



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

As a result of COVID-19 and the closing of school buildings for the 2019-20 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: Friday, April 17, 2020

Name of District: Marysville Public Schools

Address of District: 495 E Huron BLVD, Marysville, MI 48040

District Code Number: 74100

Email Address of the District: [swightman@marysvilleschools.us](mailto:swightman@marysvilleschools.us)

Name of Intermediate School District: St. Clair County RESA

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 2019-20 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 2019-20 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: Friday, April 17, 2020 (Amended on Tuesday, May 5, 2020, to comply with [EO# 2020-65](#); see p. 9)

Name of District: Marysville Public Schools

Address of District: 495 E Huron BLVD, Marysville, MI 48040

District Code Number: 74100

Email Address of the District Superintendent: [swightman@marysvilleschools.us](mailto:swightman@marysvilleschools.us)

Name of Intermediate School District: St. Clair County RESA

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 Marysville Public Schools District will implement a hybrid of multiple modes of learning in its Plan that still promote recommended practices for social distancing to mitigate the spread of COVID-19. This Plan will require students (grades 3-12) to continue to utilize their 1:1 school

issued Chromebook devices for the remainder of the 2019-20 academic year so that they may partake in alternative modes of instruction. However, for families with students in grades Pre-K-2, who currently don't have access to a device at home, a District 1:1 Chromebook or iPad will be issued to them. In a recent survey sent to families to determine their technology needs, only 391 students don't have access to a home computer or laptop, even though 97% have the internet. Consequently, devices for these families will be made accessible for pick-up in the high school's lobby or will be delivered to families who don't have dependable transportation during the week of April 20, 2020.

Elementary level students (Pre-K-5) will engage in online learning via Google Classroom, SRA/Open Court Reading, EL Education, Eureka Math, YouTube, or any other familiar online resource, as well as hard copy assignments prepared for the remainder of the year. Elementary staff will also engage with their students weekly to provide alternative modes of instruction and support. Instruction will mostly be focused in the areas of ELA and mathematics. Because of this, students will be encouraged to access supplemental online learning resources for additional reinforcement (i.e., Lexia Reading Core5, Accelerated Reader, Imagine Math, Reflex, etc.). Students without internet access will be provided hard copy instructional materials and grade-level/course resources (e.g., textbooks, workbooks, etc.) to complete their assignments. These materials will be created for the remainder of the year by staff to move students forward in the areas of ELA and mathematics. All items will be made available for pickup, mailed or delivered to homes during the week of April 20, 2020. Additionally, school supplies, such as paper, pencils, crayons, etc., will be made available for students and families upon request.

Middle school students (grades 6-8) will participate in online learning by way of Google Classroom, myPerspectives ELA, Amplify Science, Eureka Math, or any other familiar online resource, as well as hard copy assignments. The District's middle school has developed a schedule for courses and set hours when teachers will be available multiple times per week for instruction and support. This schedule includes core classes as well as electives. Students at the middle school level will also have access to Lexia PowerUp Literacy and Imagine Math in order to supplement ELA and math programs. Students without internet access will be provided hard copy instructional materials and grade-level/course resources (e.g., textbooks, workbooks, etc.) to complete their assignments. These materials will be created by staff to move students ahead in their courses. All items will be made available for pickup, mailed or delivered to homes during the week of April 20, 2020, followed by every Monday thru June 10, 2020. Additionally, school supplies, such as paper, pencils, crayons, etc., will be made available for students and families upon request.

High school students (grades 9-12) will engage in online learning via Google Classroom or any other familiar online resource, as well as hard copy assignments. The District's high school has also developed a schedule for courses and set hours when teachers will be available multiple times per week for instruction and support. This schedule will include core classes, electives, as well as [Michigan Virtual](#) online and St. Clair Community College dual enrollment courses. As previously stated, students without internet access will be provided hard copy instructional materials and grade-level/course resources (e.g., textbooks, workbooks, etc.) to complete their assignments. These materials will be created by staff to transition students ahead in their classes. All items will be made available for pickup, mailed or delivered to homes on or before Monday, May 4, 2020, followed by every Monday thru June 10, 2020. Additionally, school

supplies, such as paper, pencils, crayons, etc., will be made available for students and families upon request.

