



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:

Name of District:

Address of District:

District Code Number:

Email Address of the District:

Name of 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:

Name of District:

Address of District:

District Code Number:

Email Address of the District Superintendent:

Name of 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:

Benton Harbor Charter School Academy (BHCSA) will continue the learning process through multiple modes of learning. First, BHCSA will utilize the online platform, Google Classroom, to communicate with students, post learning opportunities, post instructional videos and initiate instructional conversations among students. BHCSA will also utilize the following online instructional programs to enhance the learning for its students: Lexia, Study Island, IXL and Reading A-Z. Teachers will assign work for students based on their individual needs. BHCSA recognizes that not all students have access to the appropriate means to access online learning, so BHCSA will provide instructional materials for those students. Students in need of these materials can pick them up at the school or request for them to be mailed directly to their home. Furthermore, those families who would prefer the online learning, but are in need of the appropriate technology, can borrow a Chromebook from BHCSA by coming to the school to get one. BHCSA has developed a means of distribution that is safe and does not violate any recommendations from the CDC with regard to distancing, gloves and masks. Regardless of a child's situation, it is our commitment to continue the learning process and ensure he/she has the appropriate resources.

Additionally, the school will be sending Summer Bridge Backpack bundles to each student that include a grade level workbook with ELA and Math activities, reading books, and flash cards. These materials will be shipped to students as part of the implementation of this plan.

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: During this challenging time, BHCSA is committed to keeping our students at the center of our work. We will continue to build relationships through teacher- student contacts. Teachers will post engaging daily messages on their Google Classroom page. These messages will serve the purpose of relationship building, rather than academics. These daily messages should pose a question and encourage student comments as participation. During virtual office hours, teachers will respond to student questions, comments, and or concerns in regards to assignments. Weekly Zoom meetings will be held by teachers to encourage students to interact and maintain the feeling of belonging to a class. Finally, teachers will provide individualized feedback to students on assignments that are submitted through Google Classroom. This feedback will be specific to the student's work.

The Summer Bridge backpacks of work will also be referenced in teacher communications as well as when support staff contact families to see if they are using these and to provide feedback. Students will be encouraged to do their best in these books with an eye to an expanded summer school that will attempt to be more like a summer camp. Students in the Benton Harbor area, that we serve, are as much in need of enriching experiences as they are in traditional learning experiences to address the whole child and to help them recover from the trauma of this disruption.

Instruction will be delivered via video and/or phone calls to ensure connection is made with students. Attendance will be taken during class meetings, so that teachers can reach out to individuals who are not present for check ins. For students who have special education programs and services, we will be initiating a contingency plan with parent input, to address the needs of each individual student. Students with IEPs or 504's will be provided with learning opportunities in the same manner as general education students. These learning opportunities will include accessibility options as well as materials that have been accommodated or modified. Teachers will be supporting students through virtual or phone contact. Special education teachers, school social work, and the 504 coordinator will all follow up with communications with students on their caseload, and monitor current supports to develop a contingency plan and to prepare for compensatory learning if needed. These support staff will consistently reach out to their students to support them in completing work associated with this plan.

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

District/ PSA Response: BHCSA will deliver instruction through the use of Zoom, phone calls, and Google Classroom, but will also provide paper pencil learning opportunities for those who choose that method. Students can turn their work in through Google Classroom or by returning materials back to the school. The school has a no-contact method of pick-up and drop-off of student work packets at designated times during the week. Teachers will provide students additional learning opportunities through the multiple online programs we have access to. These additional learning opportunities will be individualized based on data collected before the school closure and information gathered from completed assignments during the closure. Additionally, all students will receive the aforementioned Summer Bridge Backpack and will receive guidance from their teachers via Classroom virtual meetings, phone calls, or letter.

For students who have special education programs and services, we will be initiating a contingency plan with parent input, to address the needs of each individual student. Students with IEPs or 504's will be provided with learning opportunities in the same manner as general education students. These learning opportunities will include accessibility options as well as materials that have been accommodated or modified. Teachers will be supporting students through virtual or phone contact. Special education teachers, school social work, and the 504 coordinator will all follow up with communications with students on their caseload, and monitor current supports to develop a contingency plan and to prepare for compensatory learning if needed. These support staff will consistently reach out to their students to support them in completing work associated with this plan.

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

District/ PSA Response: BHCSA will monitor student participation and completion of work. While students will not be graded, their work will be evaluated to determine next steps and whether or not students have mastered the new skill. This information will be saved and documented, so that the teacher can continue to individualize the instruction for our students. BHCSA will utilize multiple staff members to assist in the reteaching of our students. Student advocates, instructional aids and interventionists will all play a role in working with our students during the closure. Teachers will work together as a grade level to determine which standards should be focused on for the remainder of the year based on the standards taught, mastered, and not yet taught. Teachers will ensure that standards covered and mastered are communicated to teachers in the next grade, so that when we return to school, the learning can pick up accordingly.

No student who is unable to participate in the learning plan will be penalized for not having done so. When school resumes for 2020-21, or ideally for Summer School, students will be quickly evaluated and placed in intensives, either one-on-one or small group (or both) work groups to get them back on track as quickly as possible.

