



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

Date Revised: August 14, 2020

Name of District: Lakewood Public Schools

Address of District: 223 W. Broadway

Woodland, MI 48897

District Code Number: 34090

Email Address of the District: stevenskalka@lakewoodps.org

Name of Intermediate School District: Ionia County ISD

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

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Woodland, MI 48897

District Code Number: 34090

Email Address of the District Superintendent: stevenskalka@lakewoodps.org

Name of Intermediate School District: Ionia County ISD

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-CD.

District/ PSA Response:

April 13, 2020 – The district plans to use a hybrid model of instruction using hard copy instructional packets and online learning platforms. Students without internet access will have access to instructional materials through instructional packets created by our teaching staff. All students will need access to materials such as paper, pencils, and crayons, which will be made available to families that don't have them. All students will have access to grade-level/course textbooks as needed to complete their work.

August 14, 2020 – The Lakewood Public Schools surveyed its parents in early July regarding their comfort level with their student(s) returning to school in-person for the 2020-21 school year. At that time, approximately 70% of parents desired an in-person option for their student(s). With that information the District made plans to offer both in-person and remote instructional delivery programs for the 2020-21 school year. Because of the previously shared strategic plan promise of “Every Student, Every Class, Every Day”, it was always the intention that regardless of the choice of instructional program selected, students would have access to the curriculum and instruction from their teacher(s) every school day. Therefore, students, DK-12 will begin the school year in either an in-person or remote program of instruction, both of which will meet daily.

In-Person Instructional Program – In grades DK-8, student and staff health and safety will be addressed through a cohort model that keeps students together to the extent possible. At the high school, the structure of the school day will be changed from a six-period day to an A-B alternating day block schedule that reduces the number of passing periods. In all grades, students will have assigned seats in the classroom, in the cafeteria, and for those using district transportation, on the school bus.

Remote Instructional Program – In grades DK-4, a specific teacher at each grade level will be designated the “remote teacher.” In grades 5-12, where teachers may teach multiple sections of the same course, one of those sections will be designated the remote section for students choosing the remote instructional program who are enrolled in that course at that grade level. Because the secondary course catalogue is wide and varied, many “electives” are offered only once during the school day. Even in a pre-COVID school year, students who may be interested in these “singleton” sections may not be able to fit them into their schedule due to other course selections they have made. To provide remote students with elective opportunities at the secondary level, third-party remote providers such as APEX and MiVHS will be made available. Synchronous meeting platforms will be used at established times so that teachers and students interact daily while asynchronous opportunities will also be available to supplement and reinforce instruction.

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:

April 13, 2020 – Teachers will be expected to make contact with every student at least one time during the week. This may be done through the use of technology (for those that have access) such as Zoom or other form of virtual meeting or through weekly phone calls. For students with technology access teachers will also make sure to communicate multiple times each week through the instructional platform (Google Classroom, SeeSaw, Zoom, etc.), with an emphasis on continuing to build relationships and maintain connections.

If students do not have access to technology, teachers will include weekly phone calls or text messages. Notes to students will focus on building relationships and maintaining connections. We will also have our non-core teachers and others making weekly phone calls to ALL our students.

August 14, 2020 – Per the instructional delivery models described in the previous question, daily student attendance is expected either in-person or remotely at pre-established times reflecting the student's schedule.

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

District/ PSA Response:

April 13, 2020 – 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. The instructional packets will be available for parent pickup while maintaining social distancing requirements. For those families without transportation, packets will be mailed to their home, or delivered by staff to their home.

For students with technology content will be delivered through the online platform, email, and other social media sites. Teachers will be accessible synchronous instruction multiple times per week and instruction through pre-made videos multiple times per week.

August 14, 2020 – Curriculum and Instruction – The Lakewood Public Schools implements a continuous cycle of teaching and learning characterized by curriculum, instruction, and assessment aligned to state standards.

- Curriculum
 - Students learning in-person will follow the established curriculum as would have been delivered in previous school years
 - Students learning remotely will maintain a similar curricular scope and sequence as their in-person peers. To ensure that the established curriculum is delivered:
 - ◆ Elementary teachers teaching fully remote will collaborate regularly with their peers teaching in-person through their grade level teams to maintain alignment

- ◆ Secondary teachers teaching one or more sections remotely and in-person will maintain lesson plan documents verifying sections of each type of instruction are aligned
- Instruction – for both in-person and remote instruction:
 - Lessons will reflect best practices including direct instruction, guided practice, independent practice, and reteaching based on students’ demonstrated understanding
 - Differentiated instruction is expected. Students will be given the same benchmark and formative assessments as face-to-face peers are given. The data will be used by teachers to develop specific scaffolds and interventions to help all students succeed

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

District/ PSA Response:

April 13, 2020 – For students without technology access, learning packets will be monitored through cell phone pictures of work, hardcopy submission, or through phone calls by teachers. Teachers will review the exit tickets/ check for understanding documents. If a cell phone picture is not available, they will do their check for understanding through phone calls or submitting the hardcopy assignment and provide feedback to the student during their weekly phone call, virtual meeting, or email.

Feedback from the teacher will include differentiated work as needed, along with examples to support student learning. An example of this may be providing a student that is struggling with double-digit subtraction additional practice and several written examples with the steps. A phone call would also be used as a follow-up if needed.

For students with technology, teachers will monitor student access and assignment completion on a weekly basis within the instructional platform. Teachers will provide feedback to students on assignments through the instructional platform as they are completed. Teachers will differentiate instruction within the platform to meet each student's needs.

August 14, 2020 – Behind high levels of student achievement is a thorough understanding of how assessment results, specifically individual student data, inform teaching and learning. Daily formative assessments are the backbone of such an assessment program. They may take many forms, oral and/or written, but they provide teachers the information necessary to make in the moment instructional decisions, provide students timely feedback, and determine next steps instructionally for the following day’s lesson.

Summative assessments, given at the end of each curricular unit or academic term, are developed in a manner of “backward mapping” from what it is that students should know and be able to do as a result of their engagement with the content standards and related instruction. Results of these assessments not only make up a significant portion of a student’s “grade”, but are used by teachers of similar grade levels or content areas to adjust curriculum and instruction for future groups of students.

The District makes available to our parents access to their students' progress in real time through the Skyward web-based student management system. Teachers understand their responsibility to keep their electronic gradebooks up to date as well as contacting parents directly when students are not performing well so that they may work in partnership to help students be more successful. Written progress reports, "report cards", and transcripts are also provided to document student progress.

State and national assessments are given throughout the school year. They provide additional information to the District for curriculum planning and instruction purposes as well as providing parents a snapshot in time of their student(s) in comparison to grade level peers outside the district. Copies of individual student reports provided by the state and national assessment administrators of these assessment are shared with parents.

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:

April 13, 2020

1. Purchase of unlimited licenses for Edgenuity: \$2,000
2. Purchase of internet Access for staff: \$6000
3. Purchase of internet Access for students: \$18000
4. Purchase of resources/materials (e.g. paper, crayons, pencils): \$5000

We will be using Title, 31a, and general fund dollars to pay for these additional costs.

August 14, 2020

1. Purchase of student devices (chromebooks and iPads): \$123,000
2. Purchase of Personal Protective Equipment (PPE): \$21,000
3. Purchase of instructional resources (Boardworks, APEX and MiVHS classes): \$85,500

Federal CARES and general fund dollars have been used.

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:

April 13, 2020 – All stakeholders were involved in the development of the plan. Building administrators met with their building teachers for initial input. Building administrators brought this information back to district level administrators to collaborate. Before finalizing the plan, feedback was sought by ALL stakeholders as EVERY document we are using for our plan, including this one was put out to all stakeholders for feedback before the document was finalized.

August 14, 2020 – The Lakewood Public Schools surveyed its parents in early July and throughout July and August district administrators met weekly (in some instances more than once a week). Building principals, in turn, met with their Building Leadership Teams and the superintendent met with teacher association leadership weekly. During this same July and August time period, the superintendent met with Ionia County Intermediate School District staff, constituent superintendents, and the Director of the Ionia County Health Department weekly.

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

District/ PSA Response:

April 13, 2020 – The plan will be communicated through a letter to each family that does not have internet access. The plan will also be dispersed through email to those that have access. The plan will also be posted to the district website and other social media platforms as well. To ensure that everyone is aware that the plan has been developed and released a phone call message will be sent to all parents.

August 14, 2020 – Similar to the previous April, the district communicated to parents and guardians via US Mail, email, and district and individual school websites and social media platforms. In addition, the superintendent recorded a video message providing parents information each week for the three weeks leading up to the start of school.

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 17, 2020.

District/ PSA Response:

April 13, 2020 – April 20, 2020

August 14, 2020 – August 24, 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:

April 13, 2020 – 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.

August 14, 2020 – The District is working, and will continue to work, with partner organizations providing instructional programs for students off-site. Whether those programs are meeting in-person or remotely, students will have the appropriate materials and support to participate successfully.

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

District/ PSA Response:

April 13, 2020 – Our food service staff will continue to work to prep food for meal distribution. Each Monday and Thursday we will continue to have staff volunteers come in to assemble our food boxes for a 3 to 4-day period of time (social distancing guidance by the health department will continue to be enforced). If we run short of volunteers, hourly staff will be asked to come in to help with this work. On both days, our volunteers will continue to load our buses and bus drivers will drive our meals out to 5 satellite locations within our district.

August 14, 2020 – Food service staff will provide meals to in-person students traditional school lunch manner complying with all health and safety procedures. In addition, students participating in remote instruction will have the opportunity to pick up five days' worth of breakfasts and lunches each Monday morning at the high school.

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:

April 13, 2020 – We will pay all staff while using this plan. Teachers will provide instruction to our students and monitor progress. Secretaries will keep up on essential work for our offices. Food service employees will continue to prepare lunches and breakfasts. Our para educators will be asked to help distribute student packets and also asked to do other essential work including phone calls to students. Administrators will continue to complete essential responsibilities for the school year, conduct preparation and planning for next school year, and provide leadership during this time including holding virtual staff meetings.

August 14, 2020 – As instruction is occurring both in-person and remotely, all employees are working to provide that programming.

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

District/ PSA Response:

April 13, 2020 – If a student does not have access to technology, teachers will keep track of which students are completing the weekly instructional packets. They will also need to keep a log of all communication with students and parents.

If a student has access to technology, teachers will use the instructional platform to monitor student wellness, engagement, and completion of assignments. They will also keep a log of communication with students and families. Inconsistent completion and/or communication with a parent or student will be raised to the principal or counselor level to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections (DHHS, Behavioral Health, etc.).

August 14, 2020 – Behind high levels of student achievement is a thorough understanding of how assessment results, specifically individual student data, inform teaching and learning. Daily formative assessments are the backbone of such an assessment program. They may take many forms, oral and/or written, but they provide teachers the information necessary to make in the moment instructional decisions, provide students timely feedback, and determine next steps instructionally for the following day's lesson.

Summative assessments, given at the end of each curricular unit or academic term, are developed in a manner of “backward mapping” from what it is that students should know and be able to do as a result of their engagement with the content standards and related instruction. Results of these assessments not only make up a significant portion of a student's “grade”, but are used by teachers of similar grade levels or content areas to adjust curriculum and instruction for future groups of students.

The District makes available to our parents access to their students' progress in real time through the Skyward web-based student management system. Teachers understand their responsibility to keep their electronic gradebooks up to date as well as contacting parents directly when students are not performing well so that they may work in partnership to help students be more successful. Written progress reports, “report cards”, and transcripts are also provided to document student progress.

State and national assessments are given throughout the school year. They provide additional information to the District for curriculum planning and instruction purposes as well as providing parents a snapshot in time of their student(s) in comparison to grade level peers outside the district. Copies of individual student reports provided by the state and national assessment administrators of these assessment are shared with 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:

April 13, 2020 – The district will reach out to all parents to determine their current mental health needs. Based on those results the behavior specialists (SSW, counselor, interventionists, principal, etc.) will reach out to individual students and families to determine what they may need. The behavior specialists will help connect the family to outside agencies to help meet their needs.

While teachers are making weekly phone calls they will monitor and assess the needs of students and families. If a need is presented the teacher will elevate that need to the principal or behavior specialist to make the necessary follow-up. Behavior specialists will also review the Student Risk Screener, along with teacher recommendation, to identify any students that may require more intensive social-emotional support. Behavior Specialists will hold individual and small group sessions to support students. Telehealth may be used when available for students that have technology.

August 14, 2020 – As teachers are meeting daily with students, existing student referral practices will be followed. In addition,

DK-4

- Google classroom for teachers to access tools, materials, lessons, classroom activities and new referral forms for students in need.
- Support from The Right Door the first few days of school
- Classroom lessons with Second Step curriculum
- Daily physical and emotional health check in with staff
- Calming corners (Regulation Station) in each classroom

5-12

- Google classroom for teachers to access tools, materials, lessons, classroom activities and new referral forms for students in need.
- Support from The Right Door the first few days of school (if available)
- Classroom lessons with Second Step curriculum for 5th grade
- Daily physical and emotional health check in with staff
- PBIS videos for new building procedures

Counseling/social work staff will meet regularly to assess each building's 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:

April 13, 2020 – We will continue to keep in weekly, if not daily communication with the Ionia ISD's Superintendent to see if there are ways, we can help with child care centers. We've already had conversations about this.

August 14, 2020 – If called upon, we will be ready.

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:

April 13, 2020 – We do not plan, at this time, to adopt a balanced calendar for the 19-20 school year. The Lakewood Board of Education has already adopted the 2020-2021 school calendar.

August 14, 2020 – The collectively bargained 2020-2021 school calendar was modified through letters of agreement to provide additional time at the start of the school year and throughout the school year for start of school preparation, introduction of health and safety protocols, and teacher professional development related to remote instruction, but the changes did not reflect a balanced calendar.

Name of District Leader Submitting Application: Randall J. Fleenor

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website: