



EVERY STUDENT. EVERY DAY.

April 16, 2020

Dr. George Heitsch  
Interim Superintendent  
South Lyon Community Schools  
345 South Warren  
South Lyon, MI 48178

Dear Dr. Heitsch:

We have received your Continuity of Learning and COVID-19 Response Plan application. Upon review, you have met all of the requirements of the Governor's Executive Order, number 2020-35. We are pleased to approve your plan.

Please notify us of the date your plan is posted to your district website so that we can complete the form and forward it on to the State Treasurer. Please submit this information to Rhonda Hervey at [Rhonda.hervey@oakland.k12.mi.us](mailto:Rhonda.hervey@oakland.k12.mi.us).

As you know, the Governor's Executive Order requires schools to begin providing learning opportunities for all students no later than April 28, 2020. Districts that are able to begin their plans earlier are encouraged to do so.

Although school buildings are closed and we are not providing in-person instruction, teaching and learning must continue. Thank you for your efforts on behalf of our students in Oakland County.

Sincerely,

A handwritten signature in black ink that reads "Wanda Cook-Robinson".

Wanda Cook-Robinson, Ph.D.  
Superintendent



## **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: 4/14/20

Name of District: South Lyon Community Schools

Address of District: 345 South Warren, South Lyon, MI 48178

District Code Number: 63240

Email Address of the District: [www.slcs.us](http://www.slcs.us)

Name of Intermediate School District: Oakland Schools ISD

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: 4/14/20

Name of District: South Lyon Community Schools

Address of District: 345 South Warren, South Lyon, MI 48178

District Code Number: 63240

Email Address of the District Superintendent: heitschg@slcs.us

Name of Intermediate School District: Oakland Schools ISD

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-CD.***

District/ PSA Response:

The district plans to use a hybrid model of instruction using hard copy instructional packets and online learning platforms.

The district opened a survey for families regarding technology needs on March 20, 2020 to assess the needs of families to borrow devices or to be connected with internet providers. To ensure we had the highest possible number of responses, the survey was sent to families through the district's email blast service and flyers regarding the survey were included in the bags families received at a food distribution event. The flyer, which was printed in English and Spanish, requested that families call a district line if they needed assistance with the survey. Setting up a hotline allowed us to reach families that did not have email access. The hotline was offered in English and in Spanish.

Additionally, staff were surveyed regarding their technology needs. Devices were distributed to staff beginning on April 10, 2020. A location within the district will be made available for staff to work on remote teaching for staff who do not have internet access at home. As hot spots are delivered to the district, those will be provided for instructional staff who need one.

For those students that have internet access, but don't have a device, Chromebooks will be made available, starting the week of April 13, 2020, beginning with one device per family and then expanding as inventory allows. Additional devices may be provided at a later date to families with multiple students, prioritizing additional devices for secondary students.

Students without internet access will have access to instructional materials through a weekly instructional packet. Additionally, office staff are reaching out directly to families who lack internet access to make them aware of free and reduced cost internet options. The district has also ordered hot spots, and once the hot spots arrive from backorder, those will be made available to families who are outside of the range of internet service providers.

All students will need access to materials such as paper, pencils, and crayons, which will be made available to families that don't have them. All students will have access to grade-level/course textbooks as needed to complete their work. Many of the secondary textbooks are available in an online format for students as well.

For families who have issues with a district distributed device, a hotline will be established by the district's Technology Department to provide them with over the phone technology support. As needed, devices can be swapped out for another device if issues arise that cannot be corrected remotely. The district staff will also man a hotline for families that experience issues with a student's Google account. Both hotlines will be available for several hours each weekday, beginning the week of April 20, 2020. Both the Technology Department and the staff monitoring the Google account support hotline will have access to information about how to provide a telephone-based interpreter when working with families, if needed.

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:

In preparing for the shift to remote learning, South Lyon Community Schools set three goals for the remainder of the school year-

1. Maintaining relationships with one another and with students in order to support social and emotional well being during this pandemic
2. Reinforcing key instructional standards that were taught prior to March 13th
3. Beginning in May, introducing prioritized new content to help students move forward, with the understanding that any new content addressed will be reinforced in the fall as learners are not required to participate in remote learning

With the primary focus on relationships, we have prioritized the social and emotional well being of students over content instruction. To that end, we worked with counselors and social workers across the district to develop a method to monitor student and family wellbeing and better determine where additional supports may be needed.

Teachers have office hours twice per week for the purpose of connecting with students and providing students with a venue in which to remain connected to one another. At the elementary level, specials (art, music and physical education) teachers will assist with small groups or individual students who need additional social emotional check-ins and support.

Restorative Practices facilitators at each level will assist school administrators, counselors and social workers in making connections with at risk students as needed.

At the elementary level, social workers and administrators are developing a short survey for families. This will be sent every other week for parents to complete. The survey checks to see who may still need resource support such as technology, help with connecting to the internet, meals, school supplies, assistance with communication, mental health supports, or other needs. School administrators will review family responses at the elementary level to determine which families need additional support.

At the secondary level, classroom teachers will send a short survey directly to students in one of their hours every other week. This survey will include much of the same information as the elementary survey and is being developed by the secondary social workers and counselors. Teaching staff will review the results and make referrals to the school administrators, counselors, and social workers if any responses are of concern.

Social workers and counselors will continue to provide support for students who were already in groups prior to the shutdown but will utilize the survey results to determine which additional students and families may need support.

The counselors and social workers are also working with school administrators to monitor and respond to the needs of the list of students who are not engaging in either online learning or printed packets.

The counselors and social workers are developing an updated list of resources for families, including a list of local mental health providers who are currently offering teletherapy. This list will be posted to the district's website, referenced in the district's weekly email blasts, and also shared directly with individual families as needed.

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

**District/ PSA Response:**

For those students without technology, the main mode of delivery will be through hard copy instructional packets. This will be supplemented with phone conferencing to support instruction.

The instructional packets will be available for families to pick up over each weekend from bins placed outside each school location. Packets for secondary students will be in envelopes by family so those packets can be specific to the students' schedules and elementary packets will be available by grade. Allowing for packet pick up to occur at the school site but outside of the school building will reduce contact between school personnel and families. Providing a large window of time for packet pick up also helps to promote social distancing between families.

Packets will be mailed to the student if they are unable to pick up the packet in person.

For students with technology, content will be delivered primarily through the online platform and other social media sites. For staff who have an established method for communication and assignment posting (SeeSaw, Moodle, etc.), they may continue with that platform as staff and students are already familiar with the platform. For staff who are creating platforms for the first time, the platform will in nearly all cases be a Google classroom to help streamline technology learning for students and parents.

Staff will also continue to use email to communicate with students in grades 3-12 and the Skyward messaging center to communicate with parents. For students in Junior Kindergarten, Kindergarten, First and Second Grade, Google accounts will be activated and log in information shared with parents if Google classroom will be utilized. Elementary grades will have supplemental paper packets each week to go alongside online learning. Parents may opt to print these from home or pick them up from the school.

Teachers will be accessible through synchronous office hours multiple times per week and asynchronous instruction through methods such as pre-recorded videos and online tutorials multiple times per week.

In addition to the general education supports, students with special education needs will have specialized supports. The special education Early On primary service providers will schedule supports for families receiving Part C services and Birth-3 services. Staff members will work to meet the individual needs of each family by offering services through telephone conferencing, email communications, virtual meetings, and/or supplemental paper resource packets. The specialized services will remain family centered and will remain flexible. Early On staff members will work to maintain regular scheduled remote visits, which allow flexibility when needed. In addition to the remote supports and visits, service providers will have scheduled office hours each week.

For those students without technology, the main mode of delivery will be through hard copy instructional packets. This will be supplemented with phone conferencing to support instruction. The instructional packets will be available for families to pick up over each weekend from bins placed outside each school location. Packets for secondary students will be in envelopes by family so those packets can be specific to the students' schedules and elementary packets will be available by grade. Allowing for packet pick up to occur at the school site but outside of the school building will reduce contact between school personnel and families. Providing a large window of time for packet pick up also helps to promote social distancing between families.

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Students with IEPs who receive services at the Early Childhood Center will receive specialized services while the district operates remotely. Students who receive programming in the Early Childhood Center will receive instruction from their classroom teachers at a minimum twenty minutes, yet no more than sixty minutes per day. Early Childhood Special Education teachers will follow the academic expectations of the High Scope Curriculum when possible while supporting families by offering supports in creating daily routines. Ancillary staff members will provide flexible supports for students and families in the realms of speech and language services, occupational and physical therapies, and school social work services. IEP goals will help providers target the direction of the supports that will be offered to families. Special Education early childhood teachers and ancillary staff will be accessible through synchronous office hours multiple times per week and asynchronous instruction through methods such as pre-recorded videos and online tutorials multiple times per week.

Students with special needs at the elementary and secondary levels will receive specialized instruction and supports from staff members as assigned through programming outlined in the IEP. Resource room teachers will support students by supplying supplemental instruction, accommodations, and other resources. Special education classroom teachers responsible as teachers of record will follow the general education expectation for providing learning experiences through mix-media methods based on identified content standards (alternative content standards where appropriate). Special education ancillary staff members will target instruction to the individual needs of each student as outlined in the IEP. Special education staff at the elementary and secondary levels will be accessible through synchronous office hours multiple times per week and asynchronous instruction through methods such as pre-recorded videos and online tutorials multiple times per week.

Specialized instruction will be provided for students with IEPs who are enrolled in the post secondary program. Students who receive programming in the post secondary program will receive instruction from their classroom teachers matching the high school teacher expectations. Special education post secondary teachers will follow functional independence and functional academic expectations. Special education ancillary staff members will target instruction to the individual needs of each student as outlined in the IEP. Special education staff serving adults in the post secondary program will be accessible through synchronous office hours multiple times per week and asynchronous instruction through methods such as pre-recorded videos and online tutorials multiple times per week.

Students with special needs who are in unique learning placements will receive special education program supports and services. Teachers providing homebound services will coordinate learning opportunities from general educators with their assigned students and the students' families. Students who are receiving specialized services outside of the traditional school/building placement (eg. expelled students) will receive special education supports through coordination between the district and the student/family. Students who qualify for special education services while attending non-public school or registered homeschool will receive such services as coordinated by the assigned case manager and the family. South Lyon students attending center based programs will receive their instruction through the districts/buildings they are attending. Communication between the SLCS Special Education Department and families of students attending center programs will receive telephonic check ins throughout the end of the 2019-2020 school year. It is expected that students with special needs in unique learning placements will receive virtual/remote instruction through mixed media methods.

Students who are English Learners will continue to receive specialized services during the shutdown. ELD staff will work with families in the initial phase to ensure they have additional support as we transition to remote learning. This includes making sure those families were able to access the survey regarding technology needs and the survey regarding requesting paper packets. Staff will also support families by ensuring they have access to additional learning materials if needed and that students are able to log into online learning platforms and understand how to use the tools within those platforms.

Once EL students and families are more comfortable with the remote learning process, staff will be providing opportunities for their students to interact to practice language skills. They will also be supporting students in developing the skills needed for communicating with teachers and peers for remote learning, providing opportunities to strengthen vocabulary acquisition, and providing content support.

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

**District/ PSA Response:**

For students without technology access, learning packets will be provided each week. When possible, answer keys are included in the packet so students and parents can check for understanding as the student completes assignments. Due to concerns about materials travelling between student homes and school, packets will not be collected back from families but feedback will still be provided by check ins with the teacher. Teachers will check in with families via phone or email to review the learning packet, identify if there are any challenges, and to discuss assignments where an answer key was not able to be provided. When possible, families may send photos of work to staff for review as well.

For students with technology, teachers will monitor student access and assignment completion on a daily basis within the instructional platform. Teachers will provide feedback to students on assignments through the instructional platform as they are completed (or on a weekly basis). Teachers will differentiate instruction within the platform to meet each student's needs.

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:**

Covid 19 Budget Plan

• Khan Academy support for students	\$30,638
• Reading summer supports for all students	\$80,580
• Typing courses	\$3,000
• Cleaning and disinfecting equipment and supplies	\$145,698
• Cleaning and disinfecting labor	\$110,876
• Technology equipment and software required for remote learning	\$25,000
• Technology labor required for remote learning	\$14,356
• Legal fees	\$17,000
• Teacher online learning PD	\$10,000
• Student and parent webinars	\$10,000
• Translation Services	\$5,000
<b>Total Costs:</b>	<b>\$452,148</b>

Source: General Fund, 35a (5), 35a (9)

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:**

Following the release of the Continuity of Learning and COVID-19 Response Plan Application Template on April 4, the Curriculum, Instruction, Technology, and Assessment (CITA) department met to devise a schedule for staff involvement. Following the creation of the schedule, school administrators were notified of the schedule, and the schedule was discussed with both the Interim Superintendent and the South Lyon Education Association (SLEA) President.

On April 6, 2020, the CITA department participated in a countywide Teaching and Learning Council to discuss the requirements of the plan. Later that day, the CITA team met with seven elementary specials course (art, music, and PE) teachers from across the district, along with SLEA leadership to brainstorm what their courses might look like during remote learning and how they might support the social and emotional needs of students.

On April 7, the CITA team met with three staff groups- elementary, middle and high school staff- for input. The elementary team consisted of eight classroom teachers, a Resource Room teacher, a Reading Recovery teacher, a social worker, an EL teacher, SLEA leadership, the CITA team, four elementary principals, and special education administrators.

The middle school team consisted of twelve content area facilitators, including special education facilitators, two school principals, five elective course teachers, an EL teacher, a social worker, a counselor, SLEA leadership, the CITA team, and special education administrators.

The high school team consisted of fourteen content area facilitators, including special education facilitators, two school principals, three elective course teachers, an EL teacher, a social worker, a counselor, SLEA leadership, the CITA team, and special education administrators.

These teams outlined what a day and week would look like for both students and staff and reviewed the MAISA guidelines to ensure our plan met the intention of both the Executive Order and the instructional guidelines.

On April 7th, the Coordinator of Special Education met with early childhood, elementary, middle school, high school, adult transition and ancillary special education staff for input. The special education team consisted of ten classroom teachers, three occupational therapists, one physical therapist, four speech and language therapists and four school social workers from early childhood, elementary, middle school, high school and adult transition levels. Also in attendance were building principals from each level and representatives from the SLEA.

The Assistant Superintendent for CITA Services met after these meetings with the SLEA President to clarify our understanding of the agreed upon structures and to discuss communication needs moving forward.

On April 8th, the CITA team met with counselors and social workers to discuss tier one mental health supports and resources for families and staff. This team included seven social workers, nine counselors, four school administrators, the CITA team, and SLEA leadership. The team will continue to meet to finalize social and emotional wellness surveys, tier two and tier three supports, and to monitor student engagement.

The Assistant Superintendent for CITA Services, the Interim Superintendent and the Board of Education President met to review the initial plan for remote instruction.

The Assistant Superintendent for CITA Services, the Interim Superintendent, the SLEA President and Treasurer met with the three Board of Education members who serve on the district's Curriculum and Communications committee. This team provided feedback on the plan as well.

The district's administrative team met to review the plan that same day as well.

The district's Curriculum Coordinators met over the course of April 8 and 9 with representatives from the Subject Area Curriculum Committees and school administrators to outline the process for identifying critical content to be addressed over the remainder of the school year.

High school administrators and central office staff met twice during the week- on April 6 and 10 to determine how the remote learning plan would address the needs of senior students.

SLEA Leadership and administrators from the central office team met again on April 9 and 10 to finalize details in the plan.

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 sent through the district's email blast system to all families, along with a letter communicating the details of the plan being mailed to each home. The plan will also be posted to the district website and links to that page will be posted to other social media platforms.

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:**

The district anticipates professional development on the new expectations and learning methods will occur the week of April 13, 2020, with full remote instruction occurring April 20, 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:**

We are working with Oakland Schools Technical Campuses to continue to provide CTE programming to the extent permissible under the Executive Order and OCTE's guidance.

The district does not house independent CTE programs.

The district has reached out to high school students enrolled in postsecondary dual enrollment courses. High School administrators and counselors continue to provide support as requested, to students completing those college courses. We will ensure that the students have the appropriate materials and support to complete those courses.

