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 9, 2020
Name of District: Ottawa Area Intermediate School District
Address of District: 13565 Port Sheldon Street Holland MI 49424
District Code Number: 70000
Email Address of the District: phaines@oaisd.org

Name of Intermediate School District: Ottawa Area Intermediate School District
Name of Authorizing Body (if applicable):

Continuity of Learning and COVID-19 Response Plan ("Plan")

Date Submitted: April 9, 2020
Name of District: Ottawa Area Intermediate School District
Address of District: 13565 Port Sheldon Street Holland MI 49424
District Code Number: 70000
Email Address of the District Superintendent: phaines@oaisd.org
Name of Intermediate School District: Ottawa Area Intermediate School District
Name of Authorizing Body (if applicable):

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-CD.

District/ PSA Response:

OAISD alternative modes of instruction will be organized within a, "Remote Learning Framework." We developed this framework to convey our intention to support the relationship and resource needs among students and families as prerequisites to academic progress

during this time of disruption and crisis.

Some examples of specific methods and materials we will use include paper packets, Zoom meetings, Google Classroom, Edmodo, Jamboard, YouTube, Flipgrid, telephone calls and email. In Career and Technical Education, we will offer online certification training, customized training over Zoom, and other forms of online training. Paper based packets will be provided for students who do not have access to the internet and/or technology devices necessary for any of the methods described above. No student will be penalized for inability to participate in remote learning.

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:

As indicated in our response to item one, All OAISD remote learning efforts will be offered within a framework that prioritizes relationships with students and families as foundational. Supplemental and new learning will be offered to students and families when the relationships and resources to support academic growth are established.

A few examples of “methods” to keep students, families and relationships at the center include a “Remote Learning Framework Contact Log,” individual student activity and documentation logs, phone calls, Google check-in and check-out surveys. Infinite Campus alerts will also be utilized to maintain connections with students and families.

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

District/ PSA Response:

Examples of multiple ways we will deliver content to students include:

Paper packets delivered or mailed to homes or using food distribution route as well as Odysseyware, Google Classroom and Zoom meetings. We are also arranging for online textbook and delivery of physical books to students homes directly from publishers.

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 will be monitored in collaboration with the parent, as young children are reliant on adult support to be successful learners. This means that teachers will work not only with the children, but also coaching/supporting 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 19-20 school year, and as a district we will support meeting this requirement. Finally, as children complete GSRP programs, districts will support the transition to Kindergarten.

Based upon existing resources, technology, training, and curriculum, as well as the circumstances presented by any state of emergency or state of disaster, the district plans to provide 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, the district will be 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.

The district 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.

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

District/ PSA Response:

In order to manage and monitor learning by pupils we will utilize individual staff/student connection logs that will document progress with students on an individual basis. We will document assignment completion, employ a 7 point behavior rubric observation during class meetings and utilize parent feedback, among other methods including phone calls, emails, and other technology based means.

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:

Revenues to be determined based on the CARES Act, and other operating existing funding (General, Special Education, and Vocational Education), eligible grant funds, Community foundation support, and any other revenue sources due to this closure.

Expenditures

Expenditure	**Estimated Cost**
Paper & Printing	**$2,500**
Mileage for delivery of materials	**$6,000**
Chromebooks - 100 at $200	**$20,000**
Hot Spots - 100 at $240	**$24,000**
Postage	**$5,000**

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:

An OAISD “Remote Learning Task Force” organized and led the development of our continuance of learning plan with representation from General Education, Special Education and Career and Technical Education. The task force invited administrators, Board of Education members, teachers/instructors, support staff and the broader community to inform and provide feedback on the plan. Continued opportunities to shape the plan’s implementation will be offered on an ongoing basis throughout the closure period. A survey was issued to instructional staff to gather feedback on the plan. Education Association leaders were asked for feedback on the plan and will continue to be consulted as the plan is implemented. In addition, program specific Zoom meetings were conducted to share information and gather feedback.

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

District/ PSA Response:

We have and will continue to communicate with students and families through a variety of channels including: postal mail, email, phone calls, paper/book packets, Infinite Campus software, social media, district-operated websites, electronic signs, and news media. In addition to public channels, some communication will be direct to students and their families from OAISD staff members and, when appropriate, channeled through local school counselors, building principals and other local school staff.

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, 2020.

District/ PSA Response:

We will begin to implement the plan on 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:

The students in the OAISD dual enrollment/early college programs will be given the opportunity to complete programming through the post-secondary provider. We will ensure the participants have the access to appropriate resources and continued support to complete the courses.

Students attending the Careerline Tech Center will be given a variety of remote learning opportunities to complete the CTE courses. Careerline will work with the LEA's in ensuring that our students have the appropriate resources and continued support in order to continue learning during this crisis.

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

District/ PSA Response:

The District contracts with a number of local district food service programs to provide meals during the school year. With building closures, and because our students are located in all areas within our ISD boundaries, arrangements have been made with all of our local school districts to provide (or continue to provide) this service to our students for the remainder of this school year.

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 will continue to pay all regularly employed and regularly contracted staff at their pre-shutdown rate, consistent with any collective bargaining unit provisions. Merit pay will be assumed for those groups that would have been eligible for performance-based pay, provided that individuals demonstrate an effort to provide continuity of learning or operations.

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

District/ PSA Response:

The district will evaluate the participation of pupils in the plan in numerous ways.
One way includes the development of a teacher remote learning log. This log will allow instructors and teachers to monitor the progress of each student that they serve with respect to the framework shared above. This will be utilized across CTE and Special Education.

Student logs, assignment completion, personal contacts via phone, email and other digital means will also be used to evaluate participation of pupils in the plan.

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 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 its teachers and school staff.

Special Education school social workers and school counselors will be available to assist families as requested and participating in online activities, weekly sessions for social-emotional learning and family connection needs to outside resources,

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:

OAISD is currently processing all essential workers child care requests, and working directly with open child care facilities to provide care. The priority is to support local child care providers who are open. The OAISD has a tiered response plan for child care staffing and if the need arises the ability to open up disaster relief child care facilities per the Executive Order 2020-16.

Optional question:

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 the district does not plan to adopt a balanced calendar instructional program for the 2019-2020 or 2020-2021 school year.

Date Approved: 4/10/20
Name of ISD Superintendent/Authorizer Designee: Peter Haines
Date Submitted to Superintendent and State Treasurer: 4/11/2020
Confirmation approved Plan is posted on District/PSA website:
https://www.oaisd.org/about-us/plans-and-reports/

Ottawa Area ISD®
Learn. Serve. Lead.

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Continuity of Learning and COVID-19 Response Plan
Early Childhood Plan Addendum:

On April 30, 2020, Governor Whitmer issued Executive Order 2020-65 rescinding and replacing Executive Order 2020-35. The new Executive Order expanded the provisions for K-12 education during the remainder of the 2019-2020 school year by including provisions for the Great Start Readiness Program (GSRP).

Executive Order 2020-65 reaffirms the suspension of in-person K–12 instruction, GSRP program delivery, and early childhood programs for the remainder of 2019–2020 school year.

In addition, the Executive Order requires that Continuity of Learning and COVID-19 Response Plans (CoL Plans) are to include addenda for early childhood programs.

To comply with Executive Order 2020-65, OAISD will implement the following:

- The CoL Plan adopted by OAISD pursuant to section II.6 of Executive Order 2020-65 will be amended to include a plan for state-funded early childhood programs and services. The amendment will include: the Great Start Readiness Program (GSRP), Early On, Section 32p, Section 32p(4) programming and activities, and 54d of the Michigan State School Aid Act (Public Act 84 of 2020) compliant with the requirements of section II.16 of Executive Order 2020-65 and guidance issued by the Michigan Department of Education on May 4, 2020.

Great Start Readiness Program (GSRP):
OAISD's COL Plan will include expectations for all GSRP sub-recipients including Local Educational Agencies (LEAs), Public School Academies (PSAs) and Community Based Organizations (CBOs). It is the expectation that each GSRP sub recipient complete the following:

- Learning Expectations:
    - Acknowledgement that all learning for preschool students is dependent on engagement with the teaching team and adults in the child's home to support learning
    - Learning is individualized, based on child strengths, interests and needs
    - It is expected that the basic needs of families are to be addressed in addition to the academic needs.
- Teaching Team Expectations:
    - All members of the teaching team participate in remote learning

    - Make every effort to connect with the family. If a family should turn down the option to participate in remote learning, document the parent preferences
    - Document efforts of learning and connection with all families throughout the closure
    - Must be a year-end conference with families (parent-teacher conference or home visit – virtually). If unable to meet this requirement for all families, document multiple attempts to connect with family.
    - Ongoing assessment (GOLD) will be completed through March 12th, after that there is not an expectation that GOLD is completed
    - Support transition to Kindergarten
- Fiscal and Program Expectations:
    - GSRP funds are available for staffing, purchasing needed supplies, equipment, and resources to allow a staff member or family to connect remotely. This includes providing families with materials needed to learn at home (i.e. books, supplies, to support children's learning)
    - 120 day program requirement is waived, it is expected that remote learning will continue until the last scheduled day of preschool programming

Early On and Section 54d:

Early On referrals, evaluations, and services will continue in a modified form. The provision of remote early intervention services has already begun.

Early On will ensure the continuity of services on a case-by-case basis and consistent with protecting the health and safety of the child, the child's family, and those providing services. Each family's service provider must determine if the child's needs have changed and determine whether the child's IFSP needs to be reviewed to determine whether changes are needed. Parents should be full participants in decision-making regarding any adjustments to the implementation of the IFSP.

As noted in the Michigan Department of Education's Memorandum dated May 4, 2020 for the Implementation of Early On® During Implementation of Continuity of Learning and COVID-19 Response Plan, the 45-day timeline begins on the earliest date the referral is received by OAISD. If the response to the referral is delayed due to closure or to the backlog of referrals caused by the impacts of COVID-19, IFSPs will be late for an acceptable reason using "exceptional family circumstance".

Section 32p and Section 32p(4):

OAISD will continue programs and services funded by Section 32p and 32p(4) in a modified form, in accordance with guidance from Parents As Teachers – National. OAISD will provide family services and supports at a distance using methods that meet the needs of families, including printed materials, phone contact, email, virtual visits, or a combination to meet child and family needs.
The program delivery plan for 32p and 32p(4) services will:

- Keep children and families at the center of service deliver by continuing to build upon relationships and maintaining connections to help children and families feel safe and valued.
- Child and Family Support: Build upon each child and family's strengths, interests, and needs to positively affect outcomes, supports, and services.
- Home Visitors and trusted advisors will continue to communicate regularly with families to ensure health and safety needs and expectations are being understood and implemented.
- Deliver supports and services in multiple ways so all children and families can access appropriate services, including translation supports if necessary.
- Work with other school and community partners to support child and family outcomes through ongoing communication and collaboration. This will be individualized and not necessarily look the same for every child and family—safety will remain the highest priority.
- Deliver content depending on tools and resources accessible to each child, family, and/or GSC/GSPC member, including translation services if necessary. Alternative modes of service delivery may include use of online visits/meetings, telephone communications, email, virtual meetings/visits, videos, slideshows, use of printed meeting/visit packets, or a combination to meet diverse child, family, and/or GSC/GSPC member needs.

Name of District Leader Submitting Application:	Tami Mannes, Ph.D.
Date Approved:	5/6/2020
Name of ISD Superintendent/Authorizer Designee:	Pete Haines