



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 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 COVID-19 Response Plan (“Plan”)
Assurances**

Date Submitted: 04/10/2020

Name of District: Birmingham Public Schools

Address of District: 31301 Evergreen Road, Beverly Hills, MI 48025

District Code Number: 63010

Email Address of the District: eroberson@birmingham.K12.mi.us

Name of Intermediate School District: Oakland Schools

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 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: 04/10/2020

Name of District: Birmingham Public Schools

Address of District: 31301 Evergreen Road, Beverly Hills, MI 48025

District Code Number: 63010

Email Address of the District Superintendent: mdziatczak@birmingham.k12.mi.us

Name of Intermediate School District: Oakland Schools

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:

Due to in-seat learning restrictions during the COVID-19 outbreak, Birmingham Public Schools has redesigned student learning for an online environment. The mission of this

work is to continue new learning when an in-person teaching and learning environment is unavailable.

During this health crisis, our work has focused on:

- Continued learning for students that does no harm to academic records.
- Sharing mental health resources and ensuring BPS/family connections to support wellbeing.
- Providing families with resources and materials to allow learning to continue at home during this prolonged building closure.
- Adherence to state and federal mandates to provide equity and access for all.
- Updating families on our actions, answering questions and providing support.

The district will provide a technology-based learning platform for remote learning using Google Classroom, Seesaw, or other virtual learning tools that may already be in use by classroom teachers including, but not limited to Edmodo and Schoology. Across grade levels, lessons and activities have been designed to accommodate student access to classroom materials that will be needed, including online textbooks where available, interactive activities, websites, Google tools, and other subscription-based online materials.

At the elementary level, teachers will use grade-level Google Classrooms. At the secondary level, Google Classrooms will be organized by individual teachers by course. In addition to resources provided in Google Classrooms, students will have access to learning resources on grade- and course-specific basis through online websites. Students who need learning materials at home due to individual needs will be given an opportunity to receive hard copies of packets. For students who do not have technology or Internet access, the district has distributed laptops. The district will provide an additional opportunity for families to acquire a laptop and, if necessary, hot spots or data connections. Students are encouraged but not required to engage in virtual learning. Students will not be penalized for inability to participate.

The district has maintained ongoing communication with parents, through multiple modes of delivery, regarding learning opportunities, needs for technology access, assistance with questions regarding technology, needs of students with IEP services, and expectations for learning during extended closure.

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:

Primary interactions with students will focus on whole-child wellness. Social-emotional connections will be emphasized and teachers will provide weekly synchronous connections with students. Teachers will use these opportunities to check in on the wellbeing of students, interact with students, and provide students with connections to their peers. Counselors will provide lessons related to social-emotional learning at the elementary level. All district counselors will provide on-line resources, support to students on an individual basis, and outreach for students and families who may be experiencing difficulties during this time. Each building has crisis protocols to support families and staff who may experience loss.

The district understands that families have unique situations and needs at this time. With this in mind, the district used the National Board for Professional Teaching Standards and other resources to develop a learning schedule that balances the social-emotional and strong academic needs of our students. Teachers will provide synchronous and asynchronous opportunities for learning that follows district-developed guidelines for time spent in online learning.

Teachers will monitor, assess, and provide timely feedback to students about their learning based on progress toward essential learning standards. Teachers will use formative assessment results to determine next steps for student learning. All students will be invited to participate in live virtual sessions for question-and-answer sessions, mini lessons, or social emotional check-ins with teachers through Google Meet or similar video conferencing tools. Where students are not participating, teachers will contact students independently, either through email or telephone contact.

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

District/ PSA Response:

Technology will provide opportunities for students to learn through posted lessons that include at-home activities, reading, exploring within the home environment, listening/viewing material online, engaging with interactive websites, such as Seesaw, Compass Learning, RAZ kids, online textbook resources, and other curated materials provided through Google or other virtual classroom environments. Classroom teachers will work collaboratively with 504 case managers to ensure that all students have their accommodations met. As needed, paper packets will be provided to students. Email or phone contact will be encouraged where students may need additional support to access learning.

Early On services staff (for children birth to three years) will: connect with parents weekly based on the needs of the students and the services documented in the Individualized Family

Service Plan (IFSP); provide learning packets or virtual activities for families to facilitate learning opportunities with students; provide video learning opportunities for students via various online platforms; and consult with IFSP teams and convene virtual IFSPs.

Early Childhood Special Education (ECSE) staff will: connect with students and parents through virtual small group or individual sessions weekly based on the needs of the students and the services documented in the Individualized Education Plan (IEP); provide learning packets for families to facilitate learning opportunities with students; provide video learning opportunities for students via various online platforms; and consult with IEP teams and convene virtual IEPs.

Elementary resource teachers will: connect with students through virtual small group/individual sessions weekly based on the needs of the students and the services documented in the IEP which could include providing instruction and related assignments in content subject areas; provide access to appropriate leveled supplemental instructional platforms; provide supplemental resources for students and families via various online platforms; collaborate and consult with general education teachers regarding students on their caseload; and consult with IEP teams and convene virtual IEPs.