The Marysville Public Schools District will follow the recommendations of the MDE and MAISA in relation to the maximum amount of daily engagement time for students (see “Maximum Student Engagement Time” below). Teachers will document contacts with students through Google Classroom, email, phone logs, or by any other means necessary. Every effort will be made to ensure all students participate in active learning through the end of the 2019-20 academic year. Furthermore, the District will not penalize any students for their inability to fully participate in the previously described alternative modes of instruction.

**Maximum Student Engagement Time:**

- Pre-K/Kindergarten = 30 to 90 minutes per day
- Grades 1-2 = 45 to 90 minutes per day
- Grades 3-5 = 60 to 120 minutes per day
- Grades 6-8 = 90 to 180 minutes per day
- Grades 9-12 = 120 to 210 minutes per day

**Special Considerations for Students with Disabilities:**

- All students will receive FAPE, to the best extent possible, which may include specially designed instruction based on individual needs to ensure that students are making progress in the general education curriculum and towards the meeting of their IEP goals.
- The technology needs of each student with an IEP will be considered in order to provide access to general and special education services.
- For students with severe and profound needs, special education personnel, to the best extent possible, will work individually with families to identify creative and student-specific ways for the student to ensure that they are provided educational benefit with uniquely designed instruction.
- Best efforts will be made by special education and general education personnel to ensure that students with disabilities receive instruction that is consistent with their IEPs (or Section 504 Plans), including, as necessary, the provision of any related services.

**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:**

To keep students at the center of educational activities, including outreach to continue building relationships and maintain connections, and to help students feel safe and valued, District staff will make contact with every student at least once per week. This may be done through the use of technology (for those that have access), such as email, [Google Meet](#), [Jitsi](#), [Zoom](#), or other forms of virtual meeting platforms, as well as phone calls. For students with technology access, teachers will also communicate each week through familiar instructional formats (i.e., [Google Classroom](#), [SeeSaw](#), [Edmodo](#), [Moodle](#), [Nearpod](#), etc.), with an emphasis on continuing to build positive relationships and maintaining connections. If students do not have access to technology, teachers will connect via phone or include notes to students in their instructional packets that focus on building positive relationships and maintaining connections. We are very

sensitive to the fact that students and families may not have regular schedules and/or regular access to devices during these uncertain times, and will be flexible in our approaches to connect with students to help them feel safe and valued.

District staff will also keep students at the center of educational activities by considering five MAISA guiding questions (listed below) as they plan lessons and develop alternative modes of instruction:

1. How will I engage students in the daily work for our district model?
2. How will my students access the information they need to be successful?
3. How will I engage students in the text, materials and assignments?
4. How will I scaffold instruction for students who are not yet ready to access a specific grade-level text independently and meet the requirements of FAPE?
5. How will I assess my students?

Special Considerations for Students with Disabilities:

- Reasonable efforts will be made to provide appropriate access for students with disabilities.
- Clarity of written instructions will be provided to the best extent possible.
- Reading and math levels for students with disabilities will be accommodated as deemed necessary to the best extent feasible, consistent with the student's IEP or 504 plan.
- Shortened assignments will be provided to students with disabilities to account for demonstrated need of attention issues, consistent with the student's IEP or 504 plan.
- Focused work in specific classes for students with disabilities will be provided, to the best extent possible, to make progress in the general education curriculum, consistent with the student's IEP or 504 plan.
- Heightened efforts will be provided to ensure meaningful and equal access for students with disabilities.
- Virtual behavioral consultation with parents to support work completion will be provided to the best extent possible.
- Consideration for related services will take place to the best extent feasible.
- Delivering all special education programs and related services in a reasonably and individually-appropriate manner will be given under the circumstances to the best extent feasible.
- Documentation of the best efforts made by special education services and classroom personnel will be made to the best extent possible so as to support students with IEPs.

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

District/ PSA Response:

The District will deliver content in multiple ways so that all students can access learning (e.g., textbooks, workbooks, mail, email, internet, project-based learning, video conferencing, etc.). For instance, elementary students (Pre-K-5) will engage in online learning via Google Classroom, SRA/Open Court Reading, EL Education, Eureka Math, YouTube, or any other familiar online resource, as well as hard copy assignments. Elementary staff will also engage with their students weekly to deliver content in multiple ways and provide support. Instruction

will mostly be focused in the areas of ELA and mathematics. Because of this, students will be encouraged to access supplemental online learning resources for additional reinforcement (i.e., Lexia Reading Core5, Accelerated Reader, Imagine Math, Reflex, etc.). Students without internet access will be provided hard copy instructional materials and grade-level/course resources (e.g., textbooks, workbooks, etc.) to complete their assignments. These materials will be created by staff to move students forward in the areas of ELA and mathematics.

Middle school students (grades 6-8) will participate in online learning by way of Google Classroom, myPerspectives ELA, Amplify Science, Eureka Math, or any other familiar online resource, as well as hard copy assignments. The District's middle school has developed a schedule for courses and set hours when teachers will be available multiple times per week to deliver content in multiple ways and provide support. This schedule includes core classes as well as electives. Students at the middle school level will also have access to Lexia PowerUp Literacy and Imagine Math in order to supplement ELA and math programs. Students without internet access will be provided hard copy instructional materials and grade-level/course resources (e.g., textbooks, workbooks, etc.) to complete their assignments. These materials will be created by staff to move students ahead in their courses.

High school students (grades 9-12) will engage in online learning via Google Classroom or any other familiar online resource, as well as hard copy assignments. The District's high school has also developed a schedule for courses and set hours when teachers will be available multiple times per week to deliver content in multiple ways and provide support. This schedule will include core classes, electives, as well as Michigan Virtual online and St. Clair Community College dual enrollment courses. As previously stated, students without internet access will be provided hard copy instructional materials and grade-level/course resources (e.g., textbooks, workbooks, etc.) to complete their assignments. As previously stated, these materials will be created by staff to transition students ahead in their classes.

In order to support students who are identified with specific needs, the District will partner with St. Clair County RESA, to supply all necessary devices to access materials, such as speech-to-text, visual and hearing impairment devices, etc.

#### **4. Please describe the district's Plans to manage and monitor learning by pupils.**

District/PSA Response:

During these unprecedented times, the care and support for our students will be the District's top priority. Nonetheless, staff members also recognize the importance of learning essential content, providing feedback, and assessing student progress. Consequently, the District plans to closely manage/monitor the social-emotional and academic needs of its students at all levels.

For students without internet access, teachers will review their learning packets to provide meaningful/high quality feedback. This will be done in a variety of ways (i.e., phone calls, mailings, text messages, notes, etc.). Feedback offered by staff will also be positive, encouraging, and may include examples to support further student learning. In the event that a learning packet is not returned or completed, teachers will reconnect with these students on a



personal level to encourage them to do their best to complete the work and turn it in; they will not be penalized for their efforts or their inability to fully participate.

For students with technology, teachers will monitor student access, assignment completion, and provide quality formative feedback within the instructional platform. Feedback will be positive and encouraging and may include examples to support further student learning. To meet the needs of individual students, feedback will be given in multiple formats; potentially including, brief comments on assignments submitted electronically, comments shared in online bulletin boards, or comments shared during remote learning sessions.

Instructional staff will also manage and monitor students' learning by switching from a traditional approach to grading (e.g., A, A-, B+, D, 90%, 75%, 20 pts., 5 pts., etc.), to a mode of assessing students in a way that ensures their understanding of content, such as credit/no credit or incomplete. Assessment will be continuous/ongoing, fair/equitable, and focused on students' learning/growth to bolster outcomes.

For secondary students, GPA will only be calculated through the end of the first semester of the 2019-20 academic year. Students will not receive formal grades for work assigned and submitted for the remainder of the 2019-20 academic; formative feedback will be provided and credit/no credit grades given by staff.

In Reference to students in grade 12, any senior who was passing any class(es) at the 4<sup>th</sup> marking period, will receive full credit for their course(s) and will not be required to complete the 6<sup>th</sup> marking period. Seniors failing any class(es) at the 4<sup>th</sup> marking period, must successfully complete the 6<sup>th</sup> marking period (from Tuesday, April 21, 2020 thru Friday, May 22, 2020) to be awarded full credit in their course(s). Seniors taking AP courses have the option to continue working in these classes until their AP exam date.

Children participating in GSRP will continue to be provided with at home learning experiences which are personalized for the strengths, interests and needs of each child, in consideration of their family, community, and culture. For instance, teachers will provide daily read alouds and engage in virtual meetings twice per week with their students and families. This will be done in a variety of ways (i.e., SeeSaw, Bloomz, Zoom, etc.); school supplies, such as paper, pencils, crayons, etc., will be made available for students and families upon request. The district will also utilize a countywide GSRP form to document distance learning, including outreach efforts and family contacts. GSRP teachers will schedule a year-end virtual conference with each family. The district, in conjunction with St. Clair County RESA, will make available information, activities, and/or resources for children and families to facilitate the transition to kindergarten.

