

## Michigan Continuity of Education Planning Resources

Plan Element	Potential Plan Elements	Notes/Resources
<p>1. A description of the methods a 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 meaningfully access 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.</p>	<ul style="list-style-type: none"> <li>● Allow any district programs currently operating under a seat-time waiver to continue operations as usual to minimize disruptions.</li> <li>● Consider providing students with access to technology with online curriculum/assignments and distance communication and collaboration tools</li> <li>● Consider providing students without access to technology packets with weekly assignments compiled with teachers.</li> <li>● Consider strengthening your school wireless access and allowing students to park in parking lot to upload/download assignments.</li> </ul>	<ul style="list-style-type: none"> <li>● Current practice reported by Bellweather Consulting is to disconfirm technology access through non-response to online surveys</li> <li>● Free and low-cost internet plans listed here: <a href="https://www.digitalinclusion.org/free-low-cost-internet-plans/">https://www.digitalinclusion.org/free-low-cost-internet-plans/</a></li> <li>● Note providers in your area who have taken the <a href="#">Keep Americans Connected</a> pledge, including committing to not disconnect service for nonpayment, waive late fees, and open WiFi hotspots to any American who needs them.</li> <li>● Some states are considering putting mobile hotspots on busses to allow students with technology but without internet access to connect and download/upload assignments during scheduled time periods each day.</li> <li>● Google domains offer access to synchronous and asynchronous communication tools, secure file sharing, and classroom management tools like</li> </ul>

Plan Element	Potential Plan Elements	Notes/Resources
		<p>Gradebook. Any districts that need these resources are welcome to join Graduation Alliance's domain at no charge to get access to these tools.</p> <ul style="list-style-type: none"> <li>Some states are utilizing bussing infrastructure to disseminate packets and collect student work to students without technology access.</li> </ul>
<p>2. A description of the methods a 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.</p>	<ul style="list-style-type: none"> <li>Consider professional development for teachers around best practices for online teaching</li> <li>Consider redeploying educational assistants as online coaches/mentors to bolster student success, particularly for special populations, including seniors, students without at-home support, and students who do not participate in the early rollout of learning plan</li> <li>Consider large group virtual assemblies/spirit activities</li> </ul>	<ul style="list-style-type: none"> <li>Numerous webinars and recordings being hosted for teachers, including a free webinar series hosted by Graduation Alliance.</li> <li>Professional Development opportunities to train staff in coaching and mentoring students remotely</li> </ul>
<p>3. A description of plans to deliver content in multiple ways so that all pupils can access learning.</p>	<ul style="list-style-type: none"> <li>TBD dependent on methods used</li> </ul>	<ul style="list-style-type: none"> <li>Consider ADA accessibility of curriculum resources and communication tools when selecting methods of continuing education.</li> </ul>

Plan Element	Potential Plan Elements	Notes/Resources
		<ul style="list-style-type: none"> <li>● To the extent practicable, contracting with online SPED providers, including local providers that have transitioned to online services, parent coaching calls, and other providers, including Presence Learning (online SPED services provider)</li> <li>● <a href="#">USDOE Q&amp;A memo</a> on serving children with disabilities during the COVID outbreak.</li> <li>● Review the <a href="#">Early Childhood Technical Assistance Center website</a> resources and recommendations for additional information on telehealth and telepractice, medicaid questions, etc.</li> <li>● Consider using local printers to reproduce and assemble packets to maintain social distancing while supporting local business.</li> </ul>
<p>4. A description of plans to manage and monitor learning by pupils</p>	<ul style="list-style-type: none"> <li>● Consider ways to:               <ul style="list-style-type: none"> <li>○ Manage and monitor both within a classroom and at the program level through data and anecdotal reports</li> <li>○ increase connectivity between administrators</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Administrative dashboards to allow at-a-glance monitoring of trends and progress at a class and school level</li> <li>● Note, while Zoom is free to districts and we applaud their corporate responsibility, they have been subject to a number security</li> </ul>

Plan Element	Potential Plan Elements	Notes/Resources
	<p style="text-align: center;">and staff</p> <ul style="list-style-type: none"> <li>○ Track student attendance data using both logins and performance/course activities</li> <li>○ Increase transparency around pace, progress, communication and outreach</li> </ul>	<p>issues. Their technology is also not integrated into other tools, which creates more management challenges. Consider Hangouts Meet as an alternative, which has similar audio/video/screenshare capability but is integrated into the google suite, including Google classroom.</p> <ul style="list-style-type: none"> <li>● Use of tools such as Google classroom combined with the “common view” provided by Graduation Alliance’s portal allows administrators to view student participation and progress across multiple courses and even using multiple curricula</li> </ul>
<p>5. A budget outline estimating additional expenditures associated with the Plan and sources of revenue to pay for those expenditures.</p>	<ul style="list-style-type: none"> <li>● What students can be funded by expanding enrollment in existing programs?</li> <li>● Consider PD budget lines to upskill and redeploy existing staff</li> <li>● Consider ways to leverage free and existing curriculum licenses in a integrated platform</li> </ul>	<ul style="list-style-type: none"> <li>● Increase utilization of 23A and other full-time online programs to serve at-risk students.</li> <li>● Note areas of plan that could fall under the <a href="#">Emergency Relief Funds</a> package passed by Congress - \$389M allocated to Michigan’s Elementary and Secondary School Emergency Relief Funds.</li> <li>● Note that integrating content into a platform that allows a common view of student pace and progress across multiple curricula allows districts to leverage existing</li> </ul>

