



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: 4/10/20

Name of District: Portland Public Schools

Address of District: 1100 Ionia Rd Portland MI 48875

District Code Number: 34110

Email Address of the District: wheath@portlandk12.org

Name of Intermediate School District: Ionia County ISD

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”)

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.

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

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:

The district plans to use a hybrid model of instruction using hard copy instructional packets and online learning platforms. For those students that have internet access, but don't have a device,

devices will be made available. Students without internet access will have access to instructional materials through a weekly or bi-weekly instructional packet. All students will need access to materials such as paper, pencils, and crayons, which will be made available to families that don't have them. All students will have access to grade-level/course textbooks as needed to complete their work.

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 every student at least one time during the week. This may be done through the use of technology (for those that have access) such as Google Meet or other form of virtual meeting or through weekly phone calls. For students with technology access teachers will also make sure to communicate multiple times each week through the instructional platform (Google Classroom), with an emphasis on continuing to build relationships and maintain connections. If students do not have access to technology, teachers will include weekly notes to students in their instructional packet that focus on building relationships and maintaining connections. Teachers will provide designated conference time for students and parents. These conferences will utilize virtual meeting platforms (Google Meet, Zoom) or designated email ask/reply sessions.

As part of our plan the district has selected specific educational content and delivery that is more conducive to student engagement. The district also recognizes the need for students to be engaged in the school. Each building have developed fun student centered activities that will encourage students to participate with each other and show school spirit.

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

District/ PSA Response:

For those students without technology, the main mode of delivery will be through hard copy instructional packets. This will be supplemented with phone conferencing to support instruction. The instructional packets will be delivered weekly. Parents/students will have multiple means of accessing the packets that include designated pick up times, mailings, and deliveries. Every effort will be made to combine pick up days and times together to minimize exposure.

For students with technology, content will be delivered through the district and building websites, Email, Google Classroom, and other online platforms. The district will also utilize communication tools such as School Messenger, ClassTag, Email, and other social media sites. Teachers may be accessible through synchronous instruction multiple times per week or asynchronous instruction

through pre-made videos multiple times per week.

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

District/ PSA Response:

For students without technology access, learning packets will be collected each week during meal delivery, designated drop off dates/times, and through the use of drop boxes at each building. Teachers will review the learning packet and provide feedback to the student with a phone call, virtual meeting, hand written notes, or email. Learning packets with written feedback will be returned to the student the next week. Feedback from the teacher will include differentiated work as needed, along with examples to support student learning. A phone call would also be used as a follow-up if needed.

For students with technology, teachers will monitor student access and assignment completion on a daily basis within the instructional platform. Teachers will provide feedback to students on assignments through the instructional platform as they are completed (or on a daily basis). Teachers will differentiate instruction within the platform to meet each student's needs. Extensions and remediations will be made available to students. Teachers will also provide designated virtual office hours each week. To encourage the continuity of education and student engagement, teachers will provide students coaching and feedback, rather than grades during the learning process.

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 amounts below are estimated costs the district projects to incur as a result of implementing the Plan.

Amount	Description	Source of Revenue
\$190,000	Meal Service Production and Distribution	Unanticipated School Closure SFSP
\$16,000	Technology and Supplies (Employees)	State Aid
\$13,000	Technology and Supplies (Students)	State Aid
\$50,000	Instructional Packet Supplies and Productions	State Aid
\$10,000	Instructional Packet Delivery and Pick Up	State Aid
\$279,000	Total	

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:

The Continuity of Learning Plan started with organization by the administration team to focus on essential areas to achieve a distance learning plan. Our focus was to be consistent across the district and focus on student engagement. A framework was developed and disseminated to staff. Teachers were then included to develop the “how” of distance learning. Teachers met in grade level, content area, and PLC teams. Collaboration is a key component of our plan and these meetings ensured that our plan had consistency for students, parents and staff. Teachers worked with administrators to develop specific plans for content delivery utilizing the districts framework. Throughout this process the district conducted individual, grade level, PLC, building, and district staff meetings. Board members were included throughout the process with invites to meetings and email correspondence.

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 letters to each family. This communication starts with a letter from the Superintendent covering overarching plans for the district. This communication is followed by a letter by the individual building principals that will cover building specific plans. Finally in our first week of this plan our teaching staff will reach out to each family to provide specific details of their plan. The plan will also be dispersed through email to those that have access. The plan will also be posted to the district website and other social media platforms as well. To ensure that everyone is aware that the plan has been developed and released a phone call message will be sent to all parents.

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:

Distance Learning will begin 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:

For our students in dual enrollment courses we will be working with the provider to determine next steps. We will ensure that the students have the appropriate materials and support to complete those courses. The students will be given the option to convert their grade to credit or no-credit.

For students in CTE programs we will work with the ISD CTE Director as well as state level CTE directives to ensure our students have the ability to complete these courses. When needed the district will ensure the student has the necessary resources.

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

District/ PSA Response:

Food distribution will continue as previously planned by the district. This includes two options for our community members to obtain breakfast and lunch: (1) delivery or (2) pick up at school (day and evening). Food distribution occurs on Tuesday every week. Families can sign up for food distribution using an online survey or by calling the district. This has been communicated in various forms including email, phone, social media, and flyers to the community. The district will keep the same process for the meal distribution for the remainder of the school year to maintain a sense of routine and will adjust as needed or required.

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 plans to redeploy certain staff members' responsibilities to provide meaningful work in support of our Continuity of Learning Plan. We will pay all staff while using this plan. Teachers will provide instruction to our students and monitor progress. Secretaries will keep up on essential work for our offices and support in contacting families and mailings. Food service employees will continue to prepare lunches and breakfasts. Transportation department will deliver meals and student supplies. Our para educators will be asked to help distribute student packets and also asked to do other essential work including making copies, organizing mailings, supporting pick up and drop offs, and making contacts with students. Administrators will continue to provide leadership and support of the COL, including holding virtual staff meetings and attending virtual grade level meetings.

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

District/ PSA Response:

If a student does not have access to technology, teachers will keep track of which students are completing the instructional packets. They will also keep a log of all communication with students and parents. If a student has access to technology, teachers will use the instructional platform to monitor student wellness, engagement, and completion of assignments. They will also keep a log of communication with students and families. Inconsistent completion and/or communication with a parent or student will be raised to the principal or counselor level to develop a plan to connect with the

student and family. Additional support agencies may be sought to make these connections (DHHS, Behavioral Health, etc.).

13. Please describe how the district will provide mental health support to pupils affected by a state of emergency or state of disaster prompted by COVID-19.

District/ PSA Response:

The students identified for mental health support will include the school counselors caseload before distance learning began, as well as using school-based data such as SRSS, CI/CO, and referrals from teachers and parents. A Google form has been created for teachers and parents to request mental health services. Teachers will be checking in regularly with students and parents and communicating with them the option to speak with a counselor if needed. Social-emotional lessons will be available on counselors' Google classroom as well as sent to teachers weekly to add to their Google classrooms. 1:1 check-ins with parents and students with the counselor. Keeping accurate records of communication with teachers, parents, and students such as data from Well Being surveys, Emails from parents and students, and phone calls recorded on communication logs. Teachers will make consistent contact with students and monitor and assess the needs of students and families. If a need is presented the teacher will elevate that need to the principal to make the necessary follow-up. The principal will hold meetings with teachers to identify any additional students or families in need. The health and well-being of students will be a priority over learning. We will do all we can to adapt and modify when mental health concerns negatively impact the students' education.

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:

The Ionia County ISD has not requested for Portland Public Schools to provide mobile disaster relief childcare. If requested the district will make available our buildings and staff as needed.

Optional question:

15. Does the District 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:

The district plans to maintain its school calendar under current contract obligations.

Name of District Leader Submitting Application:

William Heath, Superintendent Portland Public Schools

Date Approved: April 10, 2020

Name of ISD Superintendent/Authorizer Designee: *Ethan Ebenste*

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

Confirmation approved Plan is posted on District/PSA website: April 13, 2020