**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:

The following budget outline is an estimate of additional expenditures associated with the Plan and sources of revenue to pay for these expenditures

(437) [Dell Chromebook 3100](#) @ \$179 = \$78,223

(49) [Dell Latitude 3500](#) @ \$545 = \$26,705

(216) [10.2-inch iPad \(7th generation\)](#) @ \$299 = \$64,584  
(50) [Microsoft LifeCam HD-3000](#) @ \$39.95 = \$1,997.50  
Learning supplies (i.e., paper, pencils, crayons, etc.) = \$2,000  
Mailings (e.g., envelopes, postage, etc.) = \$1,250  
Indirect Costs @ 3.08% = \$5,383

Sources: [Coronavirus Aid, Relief, and Economic Security \(CARES\) Act](#) and general fund

**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:

Administrators and teachers worked collaboratively to develop the Plan, schedule, and packets for students without access to the internet. The District also engaged in discussions about the Plan with the Marysville Education Association (MEA) to get input and gain their support.

The District's superintendent, Dr. Wightman, is scheduled to meet with the Board of Education on the evening of April 16, 2020. As part of the meeting, he will be discussing the Plan and looking for input from Board members. The District's final Plan will be shared with Board members prior to submitting the document to St. Clair County RESA for final approval.

**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 District letter mailed to each family. The Plan will also be dispersed through email to those that have access, posted to the District's website (<https://www.marysville.k12.mi.us/>), and other social media platforms. To ensure that everyone is aware that the Plan has been developed and released, a SchoolMessenger phone communication will be sent to all parents by Dr. Wightman.

**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 estimated date in which the district will begin implementing its "Continuity of Learning and COVID-19 Response Plan" is Tuesday, April 21, 2020. This Plan will promptly conclude on Friday, June 12, 2020, at 11:40 AM. Prior to kickoff, staff members may check in with students to provide learning guidance through phone calls, emails, social media, written communications, and supplemental learning resources found at <https://bit.ly/2K236AU>.

**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 2019-20 school year.**

District/PSA Response:

For our students in dual enrollment courses at [St. Clair County Community College](#), all winter semester classes will be completed in their current format. If the course was originally on-campus, it will still continue, but in an alternative format developed by the college's instructor(s). Online courses will finish as originally planned and grades will be given. For students taking online courses through Michigan Virtual, instructors have been regularly communicating with our students and staff since the closure of all schools in Michigan. Moving forward, the District will ensure that these students have the appropriate materials and support needed to complete their online Michigan Virtual courses.

For students in CTE programs, the District will continue to partner with St. Clair County TEC to coordinate communication and alternative modes of instruction for students. St. Clair County TEC will provide instruction to all students who are currently enrolled in their programs. Such instruction will be provided using a hybrid model of online platforms and instructional packets. Students will also be surveyed by TEC staff to determine what resources they will need to ensure that they will have the ability to complete their courses.

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

District/PSA Response:

The Marysville Public Schools District will continue to provide "grab-and-go" meals to students, ages 18 and under, to ensure it's reaching out to everyone not receiving food. Grab-and-go meals will include both breakfast and lunch items for the week (Monday thru Friday). Moreover, so that the District's food service department can anticipate the number of meals to prepare, a weekly survey will be made available to parents or legal guardians every Wednesday and links posted to the district's homepage, social media accounts, and SchoolMessenger communications. All meals will be made available for pickup in the bus loop behind Marysville High School from 11:00 AM thru 1:00 PM on the following dates:

- Wednesday, April 22, 2020
- Wednesday, April 29, 2020
- Wednesday, May 6, 2020
- Wednesday, May 13, 2020
- Wednesday, May 20, 2020
- Wednesday, May 27, 2020
- Wednesday, June 3, 2020
- Wednesday, June 10, 2020

If necessary, the District will communicate changes or alterations in its meal schedule due to directives from other agencies by sending out a letter to each family. This communication will also be dispersed through email, posted to the District's website, and other social media platforms. To ensure that everyone is aware of any changes or alterations in the District's meal schedule, a SchoolMessenger phone communication will also be sent to all parents by Dr. Wightman.

Note: In preparation of grab-and-go meals, all food service staff and volunteers will continue to follow CDC guidelines, such as practicing social distancing, wearing personal protective equipment (e.g., gloves, face masks, etc.), and using proper sanitizing protocols.

**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:

The Marysville Public Schools District affirms that it will continue to pay all school employees while redeploying staff to provide meaningful work duties in the context of its Continuity of Learning and COVID-19 Response Plan, subject to any applicable requirements of collective bargaining agreements.

**12. Provide a description of how the district will evaluate the participation of pupils in the Plan.**

District/PSA Response:

As previously stated, connecting with and caring for our students is the District's top priority. Because of this, teachers will document communications with students and parents (e.g., phone logs, emails, text messages, etc.). If a student does not have access to technology, teachers will keep track of which students are completing the instructional packets. If a student has access to technology, teachers will use an instructional platform of their choice to monitor student wellness, engagement, and completion of assignments. If concerns are raised, due to lack of engagement, inconsistent completion and/or communication of needs from a student or parent, teachers will communicate with the principal, counselor and/or school social worker to develop a plan to connect with the student and family. When appropriate, community resources will be shared with the family. Community support agencies may also be sought to make these connections to support District families as necessary (i.e., St. Clair County Department of Health and Human Services, St. Clair County Community Mental Health, S.O.S. Marysville Food Pantry, etc.).

**13. Please describe how the district will provide mental health support to pupils affected by a state of emergency or state of disaster prompted by COVID-19.**

District/PSA Response:

As District staff make their weekly phone calls and emails, they will check in with students and families. If a need or concern is presented/shared, the staff member will communicate this to the principal, counselor, building-level social worker, or behavior specialist. These individuals will follow-up with families and determine what support(s) may be needed. The principal, counselor, building-level social worker, or behavior specialist may also help connect the family to outside agencies to assist in meeting their needs (i.e., St. Clair County Department of Health and Human Services, St. Clair County Community Mental Health, S.O.S. Marysville Food Pantry, etc.). The principal will also hold virtual weekly meetings with teachers, as needed, to identify any additional students or families in need. [Telehealth](#) may also be used for students/families with access to the internet. There are a variety of other ways in which mental health supports may be provided to students; these include:

- School social workers, counselors, and behavior specialists will identify and implement strategies that support students and families dealing with COVID-19 social and emotional needs.
- School social workers, counselors, and behavior specialists will create and provide support to teachers in order for them to provide professional learning structures that ensure purposeful and planned social and emotional learning practices during the COVID-19 closure term.
- School social workers, counselors, behavior specialists, and teachers will communicate social and emotional learning practices through various modalities in a culturally responsive manner to families.
- School social workers, counselors, behavior specialists, and teachers will focus on relationships to ensure that the academic and the social-emotional development of students remains positive and responsive to the specific needs of students.
- School social workers, counselors, and behavior specialists will work in partnership with parents, teachers, and other identified stakeholders to ensure that emotional distress due to the COVID-19 health crisis is minimized.
- Classroom teachers will communicate any student concerns to the building administrator, school social workers, counselors, and behavior specialists.

**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 the Executive Order - or any executive order that follows it.**

District/PSA Response:

St. Clair County RESA is coordinating childcare for essential workers at the county level. They have identified existing child care centers with openings and are filling those openings first. In the event additional childcare is required, St. Clair County RESA will be working with Port Huron Area Schools and East China School District to open child care centers which are in close proximity to our local hospitals. The Marysville Public Schools District fully supports the efforts of St. Clair County RESA to mobilize disaster relief child care centers as described in [EO #2020-16](#) or any executive order that follows it.

Optional Questions:

**15. Does the District Plan to adopt a balanced calendar instructional program for the remainder of the school year? Does the District Plan to adopt a balanced calendar instructional program for the 2020-21 academic year?**

District/PSA Response:

The Marysville Public Schools District chooses NOT to adopt a balanced calendar instructional program for the remainder of the 2019-20 or 2020-21 academic years.

Name of District Leader Submitting Application: Dr. Shawn K. Wightman, SUPERINTENDENT

Date Approved: Thursday, April 16, 2020 (10:33 AM)

Name of ISD Superintendent/Authorizer Designee: Dr. Kevin Miller, SUPERINTENDENT

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website:

<https://www.marysville.k12.mi.us/>