



# *Athens Area Schools*

4320 K Drive South, East Leroy, MI 49051  
(269) 729-5427 — [www.athensk12.org](http://www.athensk12.org)

## **Continuity of Learning and COVID-19 Response 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:



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1. Assurances Document
2. Continuity of Learning Plan
3. Budget Outline

## **Continuity of Learning and COVID-19 Response 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



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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 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 Assurances**

Date Submitted:

Name of District: Athens Area Schools

Address of District: 4320 K Drive South East Leroy, MI 49051

District Code Number: 13050

Email Address of the District: [huepenbeckerj@athensk12.org](mailto:huepenbeckerj@athensk12.org)

Name of Intermediate School District: Calhoun Intermediate School District

Name of Authorizing Body (if applicable): Not applicable.

This Assurance document needs to be returned to your Intermediate School District or, for Public School Academies, your Authorizing Body



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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:

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

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**

*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.*



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

Date Submitted: April 9, 2020

Name of District: Athens Area Schools

Address of District: 4320 K Drive South East Leroy, MI 49051

District Code Number: 13050

Email Address of the District Superintendent:  
[huepenbeckerj@athensk12.org](mailto:huepenbeckerj@athensk12.org)

Name of Intermediate School District: Calhoun Intermediate School District

Name of Authorizing Body (if applicable): Not 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,***



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***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:

Given the lack of technology for our students, our district is focused on hard copy instructional materials. Students will have the opportunity to receive grade-level instructional packets. These packets will be differentiated based on the individual needs of each student. It will be expected that parents have basic learning supplies for their students including pencils, paper, and crayons. If a family does not have access to these supplies they will be given the supplies needed. All students will have access to grade-level/course textbooks as needed to complete their instructional packets. Staff will also include online enrichment activities for those students with access to the internet. All assessments will be formative and will strictly follow the recommendation that no educational harm will befall students from coursework. No pupil will be penalized for their inability to participate fully.

2. Please describe the methods the district will use to keep pupils at the center of educational activities, including outreach to continue building relationships and maintain connections, and to help pupils feel safe and valued.

District/ PSA Response:

Teachers will be expected to make contact with every student at least one time during the week. This may be done through the use of technology, for those that have access, such as email, Google Hangout or other form of virtual meeting. For those without access to technology this will be done through, at least, weekly phone calls. Teachers will include weekly notes to students in their instructional packet that focus on building relationships and maintaining connections. We will encourage relationships between students by having students practice communication with classmates via media devices available to them. Additional follow-up by paraprofessionals will be provided as well as assisting the teacher in the development of these



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packets.

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

District/ PSA Response:

The main mode of delivery will be through hard copy instructional packets. This will be supplemented with phone conferencing and through virtual meeting spaces for students that have access. These packets will be developed with each grade level in mind, allowing for differentiation of work as necessary for students needing it. Instructional packets will be delivered to students via home delivery. If students aren't able to receive the materials during home distribution times packets will be mailed to students.

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

District/ PSA Response:

Packets will be available online or delivered via bus with support from paraprofessionals. Teachers will review the learning packet and provide feedback based on the formative assessments from students during their weekly phone call, virtual meeting, or email if access is available. Learning packets with written feedback will be returned to the student the next week. Feedback from the teacher will include differentiated work as needed, along with examples to support student learning. An example of differentiation may be providing a student that is struggling with double-digit subtraction additional practice and several written examples with the steps. A phone call would also be used as a follow-up if needed. If parents opt to not use the internet as a way to obtain school work, an option to have it delivered via bus with support from the paraprofessional. If materials cannot be delivered on bus routes, volunteers will deliver the materials. If that is not possible materials will be mailed to their homes.



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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:

Budget would include:

- Purchase of learning supplies such as paper, pencils, crayons, etc.- \$2000.00 from general fund.
- Printing costs (paper and machine copy cost) - \$2000.00 from general fund.
- Mailing costs (envelopes, postage) - \$1500.00 from general fund.
- Personnel time for printing, preparing and delivering - \$2000.00 from general fund.
- Delivery cost- \$20,000.00 from General Fund.

Sources:

General funds, Title I funds, and 31a.

6. Please describe the manner in which district administrators, board members, teachers, and any representatives of teachers collaborated in development of the Plan.

District/ PSA Response:

All stakeholders were involved in the development of the plan. Building administrators met with their building teachers for input. Administrators then met with grade level/content area teams to address the needs of each grade or content area. Building administrators brought this information back to district level administrators to collaborate. Before finalizing the plan feedback was sought from board members.



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

District/ PSA Response:

The plan will be communicated through a letter to each family. The plan will also be dispersed through email and other platforms in use by students before the crisis to those that have access. The plan will also be posted to the district website and other social media platforms as well. To ensure that everyone is aware that the plan has been developed and released a call message will be sent to all parents.

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:

April 14, 2020.

9. Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act of 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:

For our students in dual enrollment courses we will be working with the provider to determine next steps. We will ensure that the students have the appropriate materials and support to complete those courses. The students will be given the option to convert their grade to credit or no-credit. For students in CTE programs we will work with the ISD CTE Director as well as state level CTE directives to ensure our students have the ability to complete these courses. When needed the district will ensure the student has the necessary resources to complete provided student work. We will also provide support to students completing



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courses from staff the communication strategies previously mentioned in this plan.

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

District/ PSA Response:

Athens Area Schools is a small district comprised of two school buildings. Meals are prepared on a daily basis. They are distributed daily at both locations. At the high school location, families are able to pick up meals between the hours of 7:30 to 10:00. At the elementary level, meals are available for pick-up between the hours of 3:30 to 6:00. On average 250 meals are distributed daily. This represents approximately half of the student body. In addition, for those families who are unable to pick-up meals at either school location, daily deliveries are provided utilizing about 30 volunteer drivers.

11. Please confirm that the district will continue to pay school employees while redeploying staff to provide meaningful work in the context of the Plan, subject to any applicable requirements of a collective bargaining agreement.

District/ PSA Response:

All staff will continue to receive their salaries through the close of the school year. Teachers will provide packets for students to work which tie into previously identified essential standards. Title I paraprofessionals will routinely contact students identified by teachers which will become the caseloads of each Title I paraprofessional. Special education paraprofessionals will do the same, with their caseloads being created by special education teachers.



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

District/ PSA Response:

Teachers will keep track of which students are completing the weekly instructional packets. They will also keep a log of all communication with students and parents. Inconsistent completion and/or communication with a parent or student, will be raised to the principal or counselor level to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections if needed (DHHS, Behavioral Health, etc.).

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 school nurse will provide a survey or other informational gathering document to all parents in an effort to determine their current physical and mental health needs. Based on those results the behavior specialist (31n, SSW, counselor, principal, etc.) will reach out to individual students and families to determine what they may need. The behavior specialist will help connect the family to outside agencies to help meet their needs. While teachers are making weekly phone calls they will monitor and assess the needs of students and families. If a need is presented, the teacher will elevate that need to the principal or behavior specialist to make the necessary follow-up. The principal will hold weekly meetings with teachers to identify any additional students or families in need. Tele-health may be used provide services when available for students that have technology.



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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:

If Kids' Time becomes a disaster relief childcare center we will support them with with food, cleaning supplies, and other assistance that the school district is able to provide.

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:

The district does not plan to participate in a balanced calendar for either year identified in the question above.

Name of District Leader Submitting Application: Joseph C. Huepenbecker

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website: