



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: Boyne Falls Public School

Address of District: 01662 M-75 South, Boyne Falls, MI 49713

District Code Number: 15030

Email Address of the District: cpineda@boynefalls.org

Name of Intermediate School District: Charlevoix-Emmet Intermediate School District

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: Boyne Falls Public School

Address of District: 01662 M-75 South, Boyne Falls, MI 49713

District Code Number: 15030

Email Address of the District Superintendent: cpineda@boynefalls.org

Name of Intermediate School District: Charlevoix-Emmet Intermediate School District

Name of Authorizing Body (if applicable):

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

1. 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:

Boyne Falls Public School will utilize: weekly instructional packets, online discussion boards, a variety of uploaded videos, electronic and hard copy of articles, textbooks, online resources, telephone contact, and a variety of content-based activities to remain engaged with our students for the remainder of the 2019-2020 school year. Each instructor created a packet of materials for individual students and he/she included necessary items to complete the tasks (ex. Dice, protractor, glue, pencils, etc.). All families that requested a Chromebook for home use will be provided with a device. We are working with the few individual families with internet accessibility issues on a one-on-one basis to resolve the access issue. Solutions to the internet accessibility problem include working with families to utilize free offers from certain vehicle manufacturers and OnStar to provide internet access, borrowing hotspot devices from the library, or helping parents utilize cell phones to access necessary materials for their children.

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:

Each Boyne Falls student has already received emails, videos, online meeting invitations, and/or phone calls from their teachers to inquire about his/her well-being, activities he/she has engaged in, and overall health conditions. Those within the school bus route have received short visits (while observing social distancing) from office personnel while daily lunch deliveries are made. Our guidance counselor and mental health professional have also reached out to students on their caseloads to inquire about their mental well-being. In addition, the entire district created a video informing our students that we are thinking about them and that we miss their presence. These personal contacts and more video outreach will continue.

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

District/ PSA Response:

Boyne Falls will make all of the distributed materials available electronically and in hard copy format for all students from kindergarten to 12th grade. In addition, online resources, links, and videos will be distributed to families and if necessary hard copies of these resources will be made available. Each teacher will reach out to students daily via video message, email message, enclosed Facebook groupings, Remind app, Class dojo app, and other mediums. Teachers will keep close track of which student(s) do not respond to daily or weekly messages or assignments and they must reach out to those families by Thursday or Friday of each week if no contact has been made throughout the week. The administrator will be provided with the "no contact" list by Friday at which time the office personnel will attempt to establish contact. It is through this personal, one-on-one contact that Boyne Falls will ensure that families can access learning for the remainder of the school year.

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

District/ PSA Response:

Fortunately, Boyne Falls is a very small school with a close-knit staff. We are in the habit of reaching out to our families and making one-on-one contact with each individual student or family. Our expectation is that this will continue during the implementation of the Continuity of Learning Plan. Each elementary teacher will make a personal contact via telephone or online meeting format with each student/family once a week. Each middle and high school teacher is assigned a specific grade level with whom he/she must make personal contact via telephone or online meeting format once a week. In addition, each teacher and paraprofessional will hold 2-hour office hours each weekday during which he/she will be available to answer questions or clarify learning for students. School families have been advised of the variety of ways to reach a teacher.

- Please attach a budget outline estimating additional expenditures associated with the Plan and sources of revenue to pay for those expenditures.

District/ PSA Response:

Continuity of Learning and COVID-19 Response Plan			
Additional Expenditures Description	Estimated Cost	Source of Revenue	
Online Scholastic Resources	\$ 1,000	General Fund	
Math Facts Pro	\$ 200	General Fund	
Chromebook Devices	\$ 13,250	General Fund	
Allowance for additional online subscriptions	\$ 2,000	General Fund	
Increased Copy Expense (copies, paper, toner)	\$ 2,000	General Fund	
Food Delivery Costs			
PPE	\$ 2,200	SFSP/General Fund	
Wages for extra work over scheduled spring break	\$ 1,100	SFSP/General Fund	
Increased Food Packaging Costs	\$ 3,450	SFSP/General Fund	
Increased Milk cost	\$ 6,225	SFSP/General Fund	
Loss of Revenue			
Little Loggers Tuition/Scholarships	\$ 27,000		
Food Service Revenue-adults, students, catering	\$ 18,300		

- 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:

Every member of the Boyne Falls Public School staff participated in a full staff meeting where a discussion was held with regards to the Plan. This included paraprofessionals, food service personnel, bus drivers, central office personnel, and teachers. Additional, separate grade level meetings were held as a follow-up. School board members have remained engaged via emails.

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

District/ PSA Response:

Boyne Falls Public School has remained in contact with families via emails, phone calls, and through our social media presence. Families will be notified about the plan via email, website posting, delivery of hard copies of the superintendent and individual teacher letters, and telephone calls.

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:

Boyne Falls would like to implement the plan beginning on 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:

The methods described in question #1 will also be used for these types of courses.

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

District/ PSA Response:

Boyne Falls Public School began distributing food to students 18 years old and under via bus route or curbside pick-up on Monday, March 16, 2020. Meals are available 5 days a week and there has been no interruption in this service for the past 4 weeks. Students are provided a lunch meal and a breakfast meal from Monday through Thursday. On Friday, students are provided 6 meals which are intended to last from Friday lunch to Monday breakfast. We will continue this service until the end of the 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:

Boyne Falls Public School vows to pay school employees without interruption. Those needing to be redeployed have been given meaningful work either to support food service, food deliveries, or as one-on-one tutors for students.

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

District/ PSA Response:

Boyne Falls will continue to stay in contact with each student via electronic means or telephone contact. Each student is assigned to a teacher as a primary contact. It is the teacher's responsibility to document at least one contact with each student each week. As evidence of student participation, teachers will request a text, an email, or a parent verbal or electronic confirmation for specific questions or tasks. By Friday of each week, the teacher will record on a Google drive document those students with whom he/she has not made contact. It is the administrator and central office personnel's duties to follow-up with those students that did not respond to the teacher. It is through this method that the district will evaluate pupil participation.

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 Boyne Falls mental health professional has sent and will continue to send emails to families. In addition, her personal contact information was sent out via email, it is posted on our social media sites, and she re-invited families to contact her via video message. We have also invited families to contact her via telephone. Our Boyne Falls guidance counselor is also reaching out to school families to inquire about additional supports needed by families at this time. These two mental health professionals are staying in close communication with Boyne Falls administration.

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:

Boyne Falls Public School has been and will continue to engage in conversations with our intermediate school district personnel to discuss this need. Currently, no immediate need has been identified in our area. The district reads all communications sent and the district continues to respond to questions or solicited information. Historically, Boyne Falls has proven to be good child care and preschool partners with the intermediate school district and this will continue to be the case.

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:

Name of District Leader Submitting Application: Cynthia Pineda

Date Approved: April 13, 2020

Name of ISD Superintendent/Authorizer Designee: Jeff Crouse

Date Submitted to Superintendent and State Treasurer:

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

(Boyne Falls Public School GSRP Continuity of Learning Plan on next page)

Boyer Falls Public School
Continuity of Learning in Covid-19 Response Plan Assurances
Great Start Readiness Program Addendum

Question Number	Response
1. Alternative modes of learning and access	<p>GSRP programs will use a hybrid format for instructional delivery including use of vendors, on-line learning, virtual instruction, videos, telephone communications, email, and instructional packets.</p> <p>Teaching teams will connect with families to determine the best mode to access learning. Solutions for internet access and devices will be handled on an individual basis and include supporting families in connecting with their internet provider.</p>
2. Keeping pupils at the center of educational activities	<p>The first contact with families was focused on health and safety and reconnecting. A parent contact posed the following three questions:</p> <ul style="list-style-type: none"> • How are you doing with meeting your basic needs? • Are you working with any agencies right now? • What might you need help with? <p>The family's capacity to participate in distance learning was addressed once these questions of basic need were determined.</p> <p>Teachers make weekly contacts with families with an emphasis on continuing to build relationships and maintain connections.</p>
3. Content Delivery	<p>For students with technology, content will be delivered through on-line formats, email and other social media sites.</p> <p>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. Instructional packets will be mailed to students.</p>
4. Monitoring Learning	<p>During weekly parent contacts, teachers will seek feedback on student learning and progress. The following questions will be asked:</p> <ul style="list-style-type: none"> • What is going well? • What is the most challenging part of your day? • What resources are you finding most helpful/productive for learning at home? <p>During live contacts or through email, parents will be invited to share work samples, pictures and anecdotes regarding student learning.</p>

5. Budget	See K-12 response
6. Collaboration in Plan Development	<p>Early Childhood Specialists surveyed the program teaching team to gather input and determine readiness for distance learning. Questions ascertained available methods for connecting with families, teacher's knowledge of learning platforms, current family engagement, and what barriers they face regarding delivering learning in a distance format.</p> <p>The ISD facilitated a Zoom meeting with teacher representation from the program to review survey results, gain input and receive feedback on the proposed plan.</p>
7. Notice of Plan	GSRP teachers sent all families a newsletter outlining the continuity of learning plan components.
8. Date of Implementation	No later than April 28
9. Post-Secondary	NOT REQUIRED FOR GSRP
10. Food Distribution	See K-12 response
11. Pay for employees	All GSRP employees will continue to be paid until the program end date.
12. Participation of Students/Families	Participation will be documented through a weekly parent contact log and participation in virtual learning. Every effort will be made to reach every child and family for the duration of the plan. Additional support will be provided to families who have opted in, but are inconsistent in participation. Documentation will be recorded for parents who opt out.
13. Mental Health Supports	As needs for families arise, teachers will provide connection to resources in the community, utilize the ISD preschool social worker as appropriate, and access supports provided by the district.
14. Disaster Relief Child Care Centers	Currently the district is not involved in providing disaster relief child care.
15. Balanced Calendar	NOT REQUIRED FOR GSRP