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: April 8, 2020

Name of District: Comstock Park Public Schools

Address of District: 101 School St. NE, Comstock Park, MI 49321

District Code Number: 41080

Email Address of the District: dwashburn@cppschools.com

Name of Intermediate School District: Kent ISD

Name of Authorizing Body (if applicable):

This Assurance document needs to be returned to your Intermediate School District or, for Public School Academies, your Authorizing Body with your Continuity of Learning Plan and Budget Outline beginning April 8, 2020 to indicate that the District will adopt a plan to ensure continuous learning for all students through the remainder of the 2019-2020 school year.

Districts should submit a single district plan that relates to all of their schools.

The applicant hereby provides assurance it will follow the requirements for a Plan for the remainder of the 2019-2020 school year:

1. Applicant assures that all student learning will take place under the direction of a teacher of record for each student enrolled in the district.
2. Applicant assures that it will continue to pay school employees during the balance of the 2019-2020 school year under the same terms and conditions established prior to the school closure order period.
3. Applicant assures that the Plan was developed in collaboration with district administrators, school board members, teachers, and local bargaining units.
4. Applicant assures that food distribution has been arranged for or provided for eligible students.
5. Applicant assures coordination between applicant and Intermediate School District in which the District/PSA is located to mobilize disaster relief child care centers.
6. Applicant assures that to the extent practicable the District/PSA will in good faith provide students with IEPs/Section 504 Plans the opportunity to participate in learning consistent with existing plans.
7. Applicant assures that Continuity of Learning and COVID-19 Response Plan, Assurance Document, and Budget Outline will be posted immediately following approval to the District's/PSA's website.

Continuity of Learning and COVID-19 Response Plan ("Plan")

The goal of a Continuity of Learning Plan and COVID-19 Response Plan is to ensure that each District or Public School Academy is providing, to the best of its ability, each student with alternative modes of instruction to help them stay on pace in their learning. This application recognizes that there is no "one-size-fits-all" solution; multiple means of engaging students and supporting families may be necessary that may vary by grade level, school building, or student population served.

For the purposes of the Plan, "district" refers to school districts and public school academies.

Date Submitted: April 8, 2020

Name of District: Comstock Park Public Schools

Address of District: 101 School St. NE, Comstock Park, MI 49321

District Code Number: 41080

Email Address of the District Superintendent: dwashburn@cppschools.com

Name of Intermediate School District: Kent ISD

Name of Authorizing Body (if applicable):

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.

Elementary - Given the lack of technology for our students, our district is focused on hard copy instructional materials. Students will have the opportunity to receive grade-level instructional packets. Parents will receive the basic supplies for their students including pencils, paper, and crayons. This will be given to them during the pick up of their belongings and instructional packets. All students will receive a variety of resources to assist with the completion of the instructional materials along with teacher support via phone calls, zoom meetings, Google Classroom, etc. Students receiving special education who require technology to implement their Distance Learning Plan will be provided with a computer if needed.

Secondary - The district plans to use a hybrid model of instruction using hard copy instructional packets (for those that do not have access to technology) and online learning platforms. For those students that have internet access, but don't have a device, devices will be made available. Students without internet access will have access to instructional materials through an instructional packet. All students will need access to materials such as paper, pencils, etc., which will be made available to families that don't have them. All students will have access to grade-level/course resources as needed to complete their work. Students receiving special education who require technology to implement their Distance Learning Plan will be provided with a computer 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.

Elementary - Teachers will attempt 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 GoogleHangout or other forms of virtual meeting. For those without access to technology this will be done through weekly phone calls. Our Staff will continue reaching out through FaceBook, Google Classroom, DOJO, Zoom, etc. for engagement with classes, small groups or individual students. Comstock Park Public Schools will enhance communication through the district website and Facebook pages.

Secondary - Teachers will attempt 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 Assignments on Google Classroom, Google Hangout or other form of virtual meeting or through emails or possible phone calls. For students with technology access teachers will also make sure to communicate multiple times each week through the instructional platform (Google Classroom, SeeSaw, Email, etc), with an emphasis on continuing to build relationships and maintain connections. Packets will include teacher contact information and instructions on how to gain support and assistance from staff. If students do not have access to technology, teachers will include weekly pacing guides to students in their instructional packet which focus on

building relationships and maintaining connections. We will encourage relationships between students through spirit weeks and other student centered activities. Comstock Park Public Schools will enhance communication through the district website and Facebook pages.

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

Elementary - The main mode of delivery will be through hard copy instructional packets. This will be supplemented with phone conferencing and through virtual meeting spaces for students that have access. These packets will be developed with each grade level in mind, allowing for differentiation of work as necessary for students needing it. All students will receive a variety of resources to assist with the completion of the instructional materials along with teacher support via phone calls, zoom meetings, etc. Instructional packets will be distributed to students during the designated times. Special arrangements will be made if students aren't able to pick up at designated times. Any materials identified within individualized Distance Learning Plans for special education students, arrangements will be made for the delivery of instructional packets as needed.

Secondary - 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 as needed. The instructional packets will be available outside of classrooms located on tables outside of each classroom on designated dates and times. Devices will also be available for students who request and/or need access. Any materials identified within individualized Distance Learning Plans for special education students, arrangements will be made for the delivery of instructional packets as needed.

For students with technology content will be delivered through the online platform, email, and other social media sites (Facebook, Remind, etc.). Teachers will be accessible synchronous instruction multiple times per week and asychronous instruction through pre-made videos multiple times per week.

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

Elementary - Packets will be arranged to be delivered to those who are not able to pick up during the designated time. Teachers will review the learning packet and provide feedback to the student during their weekly phone call, virtual meeting, or email if access is available. Feedback from the teacher will include differentiated work as needed, along with examples to support student learning. An example of differentiation may be providing a student that is struggling with double-digit subtraction additional practice and several written examples with the steps. A phone call or other form of contact would also be used as a follow-up if needed. Students receiving special education and/or 504 supports have a case manager who collaborates with general education staff to support with accessibility of learning materials and monitor student learning as it relates to IEP goals. Student progress and participation will be monitored and documented

based on accuracy, completion, participation, grade level, and/or course at the teachers discretion.

Secondary - For students without technology access, teachers will review the learning materials and provide feedback to the student during their weekly phone call, virtual meeting, or email based on student communication. Feedback from the teacher will include differentiated work as needed, along with examples to support student learning. An example of this may be providing a student that is struggling with double-digit subtraction additional practice and several written examples with the steps. A phone call, email, or other platform may also be used as a follow-up if needed. Students receiving special education and/or 504 supports have a case manager who collaborates with general education staff to support with accessibility of learning materials and monitor student learning as it relates to IEP goals.

For students with technology, teachers will monitor student access and assignment completion on a regular basis within the instructional platform. Teachers will provide feedback to students on assignments through the instructional platform, parking lots for questions, and also student conferences and/or course google hangouts. Teachers will differentiate instruction within the platform to meet each student's needs. Student progress and participation will be monitored and documented based on accuracy, completion, participation, grade level, and/or course at the teachers discretion.

5. Please attach a budget outline estimating additional expenditures associated with the Plan and sources of revenue to pay for those expenditures.

Elementary/Secondary - Budget would include:

Purchase of learning supplies such as curriculum supplies, paper, pencils, crayons, etc. Printing costs (paper and machine copy cost) Mailing costs (envelopes, postage) Personnel time for printing, paying food service workers over spring break, preparing and delivering of food Fuel cost- mileage.

Approximate costs - $30,000

Sources - General funds, Title I, 31a, SE Funds

6. Please describe the manner in which district administrators, board members, teachers, and any representatives of teachers collaborated in development of the Plan.

Elementary/Secondary - All stakeholders were involved in the development of the plan. Building administrators met with their building teachers. Administrators then met with grade level/content area teams to address the needs of each grade or content area. Administrators

regularly informed and collaborated with parents. Building administrators brought this information back to district level administrators to collaborate. Before finalizing the plan feedback was sought from board members.

7. Please describe the methods the district will use to notify pupils and parents or guardians of the Plan.

Elementary/Secondary - The plan will be communicated through a letter to each family. The plan will also be dispersed through email to those that have access and posted to the district website and other social media platforms. To ensure that everyone is aware that the plan has been developed and released, a phone call message will be sent to all parents by the district.

8. Please provide an estimate of the date on which the district will begin implementation of the Plan, which must be no later than April 28, 2008.

Elementary - Packets and materials delivered/picked up the week of April 20th with implementation of the plan to begin that week.

Secondary - Instructional materials will be made available the week of April 20th with implementation of the plan to begin that week.

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.

Secondary - 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. The students will be given the option to convert their grade to credit or no-credit.

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.

Food will be distributed to any students twice per week via delivery or pick up on location. The food distribution will cover all breakfast and lunch for 7 days. Families are able to sign up via a

survey and continue to sign up as needed. Food will continue for the remainder of the school year.

Information can be found on the district website including the survey link, locations and times of meal distribution.

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.

Comstock Park Support Staff Personnel will continue to be paid throughout the COVID-19 closure period. These staff members will be redeployed to be utilized in a variety of manners to meet the needs of our students. Support staff members may be engaged in, but not limited to, the following tasks: copying and assembly of materials, phone calls to parents, translations, interpreting or other tasks assigned as needed by administrators.

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

Elementary - Teachers will attempt to keep track of which students are completing the instructional packets and log all communication with students and parents. Inconsistent completion and/or communication with a parent or student, will be raised to the principal or mental health liaison to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections if needed (DHHS, Behavioral Health, etc.). Documentation of special education supports and student engagement will be maintained by case managers and/or a special education provider(s).

Secondary - If a student does not have access to technology, students will pick up instructional packets and provide contact information. Teachers will provide feedback and opportunities to support students. Teachers will provide contact information and phone access to virtual meetings and/or other forms of communication. If a student has access to technology, teachers will use the instructional platform to monitor student wellness, engagement, and completion of assignments. Inconsistent completion and/or communication with a parent or student will be raised to the principal or counselor level to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections (DHHS, Behavioral Health, etc.). Documentation of special education supports and student engagement will be maintained by case managers and/or a special education provider(s).

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.

Elementary - The district will survey all parents on a weekly basis to determine their current mental health needs. Based on those results the staff (31n, SSW, counselor, school psychologist, principal, etc.) will reach out to individual students and families to determine what they may need. The staff will help connect the family to outside agencies to help meet their needs. If a need is presented, the teacher will elevate that need to the principal to make the necessary

follow-up. Teachers will make the principal aware on a weekly basis any additional information on students or families in need.

Ongoing, we will connect families with additional resources in the county via district website.

Secondary - The district will survey all parents on a weekly basis to determine their current mental health needs. Based on those results the staff (31n, SSW, counselor, school psychologist, principal, etc.) will reach out to individual students and families to determine what they may need. Mental health resources have previously been provided and continued to be communicated through multiple avenues including facebook, school messenger, and school counselor emails/contact. Teachers will assess the needs of students and families as concerns arise. If a need is presented the teacher will elevate that need to the principal and counselor to make the necessary follow-up. The principal will hold weekly meetings with teachers to identify any additional students or families in need.

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.

Currently, Kent ISD Early Childhood is working to navigate essential worker families to childcare programs around the county. Comstock Park has not needed to open its own classrooms to support this effort, however they are ready if the need presents itself. Families are encouraged to go to https://www.successstartsearly.org/help-me-grow/ and complete the Essential Industry Child Care form. Families will be contacted within one business day with childcare centers and home providers who have open spaces that are located near their home or place of employment. Early Childhood Directors/Principals have been sent his information. Communications have also come from ECIC (Early Childhood Investment Corporation) navigating families to the centralized site https://www.helpmegrow-mi.org/ where families can complete a form that will be sent to the ISD or they can click on the county they reside.

Optional question:

15. Does the District plan to adopt a balanced calendar instructional program for the remainder of the 2019-2020 school year? Does the District plan to adopt a balanced calendar instructional program for the 2020-2021 school year?

    Not at this time.

Name of District Leader Submitting Application:

David Washburn, Superintendent

Date Approved: April 9, 2020

Name of ISD Superintendent/Authorizer Designee: Ron Caniff, KISD Superintendent

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website: www.cppschools.com