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

**District/ PSA Response:**

All children under the age of 18 and Special Education students under the age of 26 are eligible to receive a bagged breakfast and lunch for the duration of the school closure. Children do not have to be registered with South Lyon Community Schools to participate.

South Lyon Community Schools began distributing food on Wednesday March 18, 2020. The food service department prepares bags that contain 7 breakfasts and 7 lunches in each bag. The bags of food are being distributed once a week on Wednesdays to families that need food. There is a central pick up location at South Lyon High School where families in need can come and pick up food bags from the district. Busses are loaded with these bags and transported to other areas in the district with the highest needs for families to pick up. Staff trained in food preparation prepare and package meals, and meals are distributed by food service staff, non-food service district employees and volunteers. The district will continue to provide breakfast and lunch meals as necessary until the date the executive order expires.

The School Messenger notification system, which includes emails, text, and phone messages, has been used to communicate with families about the food service program. Other communication tools include the district's social media sites and the district's website. As an added effort to enhance communications, building administrators also reached out to families to ensure all children who need food service were aware of the program. District food service staff will continue to prepare these meal bags and distribute to families on a weekly basis until June 12, 2020.

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:**

South Lyon Community Schools will continue to pay school employees and deploy staff to provide meaningful work in the context of the Plan. We are currently working through a letter of agreement for our Teamsters Union. We are working to have the group work across classifications to support students and the Continuity of Learning Plan.

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

**District/ PSA Response:**

If a student does not have access to technology, teachers will keep track of which students are completing the weekly instructional packets. They will also need to keep a log of all communication with students and parents.

Classroom teachers will monitor student engagement in the online learning platforms and assignment completion by utilizing a contact log. Weekly, they will report to school administrators, via a Google form, students who are not engaged in learning. The school administrator will review the list and attempt to make contact with the family to check in. As necessary, referrals will be made to support agencies.

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:**

At the elementary level, social workers and administrators are developing a short survey for families. This will be sent every other week for parents to complete. The survey checks to see who may still need resource support such as technology, help with connecting to the internet, meals, school supplies, assistance with communication, mental health supports, or other needs. School administrators will review family responses at the elementary level to determine which families need additional support.

At the secondary level, classroom teachers will send a short survey directly to students in one of their hours every other week. This survey will include much of the same information as the elementary survey and is being developed by the secondary social workers and counselors. Teaching staff will review the results and make referrals to the school administrators, counselors, and social workers if any responses are of concern.

Social workers and counselors will continue to provide support for students who were already in groups prior to the shutdown but will utilize the survey results to determine which additional students and families may need support.

Secondary staff will be asked to post contact information for school counselors and social workers within each online learning platform so students have immediate access to information about how to reach those individuals.

The counselors and social workers are also working with school administrators to monitor and respond to the needs of the list of students who are not engaging in either online learning or printed packets.

The counselors and social workers are developing an updated list of resources for families, including a list of local mental health providers who are currently offering teletherapy. This list will be posted to the district's website, referenced in the district's weekly email blasts, and also shared directly with individual families as needed.

At the elementary level, specials (art, music and physical education) teachers will assist with small groups or individual students who need additional social emotional check-ins and support.

Restorative Practices facilitators at each level will assist school administrators, counselors and social workers in making connections with at risk students as needed

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:**

South Lyon Community Schools will provide child care at the Early Childhood Center, if requested by the Intermediate School District. We will email Kids Club and preschool staff asking for volunteers to provide child care. If we do not have enough volunteers, we will assign individuals under the age of 60, who do not have any underlying health conditions, who do not have any symptoms nor have been in contact with anybody diagnosed with COVID-19.

An employee will be designated to evaluate all people who enter the building for symptoms of respiratory infection, which includes fever, cough, shortness of breath, sore throat, or contact with someone in the past 14 days who was in contact with a person who has a confirmed case of COVID-19. Parents will not enter the building. A staff member would escort children from the parents to the classroom and at pickup, from the classroom to the parents.

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:**

The District has a calendar in place and does not intend to adopt a balanced calendar for the 2019-2020 or 2020-2021 school year.

Name of District Leader Submitting Application: George Heitsch

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website: