

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: 4/9/2020

Name of District: Van Buren Intermediate School District

Address of District: 490 S. Paw Paw St., Lawrence, MI 49064

District Code Number:08000

Email Address of the District: jmills@vbisd.org

Name of Intermediate School District: Van Buren Intermediate School District

Name of Authorizing Body (if applicable): NA

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 10, 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: 4/9/2020

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District Code Number:08000

Email Address of the District: jmills@vbid.org

Name of Intermediate School District: Van Buren Intermediate School District

Name of Authorizing Body (if applicable): NA

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 district plans to use a hybrid model of instruction using hard copy instructional packets, phone calls, email

and online learning platforms. VBISD realizes that efforts to create equal online learning access to all is an impossible feat to achieve given dead zones in our county and the lack of devices for many families; however, in an effort to bridge this digital divide, VBISD will be exploring efforts to reach out to as many students as possible that can benefit from this mode of instruction. Students without internet access will have access to instructional materials through instructional packets and other tangible instructional materials appropriate to low incidence populations of students with disabilities.

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

District/ PSA Response:

Teachers will be expected to make contact with every student at least one time during the week. This may be done through the use of technology (for those that have access) such as Google Hangout, Google Classroom or other forms of virtual meeting or through weekly phone calls. If students do not have access to technology, teachers will include notes to students in their instructional packet or phone calls to provide options for building relationships and maintaining connections.

An Individual Contingency Learning Plan (ICLP) will be developed for any student whose 504 Plan, IEP or IFSP cannot be delivered as written during this time. ICLPs are aligned to the student's existing plan (504 Plan, IEP or IFSP) and designed to go above and beyond the learning activities made universally available to all students enrolled in our programs.

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 delivered to student homes.

For students with technology, content will be delivered through various online platforms, email, and other social media sites (Facebook, Remind, etc.) or with instructional packets. Teachers will be accessible for both synchronous and asynchronous instruction based on student/program need.

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

District/ PSA Response:

Student progress will be monitored through weekly communication (e.g., email, phone call, office hours, etc.) with the service provider(s). For students with technology, teachers may monitor student access and assignment completion on a continual basis.

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:

VBISD is unable to provide an approximate budget at this time until we can perform a comprehensive needs assessment. Absent approximately expenditures, budget will likely include: Purchase of learning supplies, printing costs (paper and machine copy cost), mailing costs (envelopes, postage), personnel time for printing, preparing and delivering, fuel cost- mileage, professional learning for staff, additional technology support, cost of online instructional platform and any related software/websites if applicable, hardware such as hotspots.

Sources: CTE funds, GSRP, Special Education, 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:

Stakeholders were involved in the initial development of the plan. Building administrators are in constant communication with teachers and providers for input. VBISD administration has and will continue to collaborate with unions (VBCEA/VBIEA and VBIESPA). VBISD directors collaborated in the planning of LEA continuity of learning plans to provide insight and support to their work.

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 email, letters, School Messenger, and phone calls to each family. Efforts will be made to provide communication in the primary language spoken in the home. The plan will also be posted to the district website and other social media platforms as well.

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.

District/ PSA Response:

VBISD Programs plan to implement the Plan no later than April 22.

9. Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act of 160 of 1996, as amended, MCL 388.511 to 388.524 and Career and Technical Preparation Act, Public Act 258 PA 2000, as amended, MCL 388.1901 to 388.1913 in completing the courses during the 2019 -2020 school year.

District/ PSA Response:

For our students in dual enrollment courses we will be working with the provider to determine next steps. We will ensure that the students have the appropriate materials and support to complete those courses.

For students in CTE programs we will work with the ISD CTE Director as well as state level CTE directives to ensure our students have the ability to complete these courses. When needed, the district will ensure the student has the necessary resources.

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

District/ PSA Response:

Food distribution has been occurring since the school closure began. VBISD pupils may access food distribution through VBISD, their resident school district or any other school district in the county. This will continue throughout the remainder of the year. A school messenger message was shared with all enrolled pupils regarding this process at the start of the school closure. Information regarding resident district food distribution is posted on VBISD's website, our social media feeds, and shared with instructional staff (so they may reinforce this with families).

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:

VBISD and our education associations have agreed that all employees will continue to receive their regular compensation for the remainder of the 2019-2020 school year with the understanding that staff expectations will shift to meet the needs of remote learning and may include: student outreach, material development, material and meal delivery, etc.

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

District/ PSA Response:

VBISD staff are using contact logs, evidence of completed work, attendance in virtual lessons and participation during lessons.

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

District/ PSA Response:

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

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 - or any executive order that follow it.

District/ PSA Response:

VBISD General Education Early Childhood Department is collaborating with local agencies and school districts to assist in the coordination of disaster relief child care centers.

Optional question:

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 - school year?

District/ PSA Response:

VBISD is exploring the possibility of an early start for the 2020-21 school year. This decision will be made in collaboration with our local districts.

Name of District Leader Submitting Application: Cheryl-Marie A. Manson, Director of Instructional Services

Date Approved:

Name of ISD Superintendent/Authorizer Designee: Jeff Mills, Superintendent

Date Submitted to Superintendent and State Treasurer: 4/9/20

Confirmation approved Plan is posted on District/PSA website: