



RIVER VALLEY SCHOOL DISTRICT

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 13, 2020**

Name of District: **River Valley School District**

Address of District: **15480 Three Oaks Road, Three Oaks MI 49128**

District Code Number: **11033**

Email Address of the District: **wkearney@rivervalleyschools.org**

Name of Intermediate School District: **Berrien RESA**

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 13, 2020**

Name of District: **River Valley School District**

Address of District: **15480 Three Oaks Road, Three Oaks MI 49128**

District Code Number: **11033**

Email Address of the District Superintendent: **wkearney@rivervalleyschools.org**

Name of Intermediate School District: **Berrien RESA**

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.

District/ PSA Response:

Each school building will utilize one or both of the alternative modes of instruction listed below:

- **Virtual Learning:** Online learning platforms such as Google Classroom and Schoology will continue to be utilized. Online resources such as Google Hangouts, Zoom meetings, Facebook pages and District website will be used; as well as programs such as IXL, USA Test Prep, Khan Academy, and Imagine.
- **Printed Learning Packets:** Printed learning materials will be delivered to student homes either by a staff member or by mail. Teachers will communicate regularly with students using either email or phone calls as a follow up with students.

A more detailed description of the alternative modes of instruction for each school building is listed below.

Chikaming Elementary (Grades PS-2)

Each grade level will put together weekly learning packets that students can complete at home. These packets include materials from our ELA (Journeys) and Math (Go Math) curricula. Practice and review materials will also be included. All families will be provided with printed copies of weekly lesson materials. The Special Education teacher will provide SEL materials (Zones) and other lessons for specific students on her caseload. The School Counselor will provide SEL lesson (Second Step) at-home activities appropriate to each grade level. The Reading teacher will provide materials that support classroom work and give families strategies that can be used with any nonfiction book and fiction book, as well as any other grade level information as needed. Art/PE will provide grade level materials to support continued work toward their goals in each subject area. Each grade level has created a Facebook group for staff to share resources, lesson videos, and other activities to give families ideas that incorporate learning into play. Special Education, Reading, PE and Art teachers are included in these groups as well as the Principal, School Counselor and Family Counselor. Each classroom will provide opportunities for students and families to connect with the teacher using Zoom weekly. Two times will be provided for families (school day and evening), in order to accommodate varied schedules. Special Education, Reading, PE and Art teachers are included in these online meetings as well as the Principal, School Counselor and Family Counselor.

Three Oaks Elementary (Grades 3-5)

Instructional staff in collaboration with teacher assistants will be using a combination of online resources/learning and packets of physical materials. Work packet materials will be created collaboratively by grade level partners and chosen materials emailed to the building principal no later than Friday at 8:00 am for distribution on the following Monday at meal pick-up sites, parent pick-up at school, or home delivery if necessary. The building principal will collect, print, and put together packets of work enough for 1 per pupil. If students do not have the necessary technology available at home, the school district will actively work to provide it for as many homes as is feasible for them to do so. All students will receive a packet of physical materials regardless if they have access to technology or not to ensure that enough learning materials are provided for students to maintain access to educational opportunities/resources. Both online and physical materials will be provided in the English language as well as the student's native language if they have been identified as an ELL student. Instructional staff will reach out and/or maintain contact with families through the same methods that have been used since the beginning of the academic year in order to set up and maintain online learning. The most common communication/learning platforms being used are traditional mail, email, telephone, Zoom, Google Classroom, Google Hangouts, MobyMax, Freckle, Prodigy, Khan Academy, Spelling City, and Think Central. The

District is providing communication to stakeholders through various social media outlets such as Facebook, Instagram, and Twitter as well as through School Messenger broadcasts.

Middle/High School (Grades 6-12)

The Middle High School will use a hybrid approach with the primary means of delivering materials being online. Utilizing platforms such as Schoology, Gmail, and Google Drive, students and families will have access to all of the posted materials from their teachers. The Middle High School has created a "Remote Learning Dashboard" which has been shared with families and the link is posted on our district webpage as a virtual "hub" for all courses offered at the MHS. Each teacher has a link for individual class periods, which brings the student directly to that class' Schoology page.

Students will communicate directly with teachers using Gmail, Schoology, phone calls, and video conferences. Teachers will use PowerPoint presentations, Flip Grid video lessons, online software such as IXL, USA Test Prep, Khan Academy...etc. Teachers will use Zoom video conferences to have online lectures and check in with their students by having virtual "office hours".

All families in need of a device for students to access online material have been issued a Chromebook device by the school. Students without internet at home have been identified and will have work packets mailed home to them. Each week, teachers will compile materials needed for the next week's instruction to be mailed in an envelope home to students. Students will complete the work and return the packets to the school in the postmarked return envelope, which is included in the packet. Teachers will review the completed work by collecting it at the MHS once it arrives in the mail.

We will also mail paper materials home for students with specific accommodations in an IEP or 504 plan. All materials mailed home will be consistent with what is posted online to the best of the individual teacher's ability.

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:

Chikaming:

All communication (online, hard copies, messages home, etc.) from Chikaming staff has a priority focus of maintaining strong relationships and supporting the social-emotional needs of all students. The School Counselor will consistently check in with families that are on his regular caseload, using email and/or phone calls in addition to participating in online class opportunities. Teachers and administrator will send birthday notes to students with birthdays during the closure and find other ways of celebrating with students and families.

Three Oaks:

Instructional staff will hold virtual classroom meetings at a minimum of once per week. This virtual meeting will be held at the beginning of the week in a check-in format in addition to providing directions and expectations for online learning/learning packets for the week. Teachers will also hold "office hours" for approximately one hour per week where they can be reached via email, virtual meeting, or telephone. Instructional staff and the building counselor will prioritize

virtual meeting time for social-emotional connections and deepening of relationships with students in order to maintain pre-existing social norms prior to the closure. Essential content areas of Reading, Writing, and Math will be prioritized with an emphasis on Science/Social Studies integration within core content areas. Any new content provided by the teacher will only occur with essential Math, Reading and Writing standards. All other content will be in line with previously taught skills with an emphasis on maintaining foundational and fundamental skills such as Oral Reading Fluency, Reading Comprehension, and essential Math skills. Art and PE teachers will continue to set goals for students in terms of physical fitness routines and creativity in order to engage students in unique challenges.

Middle/High School

The Middle/High School staff each have a period during the school day called “Pride Families” which serves as our student advocacy and accountability period. Each teacher has a roster of between 10-20 students that he/she is responsible for intentionally keeping track of grades and checking in with the student on a weekly basis. The intent of this period has always been to build strong relationships with our students. This process will continue throughout this COL plan in a similar way. Teachers will check in with their PRIDE family students on a regular basis to see how they are doing and what needs/concerns they might have. We are able to connect them with social and emotional supports through our social worker and school counselor as well as the family therapist employed by the school district. This process has contributed to the positive culture and strong individual relationships we have in the Middle/High School.

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

District/ PSA Response:

Chikaming

All families are provided hard copies of weekly lesson materials. All teachers will have personal contact with all families on a weekly basis. Any family that has been unable to connect through online resources will receive a phone call from the teacher. If a teacher is unable to reach families via online resources, emails or phone calls, they will send a letter through US mail to reach out, requesting families to contact the teacher.

Three Oaks

Content will be delivered in a hybrid format of online learning and printed learning packets. This will be done so that students can access learning opportunities in multiples ways or in the event that reliable technology is unavailable. The majority of learning taking place will involve previously taught skills which will enable students to access background knowledge in order to more adequately benefit from learning opportunities under the current circumstances.

Reinforcement of previously taught essential standards and instruction in essential standards not previously covered prior to the closure, will be a priority for instructional staff to teach; as these essential standards were identified as the foundational components necessary for students to successfully transition to the next grade level.

Middle/High School

A hybrid approach will be implemented with online learning being the primary mode of delivery. Printed learning materials will be mailed home for students without the ability to engage in online work.

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

District/ PSA Response:

Chikaming

Formative assessment will be ongoing as teachers interact with families each week. Students share work through online resources, email examples of work, and/or talk with teachers on the phone about their work. Teachers will work with struggling students via individual Zoom meetings or phone calls to provide interventions to students and strategies for parents to provide interventions in targeted areas. During the week of April 27th, all students will participate in the following assessments:

- AIMS reading will be done through Zoom and/or over the phone with students.
- Math will be assessed through Think Central assessments. Those families unable to access Think Central online will work with teachers with hard copies and over the phone to complete this assessment.
- Writing samples will be shared with teachers either online or in hard copy.