Plan Element	Potential Plan Elements	Notes/Resources
		<p>licenses and fill gaps with free or teacher-developed content without increasing stress on student learning.</p>
<p>6. A description of the manner in which district administrators, board members, teachers, and any representatives of teachers collaborated in development of the Plan.</p>	<ul style="list-style-type: none"> <li>Consider “rapid prototyping” approaches using brief online surveys and social media to maintain social distancing while maximizing input to inform decision-making</li> </ul>	<ul style="list-style-type: none"> <li>Google forms allows for rapid development of surveys and analysis of data at no cost to the district.</li> </ul>
<p>7. A description of methods the district will use to notify pupils and parents or guardians of the Plan.</p>	<ul style="list-style-type: none"> <li>Consider using the School’s emergency closure notification methodologies, including local media outlets, social media, and other emergency communication tools, such as SMS alerts, emails, etc.</li> <li>Remote technologies such as webinars with recordings that can be posted on the district’s website and social media pages can allow for explanations of the more detailed parts of the plan.</li> </ul>	<ul style="list-style-type: none"> <li>Utilize school notification platforms such as School Messenger, Campus Suite, Single Wire, One Call Now, or School Cues.</li> <li>Check your learning management system for any integrated school-wide communication tools.</li> </ul>
<p>8. A best estimate of the date on which the district will begin implementation of the Plan, which must be no later than April 28, 2020.</p>	<ul style="list-style-type: none"> <li>Consider a phased approach that allows for students currently learning 100% online to continue their education without interruption, followed by other methods that require more adaptation.</li> </ul>	<ul style="list-style-type: none"> <li>One of the most frequently requested items from parents is a suggested daily schedule to allow for structure and routine. <a href="#">Khan Academy posted a daily schedule on their blog adapted by grade level.</a></li> </ul>

Plan Element	Potential Plan Elements	Notes/Resources
	<ul style="list-style-type: none"> <li>Consider including parent training sessions.</li> </ul>	
<p>9. Provide for assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under the Postsecondary Enrollment Options Act, 1996 PA 160, as amended, MCL 388.511 to 388.524, and the Career and Technical Preparation Act, 2000 PA 258, as amended, MCL 388.1901 to 388.1913, in completing the courses during the 2019-2020 school year.</p>	<ul style="list-style-type: none"> <li>Identify barriers to completion</li> <li>Consider offering alternatives, such as ACE credit courses</li> </ul>	<ul style="list-style-type: none"> <li>Sophia Learning is offering free ACE credit courses through July 31 to students affected by school closures.</li> <li>Graduation Alliance offers 19 career-focused ACE credit courses, including career development, digital literacy, and courses in business, IT, healthcare, and homeland security.</li> </ul>
<p>10. Provide or arrange for continuation of food distribution to eligible pupils.</p>	<ul style="list-style-type: none"> <li>Distribute <a href="#">“Meetup and Eat Up”</a> site locations in your district - plan for disseminating through local media and emergency communication outlets.</li> </ul>	<ul style="list-style-type: none"> <li>Some states are using bussing infrastructure to deliver bagged meals to students in need</li> </ul>
<p>11. 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.</p>	<ul style="list-style-type: none"> <li>Provide existing teachers professional development and support to transition to online teaching where feasible</li> <li>Consider redeploying educational assistants and other staff to serve as attendance monitors, student coaches, tech support, etc.</li> <li>Consider forming special support teams for seniors to assist with completion and transitions to post-</li> </ul>	<ul style="list-style-type: none"> <li>Graduation Alliance is providing professional development for districts that are interested in redeploying staff as academic coaches for remote students.</li> </ul>

Plan Element	Potential Plan Elements	Notes/Resources
	<p>secondary education or training programs.</p>	
<p>12. Provide for evaluation of participation in the Plan by pupils.</p>	<ul style="list-style-type: none"> <li>Technology tools for facilitating evaluation of participation, including gradebook and synchronous communication tools.</li> </ul>	<ul style="list-style-type: none"> <li>Graduation Alliance is making its Google domain available at no cost to districts - tools include synchronous and synchronous communication tools, file sharing tools, and gradebook tools.</li> </ul>
<p>13. Provide mental health supports to pupils affected by a state of emergency or state of disaster prompted by COVID-19.</p>	<ul style="list-style-type: none"> <li>Consider contracting with mental health providers who are providing telemed to students in need.</li> </ul>	<ul style="list-style-type: none"> <li>Arizona School Counselors Association worked with the state education agency to compile a list of resiliency resources for students, parents, and teachers.</li> <li><a href="#">SAMHSA's Disaster Distress Helpline</a> provides 24/7, 365 day a year crisis counseling. Disaster distress helpline number is available for calls or texts in both English and Spanish as well as more than 100 other languages.</li> </ul>
<p>14. Provide for the district to 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 may follow it.</p>	<ul style="list-style-type: none"> <li>Consider facilities that are not being used for traditional instruction that can be converted to disaster relief childcare centers</li> </ul>	<ul style="list-style-type: none"> <li>Review recommendations from Michigan.gov for <a href="#">disaster relief child care centers</a>.</li> </ul>