



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 10, 2020

Name of District: Coopersville Area Public Schools

Address of District: 198 East Street Coopersville MI 49404

District Code Number: 70120

Email Address of the District: rveldman@capk12.org

Name of Intermediate School District: Ottawa Area 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 10, 2020

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District Code Number: 70120

Email Address of the District Superintendent: rveldman@capk12.org

Name of Intermediate School District: Ottawa Area 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: Coopersville Area Public Schools will ask each PLC/grade/building level to define what they believe are the most essential learning standards for the remainder of this school year. These standards will be delivered through online options for some of our

students and through distribution of hard copies mailed to students who are unable to access the online learning platform. In accordance with executive order 2020-35, the District will not penalize a pupil for the pupil's inability to fully participate. Assignments may be a variety of delivery methods and learning including project based learning or a variety of other means of learning/assessment.

Building administrators will work with each building staff to develop a schedule within their building to help provide the best level of support within the current reality, balancing the variety of factors.

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 time of the COVID-19 public health crisis, people are focused on different things. Some children and families are focused on survival including food and job loss, some are focused on mental health needs and the anxiety of our current reality, some are focused on health care needs or bereavement of a lost loved one. Some are focused on academic needs and work. Our children/families all have different needs and those needs will change. Our staff has different needs as well. Our goal is to help support all involved in this process. Coopersville Area Public Schools has worked to gather information and address the areas of need and plan for the wide range of issues in helping support the student during this public health crisis. As part of the whole child approach addressing the nutritional, safety, and mental health needs are the building blocks which need to be strengthened first prior to moving to other areas of need and support.

We have established food delivery services and many of our staff have continued to check in with our students and families during the crisis. We anticipate these needs to increase as we gather more information. Our district surveyed families and staff to determine the level of accessibility and device availability to provide virtual connections. We provided a device pick up as well as hard packet support materials information, books, and other materials to provide support. Many of our staff have reached out to connect with our students over the past several weeks and as a more formalized process, begins the connection and relationships will be far more important than the learning and the academics during this time period. We are encouraging our staff to work in grade level or teaching teams whenever possible to support each other and help best utilize the resources available to keep students at the center of our focus.

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

District/ PSA Response: 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.

CAPS students grades 5-12th grade have a district-provided Chromebook. CAPS surveyed our families and compiled data around the electronic options of the families including device accessibility and internet access. CAPS distributed over 550 devices to families or students who didn't have access. Through a google map overlay we have determined the locations of the county where the addresses without access are located. Some of these may be able to utilize a current offer by a vendor if the vendor is timely. There doesn't appear to be congregated pockets of connectivity issues, but rather spread across the entire district. Our technology department is continuing to look at these issues individually.

For students where electronic communication and information is not possible, we are planning to provide hard copy schedules and printed paper copies through the USPS. We will work to connect students with supplies in providing the needed materials. We hope to connect by phone to help assist the learning and continuity of learning. Teacher teams in the professional learning time will develop a framework for delivering online and remote instruction.

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

District/ PSA Response: Teachers will manage and monitor learning through a variety of methods depending on the student and needs. These could include: utilizing an online platform, assignments/assessments completed, hard copy work completed, email, phone, or virtual communication. Virtual office hours will provide for check-ins with students and additional support will be available through the teacher or other support staff as follow up.

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:

| Budget | Expense Estimate | Revenue Sources |
|---------------------------------|-------------------------|-------------------------------------------|
| Supplies, photocopying, mailing | \$20,000.00 | Federal Stimulus, At-risk, and/or Title 1 |
| Health Screening | \$4,000.00 | Federal Stimulus, At-risk, and/or Title 1 |
| Devices (200) | \$37,000.00 | Federal Stimulus, At-risk, and/or Title 1 |
| WIFI devices (50) | \$10,000.00 | Federal Stimulus, At-risk, and/or Title 1 |
| WIFI service | \$9,000.00 | Federal Stimulus, At-risk, and/or Title 1 |

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: A wide range of stakeholders were involved in the plan. Communications and meetings among ISD schools, some building administrators working among PLC Leaders, virtual meetings among administrators, planning among counseling/crisis teams, support staff, food service planning and childcare discussions, social emotional support team, all occurred as specific parts of various areas. The Coopersville Education Association (CEA) shared input and suggested three – five days of professional development on the front end and agreed with an April 13 date to start with that professional development/training and April 20 date for the plan to officially begin with students working within our already established school calendar with June 4 being the last date. The representatives of the teachers were also asked to provide input as to what was important to the teachers’ union. Our special education director and team of professionals also worked with the OAISD to understand the increased flexibility and how best to plan for and work to address the variety of student needs and requirements as part of this delivery method.

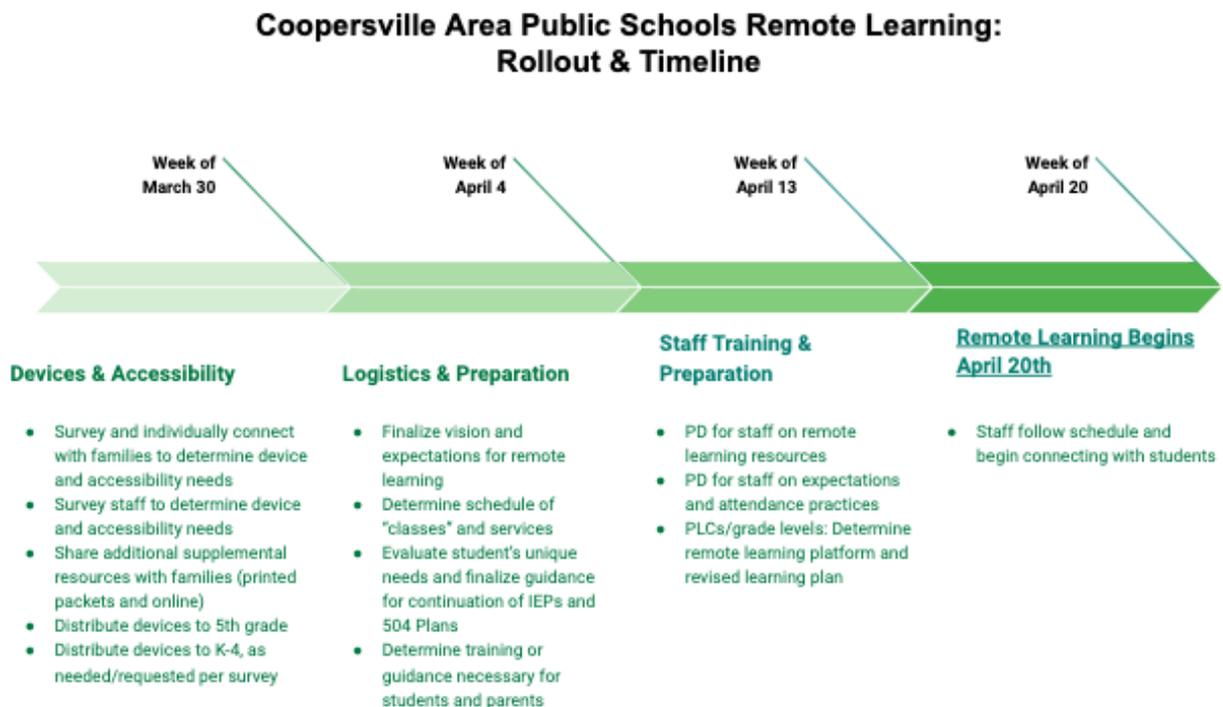
On 4/8, a draft plan was emailed out to district administrators, board members, teachers, representatives of the teachers, and all CAPS’ Staff to provide feedback and input into the plan. The teaching staff and other professional staff will be working with the building administrators the week of April 13 within a framework to develop what the instruction/schedule will look like as each program and level will vary based on needs. We anticipate the needs and requirements across the district to vary and we anticipate the professionals working together to make the best decisions for the students who we serve.

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

District/ PSA Response: Coopersville Area Public Schools will share the plan out by posting on the District Website. Our assistant superintendent has organized the available resources connected to the plan on the COVID-19 tab on our website. It is filled with information around human services, food distribution, social emotional information, and other information. Academic tabs are currently provided to help support parents in the current remote learning. The plan will be made available, but more importantly are the components which the grade and building levels will develop and communicate out providing specific details for the students and families. Those pieces of information will be sent out by email blast, phone calls, social media, and other means to communicate directly both the larger scale components as well as the individual connection needs for a specific student.

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: Coopersville Area Public Schools (CAPS) worked with the Coopersville Education (CEA) to establish five days of training/professional development time to best prepare for the continuity of learning beginning April 13, 2020. Our hope is to begin the full scale work with students on 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: For CAPS' Early College/Dual enrollment students, our counselors will continue support and check-in to help support these students as they are provided opportunity to complete the programming through the post-secondary provider. We will work to 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 supports 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: CAPS began food service March 17 to eligible pupils to the extent possible with three remote site locations within the district serving meals every Tuesday and Friday. We also coordinated with another local district to serve a location on our northern boundary. Currently our food service program is operating service multiple meals on two days a week. We will evaluate going forward on how to provide the best options, in the safest ways, to the most people and adjust as needed.

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: CAPS will continue to pay employees in alignment within the extent of the executive order 2020-35 and will redeploy staff to meaningful work in the context of the plan where possible and practical.

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

District/ PSA Response: CAPS will evaluate student participation in this plan by assignment and assessment/project completion as well as teacher feedback. For those students with technology/accessibility, teachers will utilize a variety of options to monitor student participation and performance. Students without access to technology/accessibility, participation will be tracked based on progress of hard copy packets and monitoring by staff.

Staff will monitor progress and inconsistencies in engagement and progress of students. As would occur in a regular classroom setting, they will involve additional staff or outside agencies as needed for support.

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.

Our counseling/social work staff will check-in with our at-risk students/families and provide resources to students and parents. We will continue to provide “be nice” support emails/communications to families. Our teachers will act as a conduit to communicate with our support staff the needs which may need to be supported. We anticipate with the rapidly changing economic conditions and sickness from the pandemic, these needs will continually be changing.

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: CAPS has communicated with the OAISD Personnel of the willingness of the District to mobilize disaster relief child care centers as described pending the geographical and human need for mobilization of a facility in this area.

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: The District does not plan to adopt a balanced calendar instructional program for the remainder of the 2019-20 or 2020-21 school year. We are hoping to provide resources to parents to continue summer learning options if our parents wish to pursue.

Name of District Leader Submitting Application: Ron Veldman

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website: