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 20, 2020

Name of District: Eaton Regional Education Service Agency

Address of District: 1790 E. Packard Highway, Charlotte, MI 48813

District Code Number: 23000

Email Address of the District: communications@eatonresa.org

Name of Intermediate School District: Eaton Regional Education Service Agency

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

This Assurance document needs to be returned to your Intermediate School District or, for Public School Academies, your Authorizing Body with your Continuity of Learning Plan and Budget Outline beginning April 8, 2020 to indicate that the District will adopt a plan to ensure continuous learning for all students through the remainder of the 2019-2020 school year.

Districts should submit a single district plan that relates to all of their schools.

The applicant hereby provides assurance it will follow the requirements for a Plan for the remainder of the 2019-2020 school year:

1. Applicant assures that all student learning will take place under the direction of a teacher of record for each student enrolled in the district.
2. Applicant assures that it will continue to pay school employees during the balance of the 2019-2020 school year under the same terms and conditions established prior to the school closure order period.
3. Applicant assures that the Plan was developed in collaboration with district administrators, school board members, teachers, and local bargaining units.
4. Applicant assures that food distribution has been arranged for or provided for eligible students.
5. Applicant assures coordination between applicant and Intermediate School District in which the District/PSA is located to mobilize disaster relief child care centers.
6. Applicant assures that to the extent practicable the District/PSA will in good faith provide students with IEPs/Section 504 Plans the opportunity to participate in learning consistent with existing plans.
7. Applicant assures that Continuity of Learning and COVID-19 Response Plan, Assurance Document, and Budget Outline will be posted immediately following approval to the District’s/PSA’s website.
Continuity of Learning and COVID-19 Response Plan ("Plan")

The goal of a Continuity of Learning Plan and COVID-19 Response Plan is to ensure that each District or Public School Academy is providing, to the best of its ability, each student with alternative modes of instruction to help them stay on pace in their learning. This application recognizes that there is no “one-size-fits-all” solution; multiple means of engaging students and supporting families may be necessary that may vary by grade level, school building, or student population served.

For the purposes of the Plan, “district” refers to school districts and public school academies.

Date Submitted: April 20, 2020

Name of District: Eaton Regional Education Service Agency

Address of District: 1790 E. Packard Highway, Charlotte, MI 48813

District Code Number: 23000

Email Address of the District Superintendent: canderson@eatonresa.org

Name of Intermediate School District: Eaton Regional Education Service Agency

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-19.
District/ PSA Response:

**Early On Program:**
Teachers and service providers will continue providing remote learning opportunities for infants, toddlers and their families with their preferred delivery method, e.g. Google Meet, for real-time coaching during activities or through phone, text or email communications as a check in. Instructional activities and resources will be sent electronically, mailed to family homes or picked up at a specific location/time on a regular basis. The frequency of contact from staff is based on the type and amount of services identified in each Individualized Family Service Plan.

**Great Start Readiness/Great Start Collaborative Programs:**
GSRP will continue to provide developmentally appropriate learning activities in a printed weekly packet to families at each resident district food service distribution location. In addition, teachers and paraprofessionals will prepare short video lessons/activities focused on literacy and math skills taught prior to the school closure. These video lessons will be sent through the Remind App on Monday-Thursday. Staff will request that families respond to the video lesson by sending the teacher a photo or message through the Remind App weekly. The Great Start Collaborative home visiting program will conduct remote visits with families via phone based on a schedule mutual established with each family.

**Meadowview School Programs (SCI, MOCI, and EI):**
Each classroom teacher will provide parents with 2-3 learning activities each day that include life skills, functional and/or traditional academics, behavioral/social-emotional skills and enrichment activities e.g. art, music, movement based on the child’s IEP goals/objectives and curriculum being used. For families with device/internet access, teachers will use Google Meet for virtual real-time lessons and/or Google Classroom with pre-recorded lessons, activities and instructions. For families without device/internet access, teachers will develop activity packets, have paraprofessional staff prepare and distribute these packets to families on a weekly basis either via mail or a pick up option at the school. Teachers will have weekly remote office hours to be available for contact with families and/or students via phone, email, or Google Meet as well to support the learning activities.

**Career Preparation Center:**
Each state approved CTE program that offers direct college credit in addition to HS credit will have the assigned teacher deliver instruction virtually using a variety of online platforms to include: Zoom, WebEx, Blackboard, Real Time Virtual and D2L. For the two state-approved CTE programs that do not offer college credit, the assigned teacher will utilize Google Classroom to deliver virtual instruction. All students will have access to a technology device and internet provided either by the program partner or resident local district, so each student can participate in remote learning. Eaton RESA service coordinators and career coordinators will provide weekly remote contacts to check in with each student and provide needed resources or supports.
Instructional/Prevention Services:
Assigned staff will continue to support children and families with behavioral/emotional supports, truancy services, substance abuse, teen pregnancy and parenting supports. Strategies will include use of remote case management, parenting classes, teletherapy services and provision of digital and printed resources/materials. Staff will utilize multiple digital platforms e.g. Zoom, Google Meet based on the preference of the constituent being served.