This data will provide teachers with a snapshot regarding student progress. It will be used as a means of knowing how to help students and families, but will not be used for long term high-stakes decisions due to the lack of reliability of any remote testing system. During the week of June 1st, all students will participate in end of year assessments:

- AIMS reading will be done through Zoom and/or over the phone with students.
- Math will be assessed through Think Central assessments. Those families unable to access Think Central online will work with teachers with hard copies and over the phone to complete this assessment.
- Writing samples will be shared with teachers either online or in hard copy.

Three Oaks

Instructional staff will observe student attendance and participation by monitoring online platforms in terms of work completion on those platforms as well as by checking in with families for completion of any physical materials. Families will be asked to email a photograph of completed packet work to their teacher in the event students are unable to access online platforms due to unreliable/no Internet access. Student attendance and participation will also be monitored during weekly virtual meetings between teachers and their classes. By utilizing virtually submitted work, teachers can view student minutes-logged on computer-adaptive learning tools. These work minutes can be automatically recorded by day and analyzed for improvements. Any students with the necessary technology access found to be not participating or communicating with the classroom teacher will be contacted by the building administrator.

Middle/High School

Instructional staff will monitor student learning by reviewing the completed and returned work as well as by checking on individual students during office hours. Students that are struggling with the learning will receive a follow up or check in communication from the teacher. The work will be assigned in weekly increments, generally speaking. The workload will be manageable for students to prevent overwhelming them with materials from six different teachers at the beginning of each week. This will also allow teachers to assess returned work in a manageable way since most of it will be coming back to them at the same time from all of their students.

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:

The District will have additional costs associated with the printing and postage for the learning packets. The District will pay for these additional costs through the general fund.

COVID-19 Extra-Expenses Projection

	Quick Key		
11E111 4120 00670 000 0000 0000	11051	Copy Machine	2,000.00
11E111 4120 04180 000 0000 0000	11052	Copy Machine	2,000.00
			\$ 4,000.00
11E241 3210 00670 000 0000 0000	11308	Travel - Local	500.00
11E241 3210 03740 000 0000 0000	11311	Travel - Local	500.00
11E241 3210 04180 000 0000 0000	11312	Travel - Local	500.00
11E241 3430 00670 000 0000 0000	11318	Postage	500.00
11E241 3430 03740 000 0000 0000	11321	Postage	1,000.00
11E241 3430 04180 000 0000 0000	11322	Postage	500.00
			\$ 3,500.00
11E284 3450 00000 000 0000 0000	11593	Software Licenses Repair/Maintenance student	4,140.00
11E284 4120 00000 000 0000 0000	11631	issued devices (estimate)	20,000.00
			\$ 24,140.00
Budgeted Increases:			\$ 31,640.00

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:

Multiple district-level administrative meetings, building faculty meetings, and grade-level collaboration meetings/PLC's were held weekly prior to and during the current school closure. Teaching staff, support staff, and building administration met collaboratively on multiple occasions via Zoom meetings to discuss the details of our COL plan. Once schools officially closed, the building leadership team reviewed the COL template provided by the state to align our planning with the requirements of the template. Once we had a tentative plan in place, the plan was reviewed with the full staff in another online meeting prior to submission to the Superintendent. The process was very collaborative and inclusive of staff. The plan was also share with Board members so they had an opportunity to provide feedback.

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 posted on our District website. The District social media pages will include posts that include links to the plan. A School Messenger broadcast will be sent to stakeholders explaining how they can access the District's COL plan. Administration will also post a video explaining the plan in plain language for students and parents. For those needing mailed items home, a copy of the plan will be mailed home to them.

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:

The district expects to implement this plan as of Monday April 13, 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:

Career Technical Education courses and dual enrollment courses will be continued in the same manner as the general education courses. However, the instruction and assessment of learning will be done online. We will rely on guidance for our College English course in partnership with Lake Michigan College which is a direct credit course.

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

District/ PSA Response:

The Food Service department began meal service to families on Monday March 16th and will continue through the end of the school year. Meals were delivered to families at the following locations: Sawyer Trinity Church, New Troy Community Center, Galien Township Library and Three Oaks Elementary. Meal bags were delivered Monday through Friday, and included lunch and breakfast for the next day. On Fridays, additional meals were provided for the weekend. Meals are provided free to all children 18 and under. On Monday March 23rd, two additional locations were added: Hidden Harbor Villas and Oakview Estates. Beginning on Monday March 30th, meal deliveries were reduced to Mondays and Fridays only. Monday meal bags include Monday lunch through Friday breakfast. Friday meal bags include Friday lunch through Monday breakfast.

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:

The District has continued to pay all school district employees since March 16th and will continue to pay all employees through the end of the school year. Hourly employees are paid for their scheduled hours and their scheduled days of work.

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

District/ PSA Response:

Chikaming

Teachers will maintain a record book including information on family communication and formative assessment information. Each week, teachers will contact every family, whether through online sources or over the phone.

Three Oaks

Instructional staff will monitor attendance and participation by students by taking attendance at weekly virtual meetings and monitoring completion of physical assignments when checking in with families. Staff will also monitor work completed and student minutes logged on digital platforms as those components are recorded automatically through the computer-adaptive learning programs.

Middle/High School

Participation will be evaluated based on the responses from students to the work provided. As students complete the work and return it to the teacher, online or by mail, the teacher will be able to evaluate how engaged his/her students are on an individual basis and as a whole.

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:

Chikaming

The school counselor is an active member in all online groups; and will provide check in emails/calls for all families on his caseload. The family counselor will reach out regularly to those families on her caseload to offer supports as needed. The principal is an active member in all online groups; and will check in with key families through weekly deliveries. The principal will provide check in emails/calls for at-risk families.

Three Oaks

Students and families will continue to have access to our counselors, social worker and family counselor. Students and families have also been provided contact information for various local organizations and mental health agencies if they are in need. Students will continue to maintain access to SEL resources through materials provided in physical work packets by the elementary school counselor. District mental health professionals will continue to reach out

to student and families via phone, email, and online platforms in order to maintain communication and relationships.

Middle/High School

Our Social Worker and Counselor will continue to “check-in” with students they previously met with regularly. We have posted a list of community resources on our webpage and both staff members will host “office hours” for any student in need. We will also communicate social and emotional resources and supports through our school newsletter as we have always done.

Additionally, we will send out some videos that will encourage students and support them socially and emotionally through Jostens “The Harbor” video series which we have used as character education in the past.

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:

The District will continue to support the efforts of the Berrien RESA to mobilize disaster relief child care centers by posting relevant information to the District website, as well as posting information on the District’s social media pages.

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:

At this time, the District does not plan to adopt a balanced calendar instructional program for the remainder of the 2019/20 school year, nor the 2020/21 school year. The District is planning to start the 2020/21 school year prior to Labor Day, on Monday August 31, 2020. In the event that the Stay Home and Social Distancing orders are lifted, the District is planning to hold summer school in July/August.

Name of District Leader Submitting Application: **Will Kearney**

Date Approved: **April 15, 2020**

Name of ISD Superintendent/Authorizer Designee: **Dr. Kevin Ivers**

Date Submitted to Superintendent and State Treasurer: **April 15, 2020**

Confirmation approved Plan is posted on District/PSA website: **April 17, 2020**

Executive Order 2020-35
District/School Continuity of Learning Plan
ISD/RESA Approval Guide
District: River Valley School District
Date Submitted: April 14, 2020

This document provides guidance to ISD/RESA Superintendents as they review and approve districts' Continuity of Learning Plans. The elements in the first column were taken directly from the Governor's Executive Order. The components in column two were taken directly from the elements in column one. Three important documents are linked below for your convenience. ✓

[Executive Order 2020-35](#)
[MAISA Memo to ISD Superintendents - 4/3/2020](#)
[Template for District Continuity of Learning Plan](#)

Executive Order Element	Required Components of Element
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.	<p><input type="checkbox"/> Plan describes alternative modes of instruction. Comments:</p> <p><input checked="" type="checkbox"/> Plan includes a summary of materials that each pupil and family will need to access the modes of instruction. Comments:</p> <p><input checked="" type="checkbox"/> When offering electronic instruction, the plan ensures pupils have access to a connected electronic device. Comments:</p> <p><input checked="" type="checkbox"/> Plan does not penalize a pupil for their inability to fully participate. Comments:</p>
Element #1 Approval	<input checked="" type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> No Evidence of this component Revisions Needed (if any):

Executive Order 2020-35

District/School Continuity of Learning Plan

ISD/RESA Approval Guide

Executive Order Element	Required Components of Element
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.	<p><input checked="" type="checkbox"/> Plan describes methods a district/school will keep pupils at the center of educational activities. Comments:</p> <p><input checked="" type="checkbox"/> Plan includes outreach to continue building relationships and maintain connections with pupils. Comments:</p>
Element #2 Approval	<input checked="" type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> No Evidence of this component Revisions Needed (if any):
3. A description of plan to deliver content in multiple ways so that all pupils can access learning.	<input checked="" type="checkbox"/> Plan describes multiple methods of content delivery. Comments:
Element #3 Approval	<input checked="" type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> No Evidence of this component Revisions Needed (if any):



Executive Order 2020-35
District/School Continuity of Learning Plan
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Executive Order Element	Required Components of Element
4. A description of plans to manage and monitor learning by pupils.	<input type="checkbox"/> <input checked="" type="checkbox"/> Plan describes how the school will manage and monitor pupil learning. Comments: Extensive listing.
Element #4 Approval	<input checked="" type="checkbox"/> Fully _____ Partially _____ No Evidence of this component Revisions Needed (if any):
5. A budget outline estimating additional expenditures associated with the Plan and sources of revenue to pay for those expenditures.	<input type="checkbox"/> <input checked="" type="checkbox"/> Plan contains a budget outlining additional expenditures and sources of revenue. Comments:
Element #5 Approval	<input type="checkbox"/> <input checked="" type="checkbox"/> Fully _____ Partially _____ No Evidence of this component Revisions Needed (if any):
6. A description of the manner in which district administrators, board members, teachers, and any representatives of teachers collaborated in development of the Plan.	<input type="checkbox"/> <input checked="" type="checkbox"/> Plan describes the manner in which school community stakeholders participated in development of the plan. Comments:



Executive Order 2020-35
District/School Continuity of Learning Plan
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Element #6 Approval	<input checked="" type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> No Evidence of this component Revisions Needed (if any):
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Executive Order 2020-35
District/School Continuity of Learning Plan
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Executive Order Element	Required Components of Element
7. A description of methods the district will use to notify pupils and parents or guardians of the Plan.	<input checked="" type="checkbox"/> Plan describes methods the district/school will notify pupils/families of the plan Comments:
Element #7 Approval	<input checked="" type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> No Evidence of this component Revisions Needed (if any):
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.	<input checked="" type="checkbox"/> Plan possesses the start date of plan implementations beginning no later than April 28, 2020. Comments:
Element #8 Approval	<input checked="" type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> No Evidence of this component Revisions Needed (if any):
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.	<input checked="" type="checkbox"/> Plan provides for assistance to pupils enrolled in postsecondary dual enrollment courses. Comments:
Element #9 Approval	<input checked="" type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> No Evidence of this component Revisions Needed (if any):

Executive Order 2020-35

District/School Continuity of Learning Plan
ISD/RESA Approval Guide

Executive Order Element	Required Components of Element
10. Provide or arrange for continuation of food distribution to eligible pupils.	<input checked="" type="checkbox"/> Plan provides for continuation of food distribution to eligible pupils. Comments:
Element #10 Approval	<input checked="" type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> No Evidence of this component Revisions Needed (if any):
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.	<input checked="" type="checkbox"/> Plan pays school employees while redeploying staff to provide meaningful work in the context of the plan. Comments:
Element #11 Approval	<input checked="" type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> No Evidence of this component Revisions Needed (if any):
12. Provide for evaluation of participation in the Plan by pupils.	<input checked="" type="checkbox"/> Plan provides for evaluation of pupil participation in the plan. Comments:
Element #12 Approval	<input checked="" type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> No Evidence of this component Revisions Needed (if any):

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Executive Order Element	Required Components of Element
13. Provide mental health supports to pupils affected by a state of emergency or state of disaster prompted by COVID-19.	<input checked="" type="checkbox"/> Plan provides mental health supports to pupils. Comments:
Element #13 Approval	<input checked="" type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> No Evidence of this component Revisions Needed (if any):
14. Provide for the district to 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 may follow it.	<input checked="" type="checkbox"/> Plan provides the ability of districts/schools to support the efforts of the intermediate school district to mobilize disaster relief child care centers as described in the Executive Order. Comments:
Element #14 Approval	<input checked="" type="checkbox"/> Fully <input type="checkbox"/> Partially <input type="checkbox"/> No Evidence of this component Revisions Needed (if any):
Optional	<input type="checkbox"/> The District plans to adopt a balanced calendar instructional program for the 2020-2021 school year Comments:



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Submitted Plan includes all required elements.

Plan is:

- Approved
 Returned for modification

ISD/RESA Superintendent: Dr. Kevin M. Ivers Date: 4-13-2020