



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: 4/10/2020

Name of District: Martin Public Schools

Address of District: 1556 Chalmers, Martin, MI 49070

District Code Number: 03060

Email Address of the District: Brooke.BalleeStone@martinpublicschools.org

Name of Intermediate School District: Allegan AESA

Name of Authorizing Body (if applicable): N/A

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”)

For the purposes of the Plan, when responses say “district”, this refers to Martin Public School District.

Date Submitted: 4/10/2020

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Email Address of the District Superintendent: Brooke.BalleeStone@martinpublicschools.org

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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.

District/ PSA Response:

Martin Public School (MPS) will be implementing a combination of online (digital) and instructional packets for all students K-12. Due to MPS being a very rural community, not all of our families have the ability to access the internet where they live. Staff members have polled each and every student’s family to get concrete information on internet access as well as devices available in a household. Any student who does not have that access, but can receive access if provided, will be loaned a “hot-spot” and/or a Chromebook/Laptop to use during the school closure. Students will be given/offered “Alternative modes of instruction”. This means the 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. Teachers will make use of online texts, paper text and textbooks for instruction to meet the individual needs of every student. No stone will be left unturned in order to make sure both general

education students and special education students receive the learning that is tailored to the student's individual learning needs.

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 their students using virtual methods such as Zoom, Google Meet, Facebook, etc., (or regular phone), no less than once per week. This will need to be a two-way connection. For those students who have reliable internet access, teachers will also make multiple communications each week through the instructional platform, Google Classroom. The emphasis will be to continue to build and maintain relationships and to build and maintain connections throughout the remainder of the school year. We are also planning to continue trying to make our seniors the center of the remainder of the year through letters, Facebook posts, etc. Facebook is widely used throughout the district and we have done virtual scavenger hunts, school color days, tips and tricks to maintain sanity, etc. Our connection through Facebook is very strong as is our connection through our instant messenger.

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

District/ PSA Response:

Google Classroom is the platform all teachers will use to instruct, collaborate and communicate with students. We do have students who are without technology and internet, but we are supplying both devices and hotspots to all those in need and where they work. The online learning will be supplemented with phone, Zoom, Google Meet, Facebook connect, etc., so that students are able to actually "see" his/her teacher. There will be instructional packets available that may be obtained when picking up "grab-n-go" meals, and/or by delivery. If a student/family is unable to get one, I will hand deliver them one. No child will go without learning materials.

Teachers will be available through scheduled "office hours" for students in both synchronous and asynchronous methods. Some have already been doing YouTube videos for students to support learning since the closure. These will be made available on the Google Classroom learning platform.

Instructions for parents will be reiterated from the beginning of the year just to make sure all are able to get on our Parent Portal. This way, parents know what is going on and instructions will also be made available on the website as to how to access both the portal and the teacher. Video tutorials will be placed for parent access on the website in order to facilitate start-up and for troubleshooting.

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

District/ PSA Response:

For students without online access, their learning packets will be collected either when they come to get meals or by going to their homes to pick them up by designated staff. Teachers will review the work accomplished and provide timely feedback to the student during their phone calls, virtual meeting or by email. Feedback from the teacher may include additional written work given out the same way the following week. Teachers will also work to provide concrete examples to support their learning. For those with internet access, this may be in the form of a tutorial or a link to another website the district has access to in order to remediate or supplement instruction.

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:

Funding Source	Expenditure	Amount
Title and/or 31a and/or General Fund	Hot spots for wifi (200 @ \$100 each)	\$20,000.00
Title and/or 31a and/or General Fund	Internet Access: 200 @ \$30/month for 3 months	6,000.00
Title and/or 31a and/or General Fund	Printing costs: paper & copying	3,000.00
Title and/or 31a and/or General Fund	Zippered bags, pencils, binder clips, erasers, crayons	2,500.00
Title and/or 31a and/or General Fund	Disinfectant, hand sanitizer, Clorox sanitizing wipes, incidentals	1,000.00
Title and/or 31a and/or General Fund	Access point for outdoor parking lot wifi	2,500.00
	TOTAL:	\$35,000.00

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:

All of our collaboration was done virtually or by sharing documents in Office 365 or Google Suite. Both ZOOM and Google Meet was used for Board Meetings, Board Committee Meetings, staff meetings and Administration Team meetings. Parents were involved through phone calls

home, surveys and Facebook posts/responses. We had to take a lot into consideration due to being so rural and low income.

The administration team and the teacher's union representatives met initially. Grade level/content level teams then met in order to shore up which essential learnings the students would be working on and which ones had been mastered. This was then reported back to building administration and a timeline was developed. Board members who are parents were solicited for input along with other community members and families. This went back and forth and was then the final document was presented to the school board for their blessing (digitally).

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 mailed letter that will then be posted on the website for access when needed. We will also text our constituents as to looking for this and, if they do not receive it, we will send one to them via email. Facebook will be used to convey this message, too, because we have over 1200 followers. Lastly, we will follow up with a phone call via instant messenger so that everyone has been afforded multiple modes of communication in order to understand the plan.

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:

April 21, 2020.

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.

District/ PSA Response:

Students who are involved in Dual Enrollment courses will continue to do this virtually and the high school principal and counselor will be working with the providers to make sure students are receiving whatever is required to be successful. Students will then be given the option to have their grade converted to a credit/no-credit.

Our CTE students in 11th & 12th grades will be given the ability to complete their courses, but the hands-on portion will need to be accomplished on their own with instructions. We will be working with the AAESA-ACATEC (Career Center) and their director to ensure that our students have 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: Our food service program has been rotating staff members to contact, prepare, deliver and/or have families pick up breakfasts and lunches. When a family comes to pick them up, it is packed for 2 or more days at a time. A family member pulls up to the curb, a staff member appropriately donned in PPE, delivers the bag(s) to the curb, then steps away while the family member opens the door and collects the meals. When delivering, a specific timeframe is agreed upon and the bags are delivered to the stoop/front door by a staff member with appropriate PPE donned when the family member waves from a window. After staff member steps away, the family member opens the door to collect the bag(s).

If our numbers increase of those families who cannot get to the school to collect their meals, we may implement a bus delivery that will coincide with our instructional packet delivery.

We used the results of a 6-question survey put out on our website, through email/instant message and on Facebook along with personal phone calls from teachers to the parents of their individual students to ascertain how families were faring, if they were taking advantage of the grab-and-go breakfasts and lunches, whether or not they had reliable internet and how many devices they had use of at home. This also gave us a better idea as to who else needed food and/or other DHHS services. Our food services director has made numerous calls to families she knows could use the support as we have a small community and everyone knows each other.

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:

We may be utilizing support staff in a different manner by having them assist in making packets for dispersing to students who are not able to get internet access even with a hot-spot. They may also be following up[with phone calls or other contacts just to find out how the students and families are doing. They may also be helping to deliver/pick up the packets and scan them to individual teachers when completed. All certified staff will be paid their teaching, social work, counseling and/or extra duty pay in entirety except for spring coaches, who will be getting 50% of their spring sports pay.

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

District/ PSA Response:

For students without internet access, teachers will be responsible for keeping track of who is and is not completing and turning in instructional packets. Completed packets will be scanned weekly or bi-weekly to the teacher of record by support staff. Weekly communications will be monitored and logged by teachers to both parents and students.

If a student has access to technology, teachers will use the Google Classroom platform, or instant messenger, Remind, DoJo, Instagram, Facebook, etc., to monitor student assignment completion and student well-being/family well-being. Inconsistent completion of contacts or inappropriate logging of communications will be raised to the building principal, counselor or

social worker to plan to connect with the student and family. Additional support agencies may be contacted to make these connections, too, such as DHHS.

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 has already surveyed all families (parents/guardians) to inquire as to wellness, feelings of uncertainty, and well-being. Based on these results, we have been following up with phone calls by teachers, administrators and counselor to determine what, if anything, families may need. We are in the process of hiring a second social worker through 31n funds who will continue to touch base with families to give support and/or refer them to another agency if needed. Teachers and/or administrators making contact with families will be able to refer that family or family member for further follow-up/wellness call. It will be a kind of triage system so that those who exhibit the highest need get contacted first. We will utilize Telehealth with those families who have access to 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 2020-16 or any executive order that follow it.

District/ PSA Response:

We are not yet involved in this initiative, however, we are involved and have been established by the Red Cross as a disaster shelter should the need arise.

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:

No, we are not planning to adopt a balanced calendar for the 20/21 school year, however, we will be implementing a pre-Labor Day start as we did this year. A balanced calendar is something that we would like to establish down the road.

Name of District Leader Submitting Application: Brooke Ballee-Stone

Date Approved: April 13, 2020

Name of ISD Superintendent/Authorizer Designee: William Brown

Date Submitted to Superintendent and State Treasurer: April 13, 2020

Confirmation approved Plan is posted on District/PSA website: