



Continuity of Learning and COVID-19 Response Plan (“Plan”)

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: **4-13-2020**

Name of District: **Milan Area Schools**

Address of District: **100 Big Red Drive, Milan, MI 48160**

District Code Number: **81100**

Email Address of the District: **girbachb@milanareaschools.org**

Name of Intermediate School District: **Washtenaw 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: **4-13-2020**

Name of District: **Milan Area Schools**

Address of District: **100 Big Red Drive, Milan, MI 48160**

District Code Number: **81100**

Email Address of the District Superintendent: **girbachb@milanareaschools.org**

Name of Intermediate School District: **Washtenaw 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:

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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:

Milan Area Schools Continuity of Learning Instructional Plan

In addition to this application, the district has created a Continuity of Learning Instructional Plan (for our

stakeholders) that includes additional details for many of the questions asked in this application. Click the link below to view the Continuity of Learning Instructional Plan.

[Continuity of Learning Instructional Plan](#)

Alternative Modes of Instruction

Distance learning content will be provided for students and their parents/guardians in a variety of alternate modes. The two main modes of content delivery will be online and paper packets. The online resources will be posted to the district website and paper packets, for those that lack internet connectivity, will be supplied each week at food distribution events. Additionally, teachers will use email, social media, and web-based educational apps such as SeeSaw to share content with students. For students in Young-5's through Fifth Grade, the district contracted with the company ThinkStretch to have student workbooks and accompanying parent guides mailed to the home of every student. These workbooks and the associated teacher resources were also mailed home to all teachers, teacher consultants, instructional coaches, literacy specialists, and building principals to plan appropriate structure and support for students.

Summary of Materials Needed

To be successful with these modes of instruction, students engaging in the virtual distance learning will need access to a digital device (district provided Chromebook or personal device - see Electronic Instruction section below) and a reliable internet connection. Students engaging through the paper packets and ThinkStretch materials will require the printed materials, pencils, and crayons/markers.

Electronic Instruction

While our Plan does not solely rely on electronic instruction, we have made an effort to ensure, to the extent feasible, that pupils have access to a connected device capable of accessing the electronic instructional materials. For our students who do not have the proper connectivity, other modes of pupil instruction will be provided. These students will not be penalized for their inability to fully participate. Below are the methods we used to provide devices for electronic instruction:

- GRSP
 - No devices were provided. Students will have an opportunity to obtain learning packets through email, social media, or the school website. Paper packets will also be provided to share additional content with students.
- Young 5's - 2nd Grade
 - No devices were provided. The district is mailing ThinkStretch books (with parent guides) to each household as described above. Paper packets will also be provided to share additional content with students.
- 3rd Grade - 5th Grade
 - Chromebook devices were distributed on April 9, 2020 and April 13, 2020 to any 3rd through 5th grade student who wanted a device for use at home. Paper packets will also be provided to share additional content with students.
- 6th Grade - 12th Grade
 - Chromebook devices were sent home with students on March 13, 2020. Students who did not take them home (or were absent) emailed the principal to arrange for pick-up of their device. Paper packets will also be provided to share additional content with students.

No Penalty for Inability to Participate

Students who are not able to participate or who choose not to participate for any reason will not be penalized.

However, relevant staff such as the classroom teacher, building administrator, counselor or social worker will reach out to all students (families) who are not participating to check in on their social emotional well-being to see if there is anything that the teacher, administrator or District can do to help them 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:

Keeping Pupils at the Center of Educational Activities

Milan Area Schools has established a multi-layered approach to keeping students at the center of educational activities that will allow us to continue to build relationships and maintain connections – district-wide, building-based, and teacher/classroom centered. Ongoing communication regarding updates, plans, and available support has been and will be provided via the District resource page, social media platforms, direct email, and SchoolMessenger. Further, all of this work is being done as the District considers a lens of equity. District staff will account for the inequities that exist throughout the MAS student body such as housing situations, accessibility, and family situations.

Communication to all district stakeholders will remain a priority for Milan Area Schools. The District will continue to send out consistent and routine messaging with updates on services and important information for students and their families. Students will also receive regular communication from their principals, teachers, and support staff to promote, guide, and monitor their academic engagement and social emotional well-being.

GSRP teaching teams will follow the [WISD Pre-k COVID-19 Expectations](#). In grades K-5, teachers will be conducting two-way communication with all of their students and parents/guardians a minimum of twice per week. The elementary social workers will be creating and sharing weekly social-emotional strategies and goodwill messages with students at least once per week. In grades 6-8, grade level teams and PowerTime teachers will be conducting two-way communications with all of their students and parents/guardians a minimum of once per week. The middle school guidance office will be sharing messages to reach individual students once every ten days. In grades 9-12, teachers will be in routine weekly communication with their students and counselors/social workers will be conducting two-way communications with students and parents/guardians at a minimum of once every ten days.

Below are links to the district communications website and the building instructional materials websites:

- [District Communications Website](#)
 - [Paddock \(GSRP, Young 5's - 2\) Instructional Materials](#)
 - [Symons \(3-5\) Instructional Materials](#)
 - [MMS \(6-8\) Instructional Materials](#)
 - [MHS \(9-12\) Instructional Materials](#)
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3. Please describe the district's plans to deliver content in multiple ways so that all pupils can access learning.

District/ PSA Response:

Multiple Methods of Content Delivery

Students will be receiving content in two main ways; online and in print. For online content, students will be provided links and resources available on the district webpage, through LMS systems such as Schoology and Google Classroom, and through social media programs. The content will include elements such as, but not limited to, the following: teacher-created videos, links and pdf versions of assignments and readings, links to resource warehouses, live office hours for feedback via virtual meeting programs such as Zoom and Google Hangout, as well as email correspondence. Students will be provided numerous differentiated options to both receive content and share their responses.

For students without internet connectivity, paper packets covering the same content as the online resources will be created for each grade level. The paper packets will be available every Tuesday during the food distribution process. Families place orders for paper packets using either a Google survey or a dedicated phone hotline. Teachers will be using email and phone calls to communicate and support students in processing the content delivered in print. For grades Young Five through Kindergarten, students will use the ThinkStretch workbooks that are being mailed home as a daily activity basis. The workbooks are designed to facilitate 20-30 minutes of structured time for students each day.

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

District/ PSA Response:

Manage and Monitor Learning

The teachers and support staff at Milan Area Schools will be checking in with students on a routine basis to monitor both academic progress as well as social-emotional and mental health well-being. While counselors and social workers will be conducting routine check-ins and providing social-emotional and mental health strategies and activities, they will also serve as additional support for students identified as "in-need" by instructional staff.

The focus and concern during these unprecedented times rests with the health of the whole child. Feedback will be done in the following ways: progress monitoring, coaching students through the work, and discussing the work. The goal and focus for assessment is participation and continuing academic engagement. All parents of GSRP students transitioning to kindergarten will have a virtual year-end conference with their student's teacher to discuss developmental progress of their student and to discuss the next steps in getting their child registered and prepared for the following school year. This conference will take place between May 25th and June 5th. In grades Young-5 through 8 students that were on track to move to the next grade level at the time of school closure will be promoted to the next grade level for the 2020-2021 school year. In grades 9-12, students will be given either a No-Credit (NC-COVID19) mark or credit (C-COVID19) mark based upon their grades prior to March 13. Students that were not passing any course prior to March 13 will be given the opportunity to do credit recovery work to improve to a passing grade to earn credit.

While it is expected that students will participate and engage in learning activities during the closure, no student grades will be negatively impacted by the closure. The instructional focus will be placed upon engaging students in thoughtful and active participation rather than the simple transfer of content. Feedback on student assessment will be focused on level of engagement.

On-line and dual enrollment courses are provided by entities outside of the control of Milan Area Schools. We recommend that students contact their respective providers for questions regarding course progression. Milan Area Schools has staff members dedicated to providing support to our on-line and dual enrollment students.

As necessary, instruction for the 2020-2021 school year will be differentiated to account for the current limited instructional opportunities.

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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:

Item	Reasoning / CLP Section / Budget	Estimated Cost
Zoom	Necessary for Group Meetings and Virtual Board Meetings (1,2,3,4,5,6,7) (General Fund)	\$660
Think Stretch	Necessary for Young 5 - Grade 5 Non-Virtual Learning Opportunities (1,3) (At Risk - General Fund)	\$12,620
I-Pads	Necessary for Young 5 - Grade 2 Virtual Learning Opportunities (1,2,3) (Additional Title I Funds - General Fund)	\$140,000
Device Loss (I-pads and Chromebooks)	Necessary to Replace Devices that are Not Returned (1,2,3) (Additional Title I Funds - General Fund)	\$20,000
Preschool Lost Revenue	Lost Revenue from Tuition Preschool that is used to Pay Staff Members (2,13) (General Fund)	\$91,257
Compensatory Educational Services	Required for Special Education Students if the District is Not Able to Fully Implement the IEP Through Emergency Remote Teaching (1,2,3,4) (Act 18 Reimbursement)	\$25,000
Extended School Year	Required for Special Needs Students (will increase due to the length of the shut-down) (1,2,3,4) (Act 18 Reimbursement)	\$25,000
Summer Programming	Necessary for Struggling Students (summer loss prevention increased due to the length of the shut-down)	\$40,000

	(1,2,3,4) (At Risk - General Fund)	
Learning Supplies	Pencils, Paper, Crayons, Etc. Sent Home for Student Use (1,2,3,4) (General Fund)	\$5,000
TOTAL		\$359,537
GSRP Funds	Classroom Supplies, Mailings	\$2,500

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:

Collaboration Team

District administrators and teachers developed a draft version of the Plan. The draft version was then shared with district administrators, union leadership, and board members. The district administrators reviewed the plan with their teacher leadership teams to elicit recommendations and feedback for improvement. Union leadership had a committee of members review the plan to elicit recommendations for improvement. Board members reviewed and provided recommendations and feedback for improvement. All of the feedback and recommendations were then reviewed and integrated into the final version of the Plan. The final version of the Plan was collaborative and district administrators, board members, teachers, and union leadership shared ownership of the document.

Administrators: Bryan Girbach, Ryan McMahon, Lon Smith, Krista Hendrix, Chelsea Iffland, Gina Matley, Aaron Shinn, Chris Gill, Shanna Spickard, Kim Jasper, Jennifer Bookout, Sean DeSarbo, Connie Cox, Lisa Mellinger

Board Members: Rita Vershum Andrew Cislo, Kerri Moccio, Amy Landingham, Jan Kiger, Michelle Heikka, Kristen Frait

Union Leadership: Jim Brousseau, Sue Kirchbaum, Carolyn White

Teachers: Clara Thiry, Jessica Stafford, Pam Smaby, Nichole Kuenzel, Julie Mossburg, Jesse Hoskins, Jim Brousseau, Suzy Conklin, Emily Fitzgerald, (many other teachers were involved throughout the development process)

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

District/ PSA Response:

Notification of Pupils and Families

The district will notify pupils and parents or guardians of the Plan using the following methods:

- Districtwide SchoolMessenger (voice, email, and SMS)
 - Social Media
 - District website announcement and posting
 - Building website announcement and link to district website posting
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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:

Plan Start Date

While the district has been providing distance learning content (delivered to students and their parents/guardians in a variety of alternate modes) since March 16, 2020, the district intends to begin implementation of the formal Plan on Monday, April 20, 2020. GSRP has been providing distance learning content (delivered to students and their parents/guardians in a variety of alternate modes) since March 16, 2020, the district intends to begin implementation of the formal GSRP Plan on Thursday, May 7, 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:

Dual Enrollment Course Completion

The university and college providers of dual enrollment courses for students at MHS have moved to a full online format. MHS counselors will continue to communicate with dual enrolled students to support their maintenance of progress. The students are being supported in their contact with their respective providers for questions regarding grades and credits. MHS does not have the ability to override the policies of these individual educational entities. It is expected that students will maintain progress in these courses to earn credit per the course providers guidelines.

