



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: **Monday, April 13, 2020**

Name of District: **Byron Area Schools**

Address of District: **312 West Maple Ave., Byron, Michigan 48418**

District Code Number: **78020**

Email Address of the District: **murohyalderman@byron.k12.mi.us**

Name of Intermediate School District: **Shiawassee Regional Education Service 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: **Monday, April 13, 2020**

Name of District: **Byron Area Schools**

Address of District: **312 West Maple Ave., Byron, Michigan 48418**

District Code Number: **78020**

Email Address of the District Superintendent: **murphyalderman@byron.k12.mi.us**

Name of Intermediate School District: **Shiawassee Regional Educational Service 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:

We will use a mixed media approach for students. Families were surveyed both in a preliminary district wide survey and by individual teachers. Families in need will have access to borrow a district provided device. Families with limited Internet access will be provided with physical copies of activities which students are to complete. Students can only improve their standing in a course and will not be penalized if they are unable to access electronic materials. A roster of teachers and the instructional strategies and delivery platform they will be using will be provided to students and families through district email and school messenger.

2. Please describe the methods the district will use to keep pupils at the center of educational activities, including outreach to continue building relationships and maintain connections, and to help pupils feel safe and valued.

District/ PSA Response:

Teachers will continue weekly check-ins with students that are content based, with respect to the ability to access instructional materials, as well as focusing on the social and emotional well-being of each child. Check-ins with families are also encouraged. This may be accomplished electronically, via video conferencing, email correspondence, other messaging services, or telephone. Instructors will also list a daily time for office hours and a preferred method of communication that is accessible to all students. Student organizations, individual teachers, and administrators will continue to provide a presence in school correspondence and social media that promote overall wellness via student recognition, Positivity Project, and Social/Emotional Learning activities for all students.

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

District/ PSA Response:

Each teacher is asked to examine his/her remaining content for essential concepts. Then, teachers are asked to prepare two options, one for students with reliable access to technology and one with unreliable access to technology for the teaching and learning of these essential concepts. Each week's content will be broken down into three stages of learning that aligns with our evaluation tool – The Thoughtful Classroom. Teachers will prepare for and present new learning. Teachers will then provide opportunities for practicing new learning. Lastly, teachers will deepen, reinforce, celebrate, and reflect on learning.

Our main delivery methods include the following for each grade level:

- **Preschool: District Email and Video Conferencing**
- **Kindergarten – 2nd Grades: District Email and SeeSaw**
- **3rd – 6th Grades: District Email, Google Classroom, and Video Conferencing**
- **7th – 12th Grades: District Email, Google Classroom, and Video Conferencing**

We will meet the needs of all students which include students with IEPs and 504 plans. If an IEP or 504 plan cannot be met through our “Continuity Learning Plan”, a contingency “Learning Plan” will be developed utilizing the template provided by the Shiawassee RESD.

In addition, each teacher will complete the following roster which will be communicated with our students and parents:

Name:

Current Courses:

Email:

Tool for Preparing for and Presenting New Learning:

Tool for Applying New Learning:

Tool for Deepening, Reinforcing, Celebrating, and Reflecting on Learning:

Enrichment Tools:

Virtual Office Hours:

Office Hours Preferred Communication:

Non-Office Hours Preferred Communication:

Teacher Comments (where to access resources):

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

District/ PSA Response:

Teachers will create and communicate a planning document including the seven essential skills that will be delivered through our remote learning plan during the remainder of the academic year. For this planning, teachers are asked to think about their teaching and learning of these essential skills in terms of three condensed stages of (1) Preparing for and Presenting New Learning, (2) Applying New Learning, and (3) Deepening, Reinforcing, Reflecting, and Celebrating Learning. In each of these condensed stages, teachers are expected to have a means that involves technology and a means that is accessible to those students without reliable internet. Teachers will communicate utilizing our main delivery platforms.

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

District/ PSA Response:

The District will be distributing district-owned Chromebook to those students who need a device and are living in a home with reliable technology access. The District will be purchased additional paper supplies (paper and envelopes) to create paper packets for those students who do not have access to Internet. In addition, the District will be using the U.S. Postal Service to deliver these paper packet. The District will utilize current supplies budget and possibly Title IIA funds which can be reallocated for these purposes.

Additional Expenditures Budget

Paper:	\$1,070.00
Envelopes:	\$250.00
Postage:	\$300.00

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 Superintendent and Building Principals held various virtual meetings. Two additional members of our staff, an elementary and a secondary teacher, were added to our Leadership Team to help specifically with our technology delivery platforms. In addition, these two teachers provided information, access, and professional development for our faculty. All teachers were included in our Plan development process utilizing a Google Survey as well as email correspondence sharing information and asking for feedback. All District staff were communicated by the Superintendent through District email. Continuous communication with our Board of Education occurred through email with the Superintendent.

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

District/ PSA Response:

We will communicate our Plan with our students and parents through our school messenger system and our District website.

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:

Monday, April 20, 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:

Dual Enrollment Courses

We will utilize continuous monitoring and communication with our dual enrollment students by the mentor teacher (school counselor) through email and other online delivery platforms, such as Remind.

Career & Technical Courses

For the county-wide programs in which Byron students participate, we will follow the process outlined in the SRES Learning Plan.

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

District/ PSA Response:

We will continue to provide food to our children of need by coordinating and collaborating with our neighboring Districts of Corunna, Durand, and Linden. We will continue to communicate these District schedules to our families through our Website, school messenger system, and through our teacher check-ins with their students/families.

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 school employees while redeploying to provide meaningful work in the context of this Plan.

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

District/ PSA Response:

A survey will be developed and provided to families to evaluate the accessibility, value, and engagement with our Plan. In addition, during weekly, documented check-ins, teachers will assess participation and accessibility.

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:

With weekly check-ins, faculty will be in direct contact with students for the purpose of monitoring their well-being. Our counselor and social workers will communicate regularly with those students already pre-identified as being at risk. We will also be sharing a calendar of daily healthy activities, created by our counselor and social workers, with our

families. All staff have been provided access to the contact numbers for a variety of mental health resources across the three counties where our families reside. In addition, we will be sharing an outreach hotline (working with our SRESA support personnel) telephone number for all of our families who may require assistance with mental health and/or social and emotional needs.

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:

The SRESA Child Care Centers information have been and will continue to be communicated with our families through our District Webpage as well as our school messenger system.

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:

Byron Area Schools is not planning to adopt a balanced calendar for the remainder of the 2019-20 academic year nor for the next academic year of 2020-21.

Name of District Leader Submitting Application: **Patricia A. Murphy-Alderman, Superintendent**

Date Approved: 4/13/2020

Name of ISD Superintendent/Authorizer Designee: David E. Schulte

Date Submitted to Superintendent and State Treasurer: 4/22/2020

Confirmation approved Plan is posted on District/PSA website: Yes