Special Education Related Services:
Staff will continue to provide related services e.g. speech/language, school social work, occupational/physical therapy, school psychology, transition and low incidence teacher consulting services as per each child’s current IEP and/or contingency learning plan. Staff will utilize multiple digital platforms e.g. Google Meet, email, text, phone and print activity packets to provide services based on family needs.

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:

Early On Program:
Teachers and service providers will continue to focus on the growth and development of the whole child and provide needed coaching supports to families. Social-emotional learning supports and needed resources will continue with families via remote contact and check in every 1-2 weeks, using phone, text, email and/or Google Meet.

Great Start Readiness/Great Start Collaborative Programs:
Teachers and parent educators will continue to focus on the growth and development of the whole child. Staff will support families and children through strong relationships, interactions and sharing of needed community resources. Social-emotional learning activities will be provided weekly or at a mutually agreed upon frequency with the family, through use of literature-based activities via print packets, video lessons, the Remind App, or email.

Meadowview School Programs (SCI, MOCI, EI):
Teachers will provide multiple, engaging learning activities for children to create connections and build a sense of community remotely. Children/families will have regular virtual methods for communicating with their teacher and related service providers via email, text, Google Meet or phone on a weekly basis, as well as participate in activities that support social-emotional learning and physical well-being.

Career Preparation Center:
CTE instructors will maintain regular contact with students on a weekly basis through use of current online and virtual learning management systems for each class. Eaton RESA service coordinators, career coordinators and paraprofessionals will continue to be the primary support contact for students enrolled in all CTE courses. These staff will contact students weekly via email, Remind App or phone to provide support with online learning or other resources as needed.
**Instructional/Prevention Services:**
Staff will support Eaton RESA and local district staff with virtual training/coaching, materials and resources as requested. Service providers will regularly reach out to families and coordinate services, provide referrals and address the needs of the whole child via digital or phone contacts as well as teletherapy.

**Special Education Related Services:**
Staff will provide direct and consultative services to assigned students, families and/or local district personnel as per a child’s IEP or Contingency Learning Plan to support the growth and development of the whole child. The needs of the child and family will determine the frequency, amounts of types of services provided.

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

**District/ PSA Response:**

**Early On Program:**
Each family will select the mode of delivery for early intervention services they feel is most appropriate for their needs. They will be able to access service through online video coaching, telephone coaching, check in contacts via phone, email or text and/or print activity packets that can be mailed, emailed or picked up.

**Great Start Readiness/Great Start Collaborative Programs:**
Great Start Readiness teachers will offer learning activities through distribution of activity packets. Teachers and paraprofessionals will also offer extended learning opportunities in literacy and math skill review through video lessons sent via the Remind App for children to engage in with the family.

**Meadowview School Programs (SCI, MOCI, EI):**
Each Meadowview teacher will use a variety of online learning tools e.g. Google Classroom, Remind App, Google Meet, Edgenuity, IXL and/or Discovery Learning to provide activities to students that align with their IEP goals/objectives and needs. Activities can be emailed to families or printed activity packets can be mailed or picked up by families at the school on a mutually agreed upon schedule.

**Career Preparation Center:**
All CTE courses will be provided to students via online learning management systems based on program partner/instructor determination. These online systems include: D2L, WebEx, Blackboard and Google Classroom. Each program partner and resident local district have expanded internet access to their facility parking lots and will provide each student with a device as needed. If technology or internet access issues arise for a student, they will be addressed on an individualized basis between Eaton RESA, the program partner and resident local district.
Instructional/Prevention Services:
Staff will connect with children, families and/or local district personnel via phone calls, text messaging and virtual meetings as needed or specified in their plans.

Special Education Related Services:
All staff will provide direct services to children and/or families via Google Meet as appropriate. Staff will use email, phone, or texts to contact families and can provide activity packets via email or mail based on family needs.

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

District/ PSA Response:

Early On Program:
Each teacher and service provider will keep a log of their interactions with assigned families on electronic home visiting log sheets. They will keep attendance of all remote sessions using the program attendance document in the shared Google Drive. Staff will document all offered sessions and participation in those sessions, as well as all contacts/attempted contacts. Additional outreach contacts will occur for families who are not engaged in these activities to support their needs by staff or the Early On Supervisor.

Great Start Readiness/Great Start Collaborative Programs:
GSRP teachers will keep an electronic log of learning materials delivered to families via mail, in person or Remind App. Teachers and paraprofessionals will send a daily literacy or math review lesson through the Remind App and document the text and/or photo responses to these activities provided by families. Family responses will get documented on a weekly attendance form by each teacher. Additional outreach contacts will occur for families who are not engaged in these activities to support their needs by staff or the Early Childhood Supervisor.

Meadowview School Programs (SCI, MOCI, EI):
All teachers and related service providers will monitor student work and participation during online and/or video learning sessions. Discussions and feedback on learning will occur between the teacher, family and/or child via Google Meet or phone. Staff will collect and review student work via email or Google Classroom and keep an electronic log of materials provided to families and student participation. The Meadowview Principal/Asst. Principal will be available to follow up with families and/or children as needed for support.

Career Preparation Center:
CTE program instructors, Eaton RESA service coordinators and career coordinators will monitor student learning on a weekly basis. Instructors will enter assignment grades weekly in the selected learning management system and discuss concerns with individual students or consult with Eaton RESA coordinators for assistance. Eaton RESA student coordinators and career coordinators will monitor student participation and assignments and make contact with each student weekly. The Career Preparation Center Principal will be available to follow up with families and/or students as needed on barriers to participation in virtual learning.
**Instructional/Prevention Services:**
All instructional consultants and prevention staff will maintain a weekly log with Google Forms to document the services and supports provided to children, families and/or local district personnel. For those providing teletherapy, parent consent forms will be utilized and contact logs will be maintained for each child.

**Special Education Related Services:**
All related service providers will maintain an electronic log to document the services and contacts scheduled and provided to each child and family. These logs will also include progress on individual student goals/objectives being addressed.

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:**
The overall estimated additional expenditures associated with the Eaton RESA Continuity of Learning Plan implementation is $40,900. These expenditures include purchase of: Google Voice accounts, cell phones with hotspots, or provision of an employee stipend to increase data capacity/internet access in remote work locations. Expenditures also include estimates for increased postage and printing of learning materials.

Revenue to support these additional estimated expenses will come from the district’s General Education, Special Education and Vocational Education fund balance reserves.

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 Superintendent and district administrators developed a draft plan based on the unique instructional needs of each program operated by Eaton RESA. Program specific plans were mutually developed with teachers, service providers and support staff through remote meetings. Staff in each program conducted a family distance learning survey to collect information on their needs to also inform plan development.

The Superintendent and administrative cabinet provided an overview of the draft Continuity of Learning Plan for the district to solicit input from the Eaton RESA Board of Education on April 15, 2020. The Superintendent also collaborated with the Eaton RESA Education Support Personnel Association (ESPA) and the Eaton Intermediate Education Association (EIEA) leadership to solicit input and feedback on the district’s plan on April 17, 2020.
7. Please describe the methods the district will use to notify pupils and parents or guardians of the Plan.

District/ PSA Response:
The Superintendent will continue to provide weekly updates to all families on implementation of the Continuity of Learning Plan in the Eaton Effect newsletter. The Continuity of Learning and Covid-19 Response Plan and the Plan Overview document will be posted on the homepage of the district’s website and links to the plan will be shared via the district’s social media platforms.

Program administrators and teachers will provide families and children with more detailed information about program specific plans via email, text messages with links and/or mail.

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:
Each program across the district will begin implementation of the Continuity of Learning and Covid-19 Response Plan on April 21, 2020.


District/ PSA Response:
Please reference detailed responses to items #1-4 in the plan that relate to the Career Preparation Center for information on how Eaton RESA, resident local districts and CTE/post-secondary program partners will support course completion for students enrolled in CTE and/or Capital Region Technical Early College programs.

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

District/ PSA Response:
All students enrolled in Eaton RESA programs reside in one of our local constituent districts and as such are currently participating in the existing food distribution programs provided by these local districts as specified in their Continuity of Learning and Covid-19 Response Plans. Eligible students are receiving these nutrition supports via their resident local district.
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:
Eaton RESA will continue to compensate all district employees while redeploying them as needed to provide meaningful work in the context of the Continuity of Learning Plan. This action is taken in consideration of any applicable collective bargaining agreement requirements as well.

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

District/ PSA Response:
Each student program will monitor, track and electronically document the extent of child participation in this Plan as outlined in responses to items #1-4. This information will be summarized by program and compiled at the district level following conclusion of this Plan.

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:
Eaton RESA employs Behavior/Mental Health Specialists, School Social Workers, School Psychologists, Prevention Specialists and Case Managers that will provide support to children and families on an ongoing or as need basis. These staff will provide outreach, follow up, referral and/or direct services in support of mental health and social-emotional needs via remote strategies e.g. phone, email, Google Meet. These mental health supports are provided to students enrolled in Eaton RESA programs or being served in local districts.

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:
Eaton RESA has taken a leadership role across the service area to coordinate disaster relief child care availability with referrals received through the helpmegrow-mi.org website from essential workers. A media release was also implemented to announce the referral system to the public and essential workers. The Early Childhood Supervisor and Executive Assistant to the Superintendent have implemented phone/email outreach to essential businesses in the service area to determine their workers needs for child care as well. The Early Childhood Supervisor has also maintained contact with operating child care programs to have a current listing of child slots available. Eaton RESA has also developed a contingency plan and is capable of opening disaster relief child care programs for infants through age 12 at the Meadowview School if needed in the future.
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:
Eaton RESA will continue to operate the SCI program and Early On program on a year round calendar. The District does not plan to adopt a balanced calendar for any of the instructional programs it operates for 2020-21 at this time.

Name of District Leader Submitting Application: Cindy Anderson, Superintendent

Date Approved: April 20, 2020

Name of ISD Superintendent/Authorizer Designee: Cindy Anderson, Eaton RESA

Date Submitted to Superintendent and State Treasurer: April 20, 2020

Confirmation approved Plan is posted on District/PSA website: April 21, 2020