



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

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 8, 2020

Name of District: Wyoming Public Schools

Address of District: 3575 Gladiola SW, Wyoming, MI 49519

District Code Number: 49026

Email Address of the District: hoekstc@wyomingps.org

Name of Intermediate School District: Kent 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 8, 2020

Name of District: Wyoming Public Schools

Address of District: 3575 Gladiola SW, Wyoming, MI 49519

District Code Number: 49026

Email Address of the District Superintendent: hoekstc@wyomingps.org

Name of Intermediate School District: Kent 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:

The district plans to use a hybrid model of instruction using online learning platforms and hard copy instructional packets. 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 an instructional packet. All students will need access to materials such as paper and a writing utensil which will be offered 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:

The care, welfare, and safety of our students is our top priority. WPS staff maintain connections with students to ensure they feel safe and valued through the use of personal contact through the following methods to include, but are not limited to: email, Zoom, Google Meet, and/or phone calls. This allows students the opportunity to maintain the relationship they have developed with staff members. Additionally, the District is connected through social media platforms to provide ongoing information to students and their families.

Through collaborative planning, staff will place an emphasis on ensuring all learning experiences are reasonable, accessible, and appropriate. The following guiding questions will be used as experiences are designed: What can reasonably be achieved by students/families at home during this time? Will the instructional materials and resources be accessible to all learners?; and Will the learning presented be achievable for all students with the resources provided? Using these guiding questions allows teachers to ensure all learning experiences are student centered.

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

District/ PSA Response:

The delivery of content will be provided in multiple ways so all students can access learning. The goal is for all students to be able to engage and participate in remote learning. Google Classroom and Class Dojo are the preferred learning platforms to deliver content remotely. Instructional material will be shared through recorded videos, worksheets, problem based learning experiences, and digital content. Professional learning will be provided to staff so that they can learn how to access and use the remote learning platforms. In addition to the content provided to students by teachers, optional digital learning resources will be provided by the District and/or teachers. Every attempt will be made to ensure students have access to technology at home. In the event a student does not have access to technology or the internet, printed learning materials will be provided.

Staff supporting students with IEPs will partner with students and families on the provision of a free and appropriate public education during the school closure. We will work together to develop contingency learning plans that are based on each student’s unique circumstances.

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

District/ PSA Response:

Teachers will manage and monitor participation of students through one or more of the following: providing feedback on work through Google Classroom or another digital platform (Zoom, Google Meet, Class Dojo); and/or be available to respond to questions. Teaching staff will be professional in identifying ways in which students can connect with them for questions. If a teacher identifies ‘office hours,’ it should take the form of availability in real time, such as email, Google Meet, Zoom, etc.

Teachers will post a check for participation by Friday within their online classroom platform as means of checking in and monitoring participation. The check might ask students to respond to a question related to the learning that week or as a social emotional check. Teachers will report students not participating weekly to administrators via Google Form. This refers to students who have not participated in the learning at any point in the week, not just for the check for understanding. Teachers will contact students and/or families not participating to attempt to understand the barrier or reason for the lack of participation. Support staff will be available to support in contacting families and students.

Teachers will document the check for participation using the seating chart feature in Synergy (minimally weekly).

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:

Item	Qty	Each	Total	Funding source
K-6 printed packets			\$3,300	Genera Fund or CARES Act
7-12 printed packets			\$5,000	Genera Fund or CARES Act
Mobile internet cards	10	200	\$2,000	Genera Fund or CARES Act
Internet service (months purchased)	60	50	\$3,000	Genera Fund or CARES Act
Chromebook replacements	150	220	\$33,000	Genera Fund or CARES Act
			\$46,300	

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:

To begin the initial stages of this work, building administrators met with grade level/content area teams to identify the essential standards for the next 6 weeks of instruction within each grade or content area. Building administrators brought this information back to district level administrators. These standards were approved by district level administrators and then provided to teachers to support collaborative planning. The WEA provided input and feedback to further develop the continuity of learning plan. The plan was shared with WPS Board of Education.

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

District/ PSA Response:

WPS will provide parents and students access to the plan through the District webpage. Hard copies will be available at the administration building for those without digital access.

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 Wyoming Public Schools Remote Learning Plan will be implemented on April 20, 2020. Student learning experiences will begin on April 20, 2020 and continue through May 29, 2020. Staff will be provided 5 days of professional learning to prepare them to teach remotely.

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:

Meal distribution will be provided to our community on Mondays, Wednesdays, and Fridays at two locations within the district boundaries. Students will receive lunches and breakfasts. Through partnership with community organizations (Hand2Hand, Feeding America) families are provided with dinner throughout the week.

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:

Wyoming Public School employees will continue to be paid throughout the duration of the CLP. Paraprofessionals will provide check-in's for students in collaboration and consultation with teachers. Custodial and maintenance staff will be provided with a schedule. This may also include bus drivers. Secretaries will continue to work remotely under the supervision of their building principal.

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

District/ PSA Response:

If a student has access to technology, teachers will use the instructional platform to monitor student wellness, engagement, and participation. Inconsistent participation and/or communication with a parent or student will be brought to the attention of the principal or counselor to develop a plan to connect with the student and family. See check for participation in response 4.

If a student does not have access to technology, teachers will keep a log of all communication with students and parents.

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:

Wyoming Public Schools will utilize qualified district staff (e.g., school social workers, counselors) as well as community partners (e.g., Arbor Circle, Cherry Street Health, Kent School Services Network) to provide mental health supports to students impacted by the COVID-19 school closure.

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:

Kent ISD Early Childhood is working to navigate essential worker families to childcare programs around the county. Kent ISD has not needed to open our own classrooms to support this effort, however we are ready if the need presents itself. Families are encouraged to go to <https://www.successtartsearly.org/help-me-grow/> and complete the Essential Industry Child Care form.

Optional question:

15. Does the District to adopt a balanced calendar instructional program for the remainder of the 2019-2020 school year? Does the District plan to adopt a balanced calendar instructional program for the 2020-2021 school year?

District/ PSA Response:

No.

Name of District Leader Submitting Application: Superintendent Craig Hoekstra

Date Approved: April 8, 2020

Name of ISD Superintendent/Authorizer Designee: Ronald Caniff



Date Submitted to Superintendent and State Treasurer: April 10, 2020

Confirmation approved Plan is posted on District/PSA website: