



**Continuity of Learning and COVID-19 Response Plan (“Plan”)  
Fowler Public Schools  
April 13, 2020**

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 13, 2020

Name of District: Fowler Public Schools

Address of District: 700 S Main St, Fowler MI 48835

District Code Number: 19070

Email Address of the District: neil.hufnagel@fowerschools.net

Name of Intermediate School District: Clinton County RESA

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 13, 2020
Name of District:	Fowler Public Schools
Address of District:	700 S Main St, Fowler MI 48835
District Code Number:	19070
Email Address of the District Superintendent:	neil.hufnagel@fowerschools.net
Name of Intermediate School District:	Clinton County RESA
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:

The Fowler Public Schools Continuity of Instruction Plan (Plan) will utilize a virtual instruction format as the primary alternative mode of delivering instruction for students in grades K – 12 using the Google Classroom course management platform. The materials each household will need to participate in the virtual instruction format are a personal computer or school issued Chromebook, internet access, and school provided textbooks and resource materials. Intensive community surveying at the onset of the school closure, and a district-wide K-12 pilot program conducted the week of April 6, 2020, indicate 97% of our students have access to the appropriate device and internet connection to successfully participate. To ensure pupils have access to a connected electronic device, over 40 Chromebooks have been issued to households to provide or supplement the device access needed to successfully engage. Additional internet hotspots have been ordered and will be issued to households lacking internet access.

Until those hotspots can be deployed, print packets will serve as the secondary alternative mode of delivering instruction for students in grades K – 12 under the Plan. The materials each household will need to participate in the print packet format are school provided instructional packets, textbooks and resource materials. Packets of instructional materials with directions designed to support students and assist parents will be distributed at the start of each week. This content appropriately modifies and adapts the content provided in the virtual format for use in a print media presentation and paper/pencil response. Packets are available for curbside pick-up at the school, or arrangements are made for delivery to the household.

The Plan assures that no student will be penalized for his or her inability to fully participate in the designed instruction. Assessment and grading practices will take into consideration the ability of each student and household to have the necessary access to the instructional content, and support from district staff needed to legitimately engage and 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:

All students will be kept at the center of the educational activities by being enrolled and engaged in daily instruction through their assigned Google Classroom classes as part of the Plan. Teachers will provide daily monitoring of student engagement and activity completion. Teachers will directly reach out to students and households where that engagement is not taking place to offer support and assistance. Instruction will include opportunities for students to directly interact with their teacher and peers in the virtual environment through discussion boards and Google Meet sessions. Teachers will enable engagement in these activities for students utilizing the print packet instructional format through sharing responses among the groups.

Administrators, teachers and counselling staff at each building will coordinate efforts for outreach to continue building relationships and maintaining connections with students. These include a wide range of grade level appropriate activities including virtual class meetings, regularly scheduled office hours, positive messages and supports provided by the counselor, the resumption of virtual extracurricular and club activities, and an abundance of mental and emotional health resources provided to parents.

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

District/ PSA Response:

The Fowler Public Schools Plan includes multiple methods for the delivery of content to all students in grades K – 12. These include the primary method of virtual instruction using the Google Classroom platform, and the secondary method of utilizing print packets to convey instruction. Within each of these modes, teachers are expected to incorporate best practice methodologies for differentiation of instruction using multiple delivery and response systems associated with the learning objectives. Special attention will be given providing the necessary accommodations needed to assure all students can access the content and participate in the learning activities consistent with all IEPs, 504 plans, and EL needs. Where necessary, the district will develop and communicate an individualized Contingency Plan for students who need additional accommodations or modification to benefit from instruction.

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

District/ PSA Response:

Under the plan, student learning will continue to include the regular cycle of instruction, reinforcement, assessment, review, evaluation and grading that exists as part of our traditional instructional program. Evidence of student learning will continue to be managed and monitored through the Google Classroom course management system and the exchange of activities assigned in the print packets. Teachers will continue to provide assessment informed instruction. Students will continue to receive feedback and grades related to their work. Parents will continue to be able to monitor their student's progress through the parent portal of the PowerSchool online gradebook feature.

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:

Estimated Additional Expenses:

10 Verizon Hotspots with 6 months activation	10 @ \$340 =	\$3,400
Containers to deliver student materials		\$ 230
Print, Package, Postage for print packets (est)		\$ 500
Subscriptions to online instructional resources (est)		\$1,000

Online Instruction teacher training modules (est) \$ 500

Source of Revenue as of April 13, 2020:

General Fund Revenues from year-end fund balance (est) \$5,630

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, including administrators, board members, teachers, parents and students received extensive communication over the 4 week period during which the Plan was being developed and piloted in the district. Several administrative and staff meetings took place to collaboratively develop the Plan during which input received from school community stakeholders were taken into consideration. The Plan includes provisions to continue to monitor the effectiveness of its implementation, and to continue to seek stakeholder feedback from students, parents, teachers and board members alike.

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 with students and parents through direct email and through posting prominently on the district's website. In fact, all key provisions of the Plan were communicated with students and parents through a series of emails over the past 4 weeks to enable the implementation of the instructional delivery system as a pilot program the week of April 6, 2020. Similarly, direct student and parent email will be the primary mode of communicating changes and adjustments to the Plan, with additional communication via the district website, social media, and newsletter.

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:

Fowler Public Schools will implement the Plan effective Monday, April 13, 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:

Fowler High School has a significant percentage of students enrolled in postsecondary dual enrollment courses and Career and Technical Education (CTE) programs. The

district has verified with Lansing Community College, the district partner for the High School Advantage dual enrollment program, that all current students will have the opportunity to complete their coursework and earn both high school and college credit for the spring semester in the online format. The district has also communicated with its CTE partners at Clinton County RESA Career Connections program, Ionia Heartlands Career Center, and the Eaton County Career Prep Center to assure that remote instruction will continue and that students will be able to complete those programs to earn high school credit in the 2019-20 school year.

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 successfully initiated food distribution for eligible pupils in the first week of the closure. The food distribution is coordinated by the district food service director, and food service staff prepare weekly food allotments. Staff volunteers assist with the weekly distribution providing curbside service. Those that cannot pick up their food allocation are provided delivery service. The food distribution will continue to be provided by the district for the duration of the school closure as permitted by state and federal order.

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:

Fowler Public Schools will continue to pay K – 12 school employees while potentially redeploying staff to provide meaningful work in the context of the Plan subject to any applicable requirements of our collective bargaining agreements. The district has continued paying all regularly scheduled K – 12 staff since the onset of the closure and will continue to do so in compliance with the provisions of this Plan.

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

District/ PSA Response:

Teachers will evaluate the participation of their students in the Plan and their engagement in the curriculum through the Google Classroom course management system. Teachers will also evaluate the participation of their students who are engaged through the print packet format. Each week teachers will be required to report to their respective administrator, the level of participation of students in their classes and to list students who are not engaging in the learning activities. The implementation of a weekly attendance record in the PowerSchool student information system is being explored.

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 counselor, who serves both buildings in the district, has initiated the process of providing mental health supports to pupils affected by the state of emergency and state of disaster prompted by COVID-19. These strategies include providing resources to parents to support their children educationally, mentally, and emotionally at home, identifying office hours where he is available to students of all grade levels, and initiating a survey of student needs. Key staff members including the building principals, building counselor, district interventionist and social worker will meet periodically throughout the closure to identify strategies and supports for students in need. The counselor is also communicating with peers across the county to leverage shared learning and resources. Teachers and administrators are taking steps to reinstate those club and extracurricular activities that might be delivered in the virtual environment to provide a positive sense of normalcy, camaraderie, and celebration in our school family.

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 has offered the use of its facilities, equipment and resources in support of CCRESA's responsibility to potentially mobilize disaster relief child care centers as described in the Executive Order.

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 Fowler Public School district does not intend to adopt a balanced calendar instructional program for the remainder of the 2019-20 school year or for the 2020-21 school year.

Name of District Leader Submitting Application: Neil Hufnagel  
High School Principal/Superintendent

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website: