



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”)

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 9, 2020

Name of District: Allendale Public Schools

Address of District: 10505 Learning Lane, Allendale, MI 49401

District Code Number: 70040

Email Address of the District Superintendent: cooper@apsfalcons.net

Name of Intermediate School District: Ottawa Intermediate School District

Name of Authorizing Body (if applicable):

In accordance with Executive Order 2020-35, a Plan must include all of the following parts:

1. A description of the methods a 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 meaningfully access the alternative modes of instruction included in the Plan. If the Plan relies on electronic instruction, the Plan must ensure to the extent feasible that pupils have access to a connected device capable of accessing the electronic instruction and must not penalize a pupil for the pupil's inability to fully participate.

“Alternative modes of instruction” means modes of pupil instruction, other than in-person instruction, that may include, without limitation, partnerships with other districts or intermediate districts or community colleges or institutions of higher education, use of vendors, use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a hybrid of multiple modes of learning that still promote recommended practices for social distancing to mitigate the spread of COVID-CD.

District/PSA Response:

On March 13, we sent students home with review materials (instructional packets and books for Young Fives-5th grades and online resources for 6th-12th grades) for supplemental learning. This was important to provide information on the last day we would see students before the initial school closure took effect.

Starting on March 30, for Young Fives-3rd grade students, our district uses hard copy instructional materials. Students receive biweekly, grade-level instructional packets. Instructional packets are scanned and emailed to families, available on the school websites, and also available to be picked up in our school vestibules (only when out for essentials) and at our weekly food pick up locations.

Starting on March 30, for 4th-5th grade students, our district uses a hybrid model of instruction, using hard copy instructional packets or online learning platforms. Students without internet access (or by parent choice) have access to instructional materials through a biweekly instructional packet. Instructional packets are scanned and emailed to families and also either delivered to a home or mailed. For those students that have internet access, but do not have a device, district-issued Chromebooks are made available. If students do not have internet, staff members work with families to gain available access through providers ([Local ISP List](#)). Students are also able to get technology support from district staff if there are any issues with their Chromebooks.

Starting on March 30, for 6th-12th grade students, our district uses a technology-based platform for remote learning. All students have a district-issued Chromebook. If students do not have internet, staff members work with families to gain available access through providers ([Local ISP List](#)). Students are also able to get technology support from district staff if there are any issues with the Chromebooks. For any students and parents who request hard copy instructional packets, staff work with them to print and access the materials they need.

2. A description of the methods a 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:

We immediately spent the first two weeks (March 16-27) focused on connecting with families and students, continuing the relationships, and supporting their needs. There was a big outreach from all staff to ensure that families were safe, knew how to access the food locations, and had internet access, if needed. This was done through the use of technology, for those that have internet access, such as e-mail, Class Dojo, Google Meet, Zoom, Google Classroom, Moodle, or other forms of virtual connection. For those without access to technology, this was done through phone calls.

Starting on March 30, teachers make contact with every student at least one time during each week. This is done through the use of technology, for those that have internet access, such as e-mail, Class Dojo, Google Meet, Zoom, Google Classroom, Moodle, or other forms of virtual meetings. For those without access to technology, this is done through weekly phone calls. Many teachers have “office hours” throughout the week so students and families can make direct contact when support is needed.

After the first week of remote learning (March 30-April 3), students who did not respond to teachers were contacted via phone by administrators and support staff. We will continue this follow up and outreach (which may include home visits, if no contact is made) throughout the rest of the school year.

Principals send videos and/or e-mails to students and families weekly to keep them updated on what is happening. Students and families are asked for feedback on how things are going and if they need any support. This is particularly important for our 12th grade seniors who have many questions about the situation and are looking for updates several times per week.

All support staff are continually reaching out to students and families, providing additional social-emotional support. This includes postcards being mailed home to elementary students several

times over the next few months. This outreach also provides assistance to teachers who may discover that a student or family needs more attention.

3. A description of plans to deliver content in multiple ways so that all pupils can access learning.

District/PSA Response:

For students without technology (or by parent choice), the main mode of instructional delivery is hard copy instructional packets. This will be supplemented with phone calls, as needed, to support instruction. Instructional packets are scanned and emailed to families, available on the school websites, and also available to be picked up in our school vestibules (only when out for essentials) and at our weekly food pick up locations.

For students with technology, the main mode of instructional delivery is an online platform (Class Dojo, Google Classroom, Moodle, etc.). Teachers are accessible multiple times per week through phone, e-mail, Class Dojo, Google Meet/Zoom/etc., and/or through pre-recorded videos.

Many teachers have “office hours” throughout the week so students and families can make direct contact (phone, e-mail, virtual) when support is needed.

All special education staff are in weekly contact with families, either by phone, email, or virtual meeting. Special education teachers have access to every assignment and test/quiz that is assigned in general education. This allows for individualized accommodations and modifications to be made for students, which depending on level of need, may be an alternate assignment.

Based upon existing resources, technology, training, and curriculum, as well as the circumstances presented by any state of emergency or state of disaster, we are providing equal access to alternative modes of instruction to students with disabilities from preschool through 12th grade via a Contingency Learning Plan or an IEP for the remainder of the 2019-2020 school year. This includes the provision of auxiliary services to Non-Public Schools within the district.

In addition, we are in compliance with guidance from the United States Department of Education, including its Office of Civil Rights and Office of Special Education and Rehabilitative Services, and the Department concerning the delivery of alternative modes of instruction to students with disabilities in light of the impact of COVID-19.

We will make individualized determinations whether and to what extent compensatory services may be needed for pupils after the school closure period prompted by the COVID-19 state of emergency and/or state of disaster ends.

Great Start Readiness Preschool students are included in this Continuity of Learning Plan. Alternative modes of instruction will be delivered, while incorporating principles of developmentally appropriate practices for preschoolers. The learning of the preschoolers is monitored in collaboration with the parent, as young children are reliant on adult support to be successful learners. This means that teachers work not only with the children, but also coach/support the family in how to promote learning at home. A requirement from MDE outlines that each GSRP program must complete two parent teacher conferences in the 2019-2020

school year, and as a district, we will support meeting this requirement. Finally, as children complete GSRP programs, we will support the transition to Kindergarten.

4. A description of plans to manage and monitor learning by pupils.

District/PSA Response:

For students without technology, we expect the learning work (instructional packets) to be returned by parents, periodically (only when out for essentials) with each new, two-week learning packet. Teachers review student work and assess which standards and skills will need additional attention. Student feedback happens during a weekly phone call, virtual meeting, and/or email, if access is available.

For students with technology, teachers monitor student access and assignment completion on a daily and weekly basis within Google Classroom, Moodle, or another instructional platform. Teachers provide feedback to students on assignments and assessments through the instructional platform as they are completed (or on a daily basis). Teachers differentiate instruction within the platform to meet each student's needs. Feedback is also provided in the form of phone conversations, as needed.

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

District/PSA Response:

Budget will include (estimated):

Postcards (printing and postage) - \$1,340.00
K-5 Packets (printing, 6 biweekly increments) - \$15,000.00
Technology Needs (Chromebook repair, replacements) - \$30,000.00

Funding Source:

General Fund

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

District/PSA Response:

All stakeholders were involved in the collaborative development of the plan. Building principals met with department and grade level chairs to describe the plan. Department and grade level chairs worked with colleagues to develop the plan and set a schedule for continual, collaborative planning, including creation of the biweekly instructional packets.

We used these guiding questions for our work:

1. In what ways are we taking care of our students and our families?
2. In what ways are we making contact with each student? each family?
3. In what ways are we collaborating with our grade level/course teams to share thinking and create resources?

4. What are the essentials for students to learn or explore today, by the end of the week, or continuing beyond a specific amount of time?
5. How is content organized to ensure understanding and accessibility?
6. In what ways are we checking for student understanding of learning?
7. What are our plans for students who do not have access to technology?

District administrators provided feedback and support for the plan. Teachers and administrators collaborated on daily lesson suggestions and time on task per day. We also decided that one assessment per week serves as the progress monitoring tool. All steps of the plan were communicated to and collaborated on with the Allendale Education Association. Board members were informed of the plan and provided an opportunity to give feedback.

Staff Communication from Superintendent:

[March 13, 2020](#)

[March 19, 2020](#)

[March 24, 2020](#)

[March 25, 2020](#)

[March 29, 2020](#)

Staff continually share ideas with each other regarding how to teach students using our remote learning plan. The ideas and suggestions from staff include Google Classroom, Moodle, Zoom, document cameras, instructional videos, etc. Teachers are also sharing ways to use Infinite Campus for communication. Staff are even communicating to ensure that they are aligned in their approaches for time when work is posted for students, grading/feedback, communication methods, and feedback. The collaboration and support has been well received and appreciated. Each building has weekly (or biweekly) staff meetings via Zoom in order to keep teachers connected and informed.

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

District/PSA Response:

We have communicated with families and students throughout the past few weeks, and we plan to continue that until the end of the school year. We communicate with families and students through e-mails and phone calls/messages via Infinite Campus. We also post all communication on the district website and other social media platforms (Facebook, Twitter) as well.

Family Communication from Superintendent

[March 13, 2020](#)

[March 19, 2020](#)

[March 29, 2020](#)

[April 2, 2020](#)

Allendale High School - Student, Staff, and Parent Communication

- Letter - [Remote Learning - COVID-19 - 3 29 2020](#)
- Letter- [AHS COVID-19 Update 3 18 2020](#)
- Letter - [COVID-19 AHS Update](#)
- Letter - [COVID-19: week 1 updates -Mar 20, 2020](#)
- Letter - [Results from the AHS student Q 7& A Survey and Zoom meeting](#)
- Student question Survey, 3/24 - [Results: AHS student Zoom RSVP & survey](#)

- FAQs from AHS students - [FAQ COVID-19 School Shutdown](#)
- Video - [AHS Shutdown Update 04 04 2020](#)
- Video - [Remote Learning COVID-19 3 30 2020](#)
- Video - [We miss our students](#)
- Video - [COVID-19 to students 3/21/2020](#)

Allendale Middle School

[Link to Parent Communication](#)

Special Education

[Link to Parent Communication](#)

8. A best 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:

Preparation began on March 13, 2020, the day after Governor Whitmer announced the closure of schools. On March 16, 2020, we began our plan with students and families, focused on relationships, supports, and supplemental learning. On March 30, 2020, we begin remote learning of new standards and concepts.

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

District/PSA Response:

Students in OAISD dual enrollment/early college programs have the opportunity to complete programming through the post-secondary provider. We ensure that participants have the access to appropriate resources and continued support to complete the courses. High school counselors work closely with students in this situation.

Students attending the Careerline Tech Center have a variety of remote learning opportunities to complete the CTE courses. Careerline works with us to ensure that our students have the appropriate resources and continued support in order to continue learning during this crisis. High school counselors work closely with students in this situation.

10. Provide or arrange for continuation of food distribution to eligible pupils.

District/PSA Response:

Every Tuesday, starting on March 17, we distribute food to families in our community. Meal kits are available for any child 18 or younger. There is no cost, and children do not need to qualify for the Free/Reduced Lunch program.

[March Information](#)

[April Information](#)

Principals, teachers, and support staff are continually reaching out to families and asking if they need any support. This includes sharing information about our food distribution schedule and locations.

11. 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:

We will pay school employees for the remainder of the school year. For support staff, building principals are arranging for support staff to provide social-emotional support (postcards, phone calls, e-mails) and student follow-up (phone calls, e-mails). Because we cannot reasonably, nor safely, redeploy our part-time custodial employees, we are placing them on temporary unpaid leave. We hope to have them actively employed starting as soon as the Stay Home order is lifted. For our Spring Schedule "B" positions, we have already negotiated a partial payment to coaches for the time the employees worked prior to the school shutdown. This is in alignment with how we would have handled this in other seasons where we may not have had enough athletes to field a team.

12. Provide for evaluation of participation in the Plan by pupils.

District/PSA Response:

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

If a student has access to technology, teachers use the instructional platform (Google Classroom, Moodle, etc.) to monitor student wellness, engagement, and completion of assignments. They are also keeping a log of communication with students and families.

Inconsistent completion of student work and/or communication with a student and/or parent will be raised to the principal or counselor/social worker to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections.

13. Provide mental health supports to pupils affected by a state of emergency or state of disaster prompted by COVID-19.

District/PSA Response:

While teachers work with students, they monitor and assess the needs of students and families. If a need is presented, the teacher will elevate that need to the principal or counselor/social worker to make the necessary follow-up. Principals also hold weekly Zoom staff meetings to identify any additional students or families in need. In addition, school psychologists and our district behavior coach contact difficult to reach families, providing additional support and guidance around unmet basic or mental health needs

In addition, the district Mental Health Committee communicates with families through a newsletter and on social media (Facebook, Twitter) (see [Spring 2020 newsletter](#)). This provides

families with information on tools and available support. It also gives contact information for the committee members if anyone is looking for additional support.

We will guide schools in implementing a multi-tiered system of mental health supports, and provide consistent messaging, appropriate staff training, crisis response protocols, and documentation systems for teachers and school staff. Our principals, district behavior coach, and Mental Health Committee members are helping us in these efforts.

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 follows it.

District/PSA Response:

We have not been asked to participate in child care. We do not run a daycare during the typical school year. We do run a before and after care program and are willing to support the ISD if asked.

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?

District/PSA Response:

No for 2019-2020.

No for 2020-2021.

Name of District Leader Submitting Application: Julia Reynolds

Date Approved: 4/9/2020

Name of ISD Superintendent/Authorizer Designee: Peter Haines

Date Submitted to Superintendent and State Treasurer: 4/9/2020

Confirmation approved Plan is posted on District/PSA website:

<https://www.allendale.k12.mi.us/district/financeandbudget/budgetandsalarycompensationtransparencyreporting/>