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:

<u>Item</u>	<u>Anticipated Cost</u>	<u>Funding Source</u>
Additional Technology (Chromebook Carts for Students)	\$60,000	31a, CARES
Backpacks with workbooks and supplies	\$13,000	Title 1a, CARES
Additional paper, postage, mailing supplies	\$5,000	General Fund
Expansion of Summer School Program	\$50,000	Title 1a CARES

Any additional expenditures associated with the plan will be paid for with funds from 31a, CARES, or other sources.

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 administration team met and collaborated before the school closure to come up with a tentative plan for instruction. Over the course of the first couple weeks, administration gathered feedback from teachers, student participation, and other school leaders to evaluate the plans effectiveness. The plan was modified to ensure we were reaching more students. The new plan was communicated with board members, our superintendent, teachers, and authorizer for additional feedback. The final plan was shared with staff upon their return from Spring Break with implementation being rolled out throughout the week of April 13, 2020.

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

District/ PSA Response: BHCSA will continue to connect with parents through mail, School Messenger, phone calls, emails, Facebook and our website. This plan will be mailed to all families.

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: The final plan will be shared with staff on Monday, April 13th. Full implementation, including all necessary materials delivered to families will be fully underway April 20, 2020.

9. Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act of , as amended, MCL and Career and Technical Preparation Act, PA , as amended, MCL . to in completing the courses during the - school year.

District/ PSA Response: Not Applicable. Benton Harbor Charter School Academy is a comprehensive kindergarten - 8th grade academy.

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

District/ PSA Response: Since we have a school meals program, we registered for the School Meals Closure Program, and families were alerted by email, Facebook, School Messenger, and our website to come to the school every Monday to receive multiple meals for the week. Families have also been referred to use the School Closure Meal Program (Meet Up and Eat Up) interactive map, or text FOOD to 877-877, to find meals in their immediate area. Families were also referred to local food pantries, via email, by calling 211 and through our school website's COVID-19 resource web page.

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: All employees are expected to participate in the approved Continuity of Learning Plan and may be asked by the school leader to work in a role different than what was in their original offer of at-will employment for the 2019-2020 school year. School leaders will take each employee's strengths and growth plans into consideration when making these assignments and will communicate them clearly in writing to each hourly employee assigned to a different role than what was stated in their offer of at-will employment.

Employees assigned to the Academy in the board-approved budget will be paid as outlined in their signed offer of at-will employment for the 2019-2020 school year. The offers of at-will employment for the 2019-2020 school year have not been amended due to circumstances surrounding COVID-19. If the school's spring break falls during the closure, hourly staff will be paid and will not have to use Paid Time Off (PTO). Teachers are required to provide their students with learning opportunities as outlined in the approved Continuity of Learning Plan and in accordance with the expectations of the school leader.

At a minimum, hourly staff will be paid based on the average number of hours worked during a normal week. The average hours of a normal week will not include overtime. If the school leader asks an hourly employee in writing and in advance to work beyond the average number of hours of a normal week, the hourly employee will be paid for those leader approved hours. Hourly employees will be asked by the school leader to help with tasks to assist with the continuity of learning plans.

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

District/ PSA Response: BHCSA will closely monitor and document student participation in assignments, meetings, and online programs. Students who are not participating will be contacted directly by phone. Teachers will document completed and uncompleted work in order to best meet the needs of the students next school year.

If students are unable to participate in the plan, or if our attempts to contact them are unsuccessful we will nevertheless continue to reach out and welcome back all students whenever and wherever they can re-enter the learning process.

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: As part of the communication with students, teachers will address questions, fears, concerns, and ideas that arise in the learning environment during this crisis. Below are resources, which are on the Academy website, to share with parents to help them talk with their student about the COVID-19 outbreak:

- Talking to kids about the coronavirus – ChildMind
https://childmind.org/article/talking-to-kids-about-the-coronavirus/ck_subscriber_id=673842138
- JED Foundation - JED exists to protect emotional health and prevent suicide for our nation's teens and young adults. Text "START" to 741-741 or call 1-800-273-TALK (8255)
<https://www.jedfoundation.org/covid-19-and-managing-mental-health/>
- Coping & Dealing with COVID via CDC <https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/managing-stress-anxiety.html>
- National Association of School Psychologists <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/helping-children-cope-with-changes-resulting-from-covid-19>

Additionally, the principal will hold weekly meetings with teachers to identify any additional students or families in need. If there are specific concerns shared by teachers, staff will reach out to families and students to assess any needs and provide supports for students and families.

Mental Health Help: 24-Hour Crisis Phone Numbers

Berrien County

- 269-925-0585
- 800-336-0341

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 the Executive Order - or any executive order that follows it.

District/ PSA Response: Our district will support the needs of any local essential worker emergency child care location(s) established by the Berrien RESA in order to respond to a surge of COVID cases. If needed, we will work with Berrien RESA to open up additional buildings and rooms needed for emergency child care needs in the county.

Optional question:

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

District/ PSA Response: The district does not plan to adopt a balanced calendar for 2019-20 or 2020-21 but may request to start prior to Labor Day for 2020-21 and expand its summer school if in-person instruction is possible.

Name of District Leader Submitting Application:

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website: