



Zeeland Public Schools

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 8, 2020

Name of District: Zeeland Public Schools

Address of District: 183 W Roosevelt, Zeeland MI 49464

District Code Number: 70350

Email Address of the District: mmiilu@zps.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.

Date Submitted: April 8, 2020

Name of District: Zeeland Public Schools

Address of District: 183 W Roosevelt, Zeeland, MI 49464

District Code Number: 70350

Email Address of the District Superintendent: cdekuipe@zps.org

Name of Intermediate School District: Ottawa Area Intermediate School Districts

Name of Authorizing Body (if applicable):

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: The district plans to use a hybrid model of instruction using hard copy remote instructional plans as well as online learning options for students in preschool (GSRP

and ECSE) through 12th grade. For those students that have internet access, but don't have a device, devices will be made available. Students without the internet will have access to instructional materials through a weekly remote learning plan that provides learning opportunities that will not require connectivity. 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. A district-wide mailing will introduce the plan and options. District staff will make every reasonable effort to identify and engage students/families who are not responding. The goal is to support educators in minimizing, to the extent possible, any negative impact these unprecedented circumstances have on our students, staff, and communities.

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: With a district motto, "Safe, Valued, Loved & Learning" leading the way, multiple communications to district residents have already emphasized that the relationships and connections are critical and will be our highest priority. Union officials are part of every leadership meeting - every meeting starts with a discussion of "kids first" and ways to continue to reinforce this mindset. This is district culture. Community surveys were done to discover the level of non-academic need recognizing that learning does not easily transfer to long-term memory when a student or family is in high stress. See Answer to Question 13 for additional efforts to minimize stress, which then facilitates learning. Survey data is shared with other community entities - a community in it together. Staff are reaching out daily already, and will continue. A district-wide mailing will introduce the plan and options. District staff will make every reasonable effort to identify and engage students/families who are not responding. All paid ZPS staff are able to be part of this reach out and connect plan. The goal is to support educators in minimizing, to the extent possible, any negative impact these unprecedented circumstances have on our students, staff, and communities.

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

District/ PSA Response: For those students without technology, the main mode of delivery will be through hard copy remote learning plans. This will be supplemented with phone conferencing to support instruction. The remote learning plans will be provided during meal delivery. Remote learning plans can be mailed to the student if they do not participate in meal delivery. For students with technology, content will be delivered through online links and platforms, email, and other social media sites (Facebook, Remind, etc.). Teachers will be accessible to students in various ways (phone, email, Zoom, Google Hangouts, etc). The District will ensure good faith efforts with students with IEPs or Section 504 Plans, providing the opportunity to participate in learning consistent with existing plans through the incorporation of accommodations and/or

modifications. Special education staff will maintain a high level of parent communication, where possible, to support their efforts in crafting individual plans of support.

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 be coaching/supporting the family in how to promote learning at home. A current 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, the district 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. Special education staff will be working collaboratively with general education teachers to ensure accessibility to instructional activities and materials. Special education teachers and itinerant staff will be communicating directly with parents of students on their caseloads to gain input on student needs. Special education staff must document all parent communication and efforts to provide accommodated and modified learning opportunities on the district developed Contingency Learning Plan form for 2019-2020 school year. This includes the provision of auxiliary services to Non Public Schools within the district.

In addition, the district will work to 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 recognizes that guidance is not yet available or complete.

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.

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

District/ PSA Response: Weekly remote learning plans are being provided to each student every week with suggestions for a schedule that might help families in pacing the learning. Families will be encouraged to complete the suggested activities at a time and pace that works best for their circumstances. Teachers will make regular contact with families/students in order to support their social-emotional needs and to connect on the learning for the week. Our primary focus is on ensuring our students' basic needs are met prior to focusing on the academic supports, so these regular check-in's also serve this purpose. Teachers will not be grading the

work that is assigned during this time, but rather will provide feedback and support to students as necessary differentiating to meet the needs of the student over time. Our special education staff is working closely with our general education teachers to review the remote learning plans and provide appropriate accommodations and modifications. They will be connecting with families/students to determine how these plans are meeting their needs and what other supports would be most helpful. Our goal is to be as responsive to our families as possible realizing that their basic needs are most critical at this time and that we can serve as a support line as well as providing the opportunities to keep students engaged in learning.

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: All ZPS Staff - all staff are paid according to the prior approved district budgets including, but not limited to, the General Fund, State Grants, and Federal Grants.

Early estimates as determined by the Technology Office are:

WIFI hotspot for student outside of internet services - 250 hotspots * \$20 * 3 months - \$15,000

WIFI Routers for network - \$25 * 50 = \$500

Installation of community wi-fi service on exterior of district buildings -

Revenue Source : Enhancement Millage

Student supplies - Unknown at this time.

Spanish and other languages translation costs - Translation options are in process. Data is not yet available to gauge the level of personnel and other costs needed for this purpose.

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: Zeeland Public Schools utilizes a collaboration model on just about every key initiative or planning session as part of normal operations. Zeeland Education Association Union President and the Chief Negotiation Officer became officio members of the cabinet on the first day of the closure. The cabinet (central office) and council (all principals and directors) have not met in absence of union leadership. This is about as true a team as is possible, and is typical of normal district leadership. District leaders surveyed staff and community members. Survey data and best practice models were studied by a collective team of district leaders, grade level curriculum chairpersons, subject level chairpersons, and principals. Plans were developed. These plans were then shared again with as many staff as possible given that the only means of communication was virtual distancing. Plans are continually re-tweaked in this feedback model. This feedback loop is also utilized by the 70+ members of the special education staff, the 25 members of the Spanish Immersion staff and the ELL staff. . Feedback was also given from transportation in consideration of traveling hotspots.

Highly valuable, the technology director virtually met (continues) almost daily with central office administration and principals to discuss options to re-purpose pK-5 devices, to create a student and community help desk, to provide devices and access to those who need it, and to donate iPads to Spectrum Health Zeeland Community Hospital. Each of these goals has a plan in place or is already accomplished. The superintendent is in daily communication informing individual Board of Education members. BOE committee meetings are scheduled for April 14 - virtually. District and Union officials have addressed issues impacting the work conditions of employees, including the framework of any remote plans, acceptable use policies, and use of personal devices.

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

District/ PSA Response: The plan will be communicated through a letter to each family. 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.

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: Already communicated through district digital media, including a video message from the superintendent to the community, the start date is the week of April 13, 2020. This was also communicated via emails from principals to parents/students.

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: Career and Technical Preparation courses are continuing under the leadership of the Ottawa Area Intermediate School District. Post-secondary dual enrollment courses are continuing through each post-secondary institution and are monitored by high school principals and counselors.

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

District/ PSA Response: ZPS food service teams prepare meals with the assistance of approximately 20 ZPS staff volunteers. Volunteers are scheduled through the communications office. Bus drivers handle the delivery routes. Two local companies provided refrigerated trucks for storage. ZPS hosts 27 locations to provide meals to community members ages 18 and under. Routes run every Monday and Thursday. Parents can pick up meals for children and children do not need to be present to receive food. Children do not need to be ZPS students to

receive food. This service is open to all families in our community. Food allergies are accommodated. Participants engage in social distancing and practice proper hygiene before and after meal service pick up. The Bridge Youth Center operates both a walk-up and drive-up service - meals provided by ZPS. This plan is scheduled to operate through June 5, 2020.

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: ZPS agrees in total with the Governor's Executive Order and had already notified all staff that pay and benefits would continue. District employees are working hard to continually serve the community during this pandemic. Schedule B is also confirmed. District leadership receives contacts from support staff daily asking how they can contribute - plans are being developed in partnership with administration and all staff.

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

District/ PSA Response: Teachers will be reporting to principals. Additionally, Google docs are in development to keep track of students who are not participating or have not responded. Plans are to arrange contacts with these students, by support staff, counselors, social workers, school psychologists, teachers, principals, etc., depending on need. Estimations and actual summaries of participation will be available and discussed by teacher leaders, administration and the Board of Education, throughout the plan.

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 has developed a ZPS Cares Support Model of prevent, identify, and respond. Prevention includes self-care, mental health, and physical health activities that are published weekly in student distance learning plans. Connection and engagement between ZPS staff and students will be promoted, along with ongoing communication with parents regarding their children's and family needs. Several avenues for the identification of mental health, food, and other basic needs are available for families and staff, including the ZPS Cares Phone Helpline, designated ZPS Cares email, and Google Help Request Form. Requests for assistance will be routed to building-level support staff, including social workers, psychologists, and counselors. The staff member will make personal contact with the family in need to further identify the presenting issue(s) and connect the family with needed resource(s).

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: ZPS Early Childhood Center and staff are on stand-by should the need arise.

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: This is not under consideration at this time. Plans are in development to provide compensatory education, remediation, and differentiated learning when students do return to face to face education.

Name of District Leader Submitting Application: Cal DeKuiper

Date Approved: 4/13/2020

Name of ISD Superintendent/Authorizer Designee: Peter Haines

Date Submitted to Superintendent and State Treasurer: 4/13/2020

Confirmation approved Plan is posted on District/PSA website: 4-13-2020