Career and Technical Course Completion

CTE courses provided by MHS and through the South West Washtenaw Consortium will be following instructional guidelines from SWWC to support course completion. Our CTE programs are actively searching for ways to ensure hours, certifications, and LARA requirements are met. Teachers will be communicating with students as updates occur and as support is needed.

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

District/ PSA Response:

The district will continue to provide food to eligible pupils using the following process:

- Each Tuesday at 5:30 PM, the district will begin accepting orders for food distribution for the following week. Orders can be placed using a Google survey or by calling a dedicated food distribution hotline.
 - Orders are accepted from Tuesday at 5:30 PM through Thursday at noon.
 - On Tuesday between noon and 4:00 PM, boxes of food are packed by district employees. Each box contains 7 breakfast equivalencies and 7 lunch equivalencies.
 - On Tuesday, food is distributed between 4:00 PM and 5:00 PM. Food boxes are picked up at Milan High School. Deliveries are also available for those in need. Deliveries are made using district owned school buses.
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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:

Confirmation that the District will Continue to Pay School Employees While Redeploying Staff

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. This includes all employees regardless of their employment group or revenue stream. GSRP staff will be paid using GSRP grant funds.

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

District/ PSA Response:

Evaluate Participation

The focus and concern during these unprecedented times rests with the health and social-emotional well-being of the whole child. However, MAS realizes that providing feedback, monitoring, and communicating progress of that learning will be critical. Feedback will be done in the following ways: progress monitoring and providing meaningful feedback, coaching students through the work, discussing the work, and communicating completion through contact with students and parents via phone calls, email, LMS, and PowerSchool. Teachers will collect multiple pieces of evidence of students' learning and mastery. The goal and focus for assessment is participation and discussion of the work. Student grades and opportunities to earn credit in courses will not be negatively impacted as a result of this school closure.

Teachers will monitor student engagement levels in the instructional plan through participation in learning activities and through their personal, routine contacts with students and parents. Students observed to be exhibiting limited or no engagement in communication with the teachers, will be referred to the counselors and/or social workers for follow-up support. Building administrators will also get involved in individual cases where students are not remaining engaged in the learning process or are exhibiting the signs of personal or family challenges.

Adjustments will be made to individual learning plans to better meet the needs of students who are not engaging in the initial plan. Compensatory services may be offered to certain students if it is deemed appropriate per their IEP. Students who can't engage or who choose to disengage will not be penalized.

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:

Mental Health Support

In order to support the mental health wellness of our students, School Social Workers, School Psychologists, School Counselors, and Behavior Specialists will work with teachers to support the social and emotional needs of our students during these unprecedented times. Students that were experiencing behavior, social-emotional, or mental health challenges prior to the school closure will receive frequent check-ins from support staff. These service providers will also reach out to students and families to offer support and resources for any need which a family may be experiencing, as identified by teachers and counselors through routine monitoring. In addition, either directly or through teacher communication, the support staff will provide strategies and activities for all students to promote social-emotional well being. All support staff have and will provide (to families in need) contact information to non-district support services as needed. The district has a website specifically for this purpose.

[Student Wellness Resources Website](#)

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 GSRP program, a tuition based preschool program, and before and after school child care. All of these programs are run in licensed classrooms located in district facilities. If requested, the district is prepared to support the efforts of the intermediate district by mobilizing disaster relief child care centers as described in Executive Order 2020-16 or any following executive orders.

Optional question:

15. Does the District plan 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:

At this time, the district does not intend to adopt a balanced calendar instructional program for the remainder of the 2019-2020 school year or for the 2020-2021 school year.

Name of District Leader Submitting Application:

Bryan Girbach (Superintendent) and Ryan McMahon (Assistant Superintendent)

Date Approved: April 14, 2020

Name of ISD Superintendent/Authorizer Designee: Scott A. Menzel, PhD

Date Submitted to Superintendent and State Treasurer: April 14, 2020

Confirmation approved Plan is posted on District/PSA website: April 14, 2020