Secondary resource teachers will: connect with students weekly, through virtual small group or individual sessions based on the needs of the students and the services documented in the IEP; provide support for students accessing remote learning opportunities; provide supplemental resources for students and families via various online platforms; collaborate and consult with general education teachers regarding students on their caseload; and consult with IEP teams and convene virtual IEPs.

Categorical program classroom teachers will: connect with students through virtual small group/individual sessions based on the needs of the students and the services documented in the IEP; may provide support for students with access to learning opportunities through home-based instructional resource kits provided to families; provide weekly instruction and related assignments in content subject areas; provide supplemental resources for students and families via various online platforms; collaborate and consult with general education teachers regarding students on their caseload; and consult with IEP teams and convene virtual IEPs.

Ancillary staff will: connect with students or parents weekly, bi-weekly, or monthly through virtual small group sessions or individual sessions based on the needs of the students and the services documented in the IEP; provide supplemental resources for students and families via various online platforms; collaborate and consult with general education teachers regarding students on their caseload; consult with IEP teams and convene virtual IEPs; and provide mental health support to students and families as needed.

The district will be continuing to service English Language Learners through Google Classroom in collaboration with classroom teachers. Newcomer families will have an opportunity for students to participate in virtual learning specific to them.

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

District/ PSA Response:

Teachers will identify essential standards to focus learning. Delivery and pacing of those lessons will include approximately three core-area lessons daily at the elementary level. Students in secondary grades will receive lessons delivered in a schedule determined by buildings with a total of 2.5-3.5 hours of learning activities per course per week.

Based on the standards addressed in these lessons, teachers will select specific assignments that lend themselves to feedback. Teachers will respond in a timely manner to student work, offering praise for work that demonstrates understanding of essential standards and suggestions for improvement in specific areas of performance. Feedback may be provided through the Google or other virtual classroom, directly on digital submissions, or through emails. Teachers will use the most appropriate means of communicating feedback for their students. Classroom teachers will work collaboratively with IEP service providers and 504 case managers to monitor student progress.

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:

Actual and estimated expenditures associated with the Plan:

- \$50,000 - Data Center Storage and Software, including:
 - Call Center
 - Service Desk
 - Virtual Meeting
 - Misc Application Licenses (increase/new)
 - Filtering (at home-district devices) license increase
 - Canvas LMS license increase
- \$100,000 - Additional instructional supplies for home, including for teachers facilitating learning
- \$50,000 - Increased technician support
- \$10,000 - Additional Parent Support Groups for families with students with IEPs and 504s
- \$50,000 - Summer services for students with IEPs as needed
- \$10,000 - Purchase of assistive technology to support students with reading and writing disabilities
- \$22,000 – 3 months of hotspot service
- \$2,000 - Technology equipment and software required for remote learning (\$1,000 to a PowerSchool Support vendor and \$1,000 to a Google Classroom Vendor)
- \$100,000 - Cleaning and disinfecting equipment and supplies
- \$3,000 - Postage/Envelopes/Mailing Services
- \$40,000 - Printed Learning Packets (est. \$4.00 per student)
- Unexpected Cost Contingency (15%) \$65,550

Total estimated costs \$502,550. Source of funding: General Fund, which is primarily funded by the State Foundation Allowance. Certain special education center program costs may be funded from the Center Program fund balance reserves.

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 district plan was constructed in collaboration with the BPS Teaching & Learning Department, Birmingham Education Association leadership and member representatives, BPS Central Leadership Team, and building-level administrators. The original plan framework was created by the Teaching & Learning Department, with regular review and input from the other stakeholder groups. Teacher representatives from each level met to review plan details and teacher expectations separately as the Plan was in process.

Before a final Plan was completed, a meeting of teachers, Central Leadership Team representation, and the EA Executive Director convened to review final details. This collaborative process provided:

- A “students-first” approach.
- Educator perspectives, ideas and support.
- Assurance that state guidelines were being met.

Plans were then reviewed by the full Central Leadership Team and members of the Education Association Executive Board. The Board of Education reviewed all materials prior to distribution.

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

District/ PSA Response:

The district created an overview of the Plan for families, BPS Family Guide to Virtual Learning, which includes lesson structure and scheduling, expectations for teacher contact, resources for accessing the instructional activities, and technology support. Parents of students with IEPs will be contacted by their child's service providers with details about individualized plans for support.

Email communication, principals' weekly eNews distributions, and the district website serve as communication modes for keeping students, parents, and guardians informed of all plans for on-line learning through the time of the school closure. Electronic alerts will be used to inform families of updates to the Plan.

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 technology-based alternative learning will begin on Wednesday, April 15, 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:

Students participating in dual enrollment through Birmingham Public Schools have moved to an online platform at their post-secondary institution. They will continue their courses in a virtual manner as established by the college or university. Grades and/or credits will be communicated to the counselor by the student for inclusion on the transcript.

BPS students will continue to participate in Career and Technical Education courses both within the district and at CTE centers of the Oakland Schools Technical Campuses (OSTC). For those students taking classes at BPS, the teachers will provide virtual learning.

The district will work with Oakland Schools Technical Campuses to continue to provide CTE programming to the extent permissible under the Executive Order and OCTE's guidance.

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

District/ PSA Response:

All children under the age of 18 and Special Education students under the age of 26 are eligible to receive a bagged breakfast and lunch for the duration of the school closure. Children do not have to be registered with Birmingham Public Schools to participate or be present with the adult.

Birmingham Public Schools began distributing breakfast and lunch meals to eligible children on March 16, 2020. We started with serving 5 days a week with weekend food being given on Friday to ensure each child had 7 breakfast and 7 lunches for the week. Once Governor Whitmer put the "Stay Home, Stay Safe" executive order into act we changed it to 3 days a week on Monday, Wednesday and Friday. We distribute multiple days at a time to help with the Governor's executive order, but still ensure that each child receives 7 days of food.

Currently, meals are distributed three days each week from Groves High School, Derby Middle School, West Maple Elementary and Huntley Square Apartments. Trained

Chartwells team members in food preparation prepare and package meals, and meals are distributed by Chartwells team members who have received training in the safe distribution of prepackaged meals. BPS Food Service Director Pattie Guck performs an Oakland County Health Division Staff Screening Checklist for Businesses with her team members every morning before their shift begins. She also has posted all necessary Emergency Order (2020-5) for Control of Pandemic signs required by the OCHD. The Chartwells Team follows a 6 foot social distancing procedure while preparing the food and distributing the food. The district will continue to provide breakfast and lunch meals as necessary until June 12th 2020 per the MDE.

The School Messenger notification system, which includes emails, text, and phone messages, is used to communicate with families about the food service program. Initial communications were provided in English and other languages. Other communication tools include the district's social media sites, BPS Food Service social media sites, Fox 2 News Detroit, and the district's website. As an added effort to enhance communications, building administrators also reached out to families to ensure all children who need food service were aware of the program.

From March 16th, 2020 through April 9th, 2020 Birmingham Public Schools has prepared and distributed 30,096 meals to children.

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:

Following requirements within the governor's executive order, Birmingham Public Schools will continue to pay school employees while redeploying staff to provide meaningful learning within the context of the plan. Teachers, administrators, and ancillary staff will engage in the delivery and direct support of the Continuity of Learning Plan, as well as maintain connections and provide social-emotional support to students and families. Support staff will be utilized to provide food, connect students with electronic devices, support teachers in planning and delivery of the Continuity of Learning Plan and associated materials, and provide support to students and families. District staff will ensure continuity of business operations and will support instructional staff.

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

District/ PSA Response:

Student participation in the Plan will be monitored and evaluated by teachers. Regularly scheduled interactions, feedback, and reflection on student work will be the mechanism through which individual participation will be assessed. Teacher records will reflect participation and the successes of students. Where lack of participation and failure to connect after repeated attempts to contact students or parents or guardians, teachers will

reach out to building administrators or counselors seeking additional support in reaching families.

Periodically, district review of participation through Google Classroom analytics and check-ins with teachers on student participation will provide monitoring of student engagement.

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:

District counselors will provide continued social-emotional lessons on a scheduled basis at the elementary level. Counselors at the secondary level will provide online resources, support to students on an individual basis, and outreach for students and families who may be experiencing difficulties during this time.

Social workers and counselors will continue to interact with students with a schedule determined individually or through building schedules. Where students are not participating these professionals will be contacted, as deemed necessary, to reach out to students and parents or guardians to determine if mental-health services are needed. If a determination is made that additional support is required, the appropriate agencies will be contacted following protocols in place.

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:

Oakland Schools is working in cooperation with our 28 local school districts and community partners to coordinate emergency child care for children birth through 12 years old for Essential Workers on the front lines supporting our Oakland County community during the COVID-19 pandemic. All of these efforts stem from the Governor's Executive Order Expanding Capacity for Disaster Relief Child Care Services for Essential Workforce and we have carefully advertised the contact number to 844-456-5437 with questions around this request from Oakland Schools.

Currently, Oakland County ISD Early Childhood is working to navigate essential worker families to childcare programs around the county. We have not yet needed to open our own classrooms in Birmingham to support this effort; however, we have indicated Midvale Early Learning as an available, licensed site should the need arise. BPS Early Childhood Directors and Principals have administered the community survey of needs and volunteers associated with the Governor's Executive Order.

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:

There are currently no plans to utilize a balanced calendar for either the 2019-2020 or 2020-2021 school years.

Name of District Leader Submitting Application: Dr. Embekka Roberson, Assistant Superintendent for Student Learning & Inclusion

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website: