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:

Name of District: Barry ISD Special Education

Address of District: 535 W. Woodlawn Ave., Hastings, MI 49058

District Code Number: 08881

Email Address of the District: dweeks@barryisd.org


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:

Name of District: Barry ISD Special Education

Address of District: 535 W. Woodlawn Ave., Hastings, MI 49058

District Code Number: 08881

Email Address of the District Superintendent: rfranklin@barryisd.org


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, slide shows, 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 Barry ISD plan will include a combination of electronic instruction and paper packets of materials. The families who choose electronic instruction only have devices and internet connection available to them. All students who do not have devices and internet available to them will receive paper packets and communicate with teachers and ancillary staff by telephone.

The ECSE classroom students will receive online resources as well as paper packets as preferred by the parents.

The Level IV Classroom students are center based program students. Each student's Contingency plan will be based on their IEP.

Early On will provide services using telecoaching and telephone contact. IFSPs and will be followed as closely as is practicable during this time.

Students will not be penalized for their inability to participate fully.

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:

A. The district is creating a webpage to communicate and provide resources to families.

B. Teachers are checking in weekly with their families and keeping a communication log.

C. Teachers have surveyed their families to inquire about preferred modes of communication and instruction.

D. Each student's IEP or IFSP and progress will be reviewed by the caseload manager and IEP team members to determine whether the IEP can be implemented fully at this time or develop priorities for the Contingency Learning Plan.

E. The Contingency Learning Plan will be written in consultation with the family to determine the highest priority essential skills for the student and families at this time.

F. Teachers will reach out to families and students on a regular basis to assist with meeting their needs.

G. Food drop off locations will continue to be communicated for those families that qualify.
3. Please describe the district’s plans to deliver content in multiple ways so that all pupils can access learning.

District/ PSA Response:

ECSE and Level 4 classrooms will use:

Paper packets

Online learning

Combinations of both paper packets and online learning

Telephone communication

Early On will use telecoaching and phone conversations to provide services to meet each family's needs.

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

District/ PSA Response:

Families receiving paper packets will receive addressed stamped envelopes to return packets to the teacher. Packets can also be dropped off at the Barry ISD office.

Online or telephone coaching sessions with the student or family in order to document progress.

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: See Attached

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: Collaboration and feedback was sought from administrators, teachers and service providers within the context of the collective bargaining agreement, and board of education members.

7. Please describe the methods the district will use to notify pupils and parents or guardians of the Plan.
District/ PSA Response:

Emails will be sent to parents.

A letter will be sent to all student households.

The plan will be published on the district’s website and Facebook page.

Local print and radio mass media may be used in publishing the plan and its implementation.

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.

   District/ PSA Response: Staff will begin implementation 4/13/2020, with student implementation 4/22/2020.


   District/ PSA Response: We have no students that participate in these programs.

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

   District/ PSA Response:

   The Local Districts and the YMCA of Barry County are providing the continuation of food distribution. We will continue to communicate this information. We do not operate our own food service and contract for food services of Hastings Area Schools. We will make information available regarding community food assistance, including assistance from United Way of Barry County.

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:

   Barry ISD will continue to pay all school employees while redeploying staff as appropriate for the remainder of the school year.

12. Describe how the district will evaluate the participation of pupils in the Plan.
District/ PSA Response: Families will be communicated with at least once a week unless they ask for less communication, utilizing email, telephone, text, and/or feedback documents within the district’s Google Suite, Facebook, or website.

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:

Teachers will communicate with families inquiring about supports needed including mental health supports. If necessary School Social Workers may be asked to talk with families in need of mental health support. Referrals will be made to Barry County Community Mental Health Authority and Pine Rest. Families may also be referred to staff working in the constituent districts being paid with monies from Section 31n(6) of the State School Aid Act.

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: n.a. (We are the ISD and will continue to work with Child Care Resources in the coordination of Disaster Relief Childcare.)

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:

We do not have any plans to do so at this time. We follow the Hastings Area School Calendar.

Name of District Leader Submitting Application: Dawn L. Weeks
Date Approved: 04/13/2020

Name of ISD Superintendent/Authorizer Designee: Richard P. Franklin, Supt.

Signature:

Date Submitted to Superintendent and State Treasurer: 04/13/2020

Confirmation approved Plan is posted on District/PSA website: RF 04/13/2020
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Total Budget                                      $21,550.00