students/families can email staff at any time, there are also specific “office hours” that staff will be available to support needs either by phone, email, Google Classroom, Zoom, or Google Hangout/Meet. At the secondary level these office hours will be set on a schedule to minimize multiple staff having office hours at the same time on the same days. Teachers will communicate the schedule to families.

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

District/ PSA Response:

The district will use online learning tools as well as provide hard copy packets for those students that are not able to access resources due to lack of devices or adequate internet service. Additional learning opportunities will be open ended allowing for student choice and dependent on the materials students have access to at home such as open ended reading, writing, and inquiry based learning.

Learning could include: reading and reflection, writing, recorded lectures, handouts or paper work, discussion boards, online resources, content-based activities. Students can work at their own pace as time allows. Teachers will still assess student learning and provide feedback.

The goal is to streamline common platforms across the district to alleviate confusion.

Online learning:

- The Goodrich Area Schools district website contains a variety of resources for continued learning. Families also can find a link to the GISD resource site that includes many online links for learning as well as K-8 learning packets that have been prepared and provided by GISD.
- K-12 Teachers are using Google Classroom to post learning opportunities specific to the grade level and course. Teachers will be updating often and providing specific learning/practice weekly.

Hard Copy/Paper Packet learning:

- Staff will be collaborating among grade level/courses to decide on paper learning packets.
- Packets will be available at each building on a weekly basis (elementary) or biweekly basis (secondary) to be communicated with parents through principal updates.

- Weekly calendars/lists/assignments will also be sent by email and available at packet pickup for those families who cannot access Google Classroom.
- Students will take pictures of completed assignments and email them to teachers or review with teachers via phone conference. High school students have the option to drop off assignments in marked tubs located outside of the building during food distribution.
- Teachers will give feedback through email.

Special Education/504 Specific:

- Special Education teachers will reach out to all students on their caseload weekly and document the contact. It can be by telephone, email, virtual meeting format or texting. Special education teachers are supporting the general education content by participating in virtual meetings with grade levels and departmental meetings. Special education teachers will create a google classroom that provides a list of resources and supports for students with disabilities along with their contact information to include office hours for student support.
- Students involved with Language Live as part of their learning will continue to have access at home, be encouraged to participate and the special education teacher will follow up with students weekly to access their needs.
- Related services providers for social work and speech services will continue to receive those services as a 504 or special education student via email, telephone, virtual format or texting.
- Speech and language services will be offered virtually to students whose parents request services. A list of apps and websites will be made access to parents as well via email, google classroom or by telephone conference.
- Paraprofessionals assigned to support student access of content through accommodations as assigned by the administrator.
- Guidelines have been established for student learning time. Students that are able can challenge themselves further.

Grade Level	Recommended Time Range
DK-1	30-45 minutes/day
2-3	45-60 minutes/day
4-5	60-75 minutes/day
6-8	30-45 minutes/day per class (recommending 3 classes a day) Total: 90 - 135 minutes/day
9-12	30-45 minutes/day per class (recommending 3 classes a day) Total: 90 - 135 minutes/day

Teachers are encouraged to give additional optional work, engagement opportunities, and enrichment opportunities (e.g., independent research projects). Additional engagement is especially important for primary grades, where it is not developmentally appropriate to

expect a student to attend to academic tasks for a long period of time. Instead, students and families should be supported in having access to various enrichment opportunities. In addition, students and families are encouraged to support academic skills and social and emotional health through activities that extend beyond the recommended remote learning work.

Activities for Families (Beyond Remote Learning Work)

Mind

•Reading, e.g., independent reading, listening to someone else read, audiobooks •Puzzles, Word Searches •Write a story or journal •Count money •Draw a map of your neighborhood •Building with blocks or Legos •Listen to a podcast •Watch a documentary

Body

•Take a walk •Dance •Exercise •Fine/gross motor activities •Stretch or do Yoga •Play a sport

Spirit

•Listen to music or sing •Playing (inside or outside) •Creative arts •Coloring or drawing •Imaginative play •Meditate •Do something you've been avoiding

Environment

•Clean up your room •Do age-appropriate chores •Gardening •Fix something broken •Take care of pets or plants •Cook or bake

Family

•Write a letter to someone •Play board games with a family member •Tell jokes or riddles •Build a fort and tell stories in it •Offer to help someone

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

District/ PSA Response:

Synergy is our student information system and also allows for two-way communication. For monitoring and documentation purposes, teachers will push all communications and assignment information to students and parents using this platform.

We plan to monitor communication by having staff mark a "C" attendance code to track contact/communications in the Seating Chart/Attendance area of the TeacherVue portion in Synergy for grades 6-12. Grades DK-5 will use a spreadsheet to track attendance and to signify a contact of some sort. This will not be utilized as official attendance keeping procedures, but rather as a bookkeeping tool. It doesn't affect or count towards any of the attendance reported for State Reporting, Tardies, Absences, OSS, ISS etc.

Additionally, at the secondary level for record keeping purposes, coupled with documenting formative assessments, teachers will create an assignment in their gradebooks, not for grading, and then mark who participated and who didn't by giving a 'numeric grade' for that assignment. For data collection purposes the following formative assessment scale will be used:

- 3 = full student participation and understanding of the content/task
- 2 = student attempted and understood most of the content/concept
- 1 = student attempted the content/task but didn't show a strong understanding of the material.
- 0 = the student did not participate in the content/task.

Online learning:

- Staff will utilize tools such as Google Classroom to submit a minimum of 2 assignments per content area (elementary) and 1 assignment per course (secondary) per week.
- Staff will keep track of participation among students as well as provide feedback on the work that students submit.
- Teachers give feedback in the assignment area on student submitted assignments-as well as for those students who submit extended practice.

Hard copy/paper packet learning:

- Families will pick up learning packets at school. Packets are made available, 24 hours a days, outside of each building in display stands. For those that are not able to pick up the packets, parents can contact the building administrator to arrange for packet mailing.
- Students will scan or take pictures of their work if possible and send to teachers in order for teachers to provide feedback. For those who do not have this capability, teachers will reach out to students via phone/FaceTime to provide feedback to students.

The focus will be on what has been learned and how the students have grown through the specific time frame. The assessments will be formative to monitor the learning. Monitoring will not just be done by teachers, but will also be done by students through self-assessment opportunities. End of the year "grades" will be Pass/Incomplete. Students will not be penalized for no internet or help at home. Students with IEPs will be supported by their service providers in addition to being a part of their Google Classroom. The emphasis is on student learning over compliance.

Students are **STRONGLY** encouraged to participate, do their best and try all materials presented. While traditional attendance won't be taken nor traditional grades assigned, participation will be monitored. Additionally, teachers will still assess student learning and provide feedback, since that is a best teaching practice. Educators will be mindful of the impact of time on tasks, time on screens, and time on reflection during this pandemic.

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:

Additional Expenses During Remote Learning			
Item	Reason for Need	Cost	Funding Source
Paper, toner, and envelopes	Student learning packet preparation	\$ 1,500.00	General Fund
Postage	To mail student learning packets for families unable to pick up at buildings	\$ 700.00	General Fund
Gloves/Masks/Disinfectant Wipes/Sanitizer	For protection of all stakeholders involved in device pickup, food distribution, etc	\$ 500.00	General Fund
Increased Salary Costs	To pay Food Service employees for additional hours/holiday pay worked for food preparation and distribution	\$ 8,000.00	General Fund
Online Access Fees	To provide access to student textbooks or other resources online	\$ 500.00	Remaining 31A Funds
Compensatory Services	To provide resources/services to students with IEPs that are not able to be serviced due to the school closure	\$ 2,000.00	General Fund
Legal Services	To review policies and negotiate a Letter of Agreement with bargaining units	\$ 1,000.00	General Fund

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:

District administrators and directors along with the Goodrich Education Association (GEA) president began collaborating the day after the governor announced the initial shutdown of schools. Staff have been providing ideas/input directly to administration and also through the GEA president. In addition the Superintendent has been in constant virtual contact with the Board of Education. Building leaders have been collaborating with staff through virtual Zoom staff meetings. Various teacher leaders have created and/or located online tutorials to support one another as we move toward more online learning opportunities.

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

District/ PSA Response:

The district has been communicating with families since the onset of the shutdown through email blasts as well as text messages. Surveys were sent to staff and families to determine needs and to assess the current status of online learning platforms that have already been implemented this year.

The English Learner point of contact for the district used the translation phone line to communicate with EL families to ensure they were aware of the communication being sent and to determine any further needs. GISD translated documents were also shared with the families.

Teachers will maintain in contact with all students and families via email communication. Additional means of communication are through platforms such as Google Classroom and apps such as Remind and Class Tag.

Teachers are keeping track of the students they are reaching through this communication and will follow up with phone calls to those that are not responding by the other means.

This plan along with many other supportive documents/links are also accessible through the district website.

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:

The district will begin implementation of this plan on Wednesday, April 15, 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:

The district will continue to support our current onsite dual enrollment courses and on college campus courses. In this capacity, our counselors will work with the Dual Enrollment Advisors and individual professors to provide any needed support for student access and learning. Students have been online learning since March 11, 2020 and classes conclude in late-April. At this time there are no current issues with the continuation of learning for Dual Enrollment and student participation and/or progress. This will be continuously monitored and reviewed via weekly check-ins by the counselors.

Our distance learning and 21st century learning will continue the work they have been doing and fit more easily into this environment. Students who have been enrolled in virtual classes all year, will continue to complete coursework as assigned by the online-teacher. Counselors will address their needs as they usually do and conduct weekly check-ins will be made for these students as well.

Students in our Genesee Career Institute CTE programs will receive communication from the skill center on continuation of learning. Our counseling office will support this communication for the continuation of learning and help students facilitate any access they need to this learning. Currently, students are working on their online modules and awaiting further instructions from the staff at GCI on the continuation of learning. Our counselors have been and will continue to collaborate with the GCI staff to ensure students have the opportunity to move forward with their learning in this program.

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

District/ PSA Response:

Since the Governor suspended face-to-face education on March 16, 2020 the district has been providing meals for all students 18 years and younger. The District has set up a distribution site at the high school for food distribution. Food is distributed on Mondays, Wednesdays and Fridays from 9:00 - 11:00 a.m. On Mondays and Wednesdays each parent is provided with 2 Breakfast and 2 Lunch meals per student. On Fridays they are provided with 3 Breakfast meals and 3 Lunch meals per student. This program will continue until the end of the school year. During the process of preparation and distribution of food social distancing is practiced.

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:

Since the conception of the school closure the District has continued to pay all employees employed by the District their regular pay, this includes all long term and premier substitutes. We will continue to pay all employees who are regularly employed with the district in assigned positions until the end of the 2019-2020 school year. Staff will be redeployed, as needed, to complete the educational and emotional needs of students. Some of the tasks they will be asked to perform will be the handing out of food and educational material, copying material for students, assisting with on-line classes and making and returning phone calls.

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

District/ PSA Response:

Teachers track student participation and completed assignments throughout the week in a class spreadsheet (grades DK-5) or in Synergy (grades 6-12). Teachers will make a minimum of 3 individual contacts to students/families not participating and will refer unresponsive students to their building administrator. The district administrator, counselor, and/or social worker will make additional attempts to reach out to families to offer support as needed.

Teachers will continue to monitor student progress through the work that is completed and will document this data just as they have always done when teaching face-to-face. They will continue to meet in professional learning communities to work collaboratively to determine best practices in the following areas:

- To support planning of lessons and resources
- To prioritize essential standards
- To support the student feedback process
- To determine best ways to connect with students not responding to the opportunities provided

The district will collect participation data in order to determine the effectiveness of this plan. Adjustments to the plan will be made as needed to best meet the needs of all students.

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:

The district will continue to support students' mental well-being in the following ways:

- Teacher Weekly Check-Ins with students and will incorporate ways to focus on relationships and connections, not just content.
- School Counselors will conduct weekly check-ins with students and will focus on relationships and connections.
- Social Workers will continue to connect with students that they were working with on mental well-being prior to the mandated shutdown, to include the following:
 - Social Workers will meet with caseload students at least once per week and should meet IEP minutes to the greatest extent possible.
 - Social workers will be available to meet with teams/teachers to support students during this time.
 - Social workers shall support the caseload teacher to reduce the number of contacts parents are attempting to interact with.
 - Social workers will be a resource for teachers who needs ideas for social/emotional learning, or ways to support students who are struggling to engage in online learning.
 - Social workers will also be responsible for responding to crises such as student threatening or self-harm behaviors
 - Social Workers will continue to log services in EdPlan and participate in Medicaid billing.
- Teachers will alert administrators of additional concerns noticed during student/family interactions.
- Building communication to families will also inform them of the district support staff that is available to support the mental health of our students.
- Social Workers will share additional resources with families as needed.

- Additional ideas to promote the well-being of students will also be provided to students/families in a proactive way. (see chart presented earlier)

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:

The district operates a licensed child care center that is currently closed due to the order. The child care relief survey was completed indicating that the center would consider opening if requested from the ISD based on need, availability and health and well-being of staff.

Optional question:

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

District/ PSA Response:

The District does not plan to adopt a balanced calendar for the remainder of the 2019-2020 school year. The District also does not plan a balanced calendar instructional program for the 2020-2021 school year, however the district will plan to start school before Labor Day.

Name of District Leader Submitting Application: Wayne S. Wright, Superintendent of Schools

Date Approved: April 14, 2020

Name of ISD Superintendent/Authorizer Designee: Dr. Lisa A. Hagel

Date Submitted to Superintendent and State Treasurer: April 19, 2020

Confirmation approved Plan is posted on District/PSA website: April 19, 2020

**Goodrich Area Schools
Continuity Plan Budget**

Activity Description	Cost
Printing Costs - paper, postage and per copy fees associated with student work packets Revenue Source - General Fund	2,200.00
Additional Food Service Salaries - staff worked non traditional days (holidays and spring break) to prepare meals Revenue Source - General Fund	8,000.00
Legal Services - legal fees required to review policies and negotiate Memo of Understanding with bargaining units Revenue Source - General Fund	1,000.00
Compensatory Services - to provide resources/services to students with IEPs that are required during summer months Revenue Source - General Fund / 31a	2,000.00
Online Access Fees - to provide access to student textbooks and other online resources. Revenue Source - Remaining 31A Funds	500.00
Total Costs	13,700.00