



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: Bentley Community Schools

Address of District: 1170 N. Belsay Rd., Burton, MI 48509

District Code Number: 25230

Email Address of the District: kspann@bentleyschools.org

Name of Intermediate School District: Genesee ISD

Name of Authorizing Body (if applicable): NA

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:

Applicant assures that all student learning will take place under the direction of a teacher of record for each student enrolled in the district. **Yes, the applicant does.**

- 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. **Yes, the applicant does.**
- Applicant assures that the Plan was developed in collaboration with district administrators, school board members, teachers, and local bargaining units. **Yes, the applicant does.**
- Applicant assures that food distribution has been arranged for or provided for eligible students. **Yes, the applicant does.**
- Applicant assures coordination between applicant and Intermediate School District in which the District/PSA is located to mobilize disaster relief child care centers. **Yes, the applicant does.**
- 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. **Yes, the applicant does.**
- 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. **Yes, the applicant does.**

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

Name of District: Bentley Community Schools

Address of District: 1170 N. Belsay Rd., Burton, MI 48509

District Code Number: 25230

Email Address of the District Superintendent: kspann@bentleyschools.org

Name of Intermediate School District: Genesee 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-19.

District/ PSA Response: Delivery of Instruction

Bentley Community Schools *Continuity of Learning Plan* (“the Plan”) will provide students learning experiences virtually via electronic devices such as Chromebooks, iPads, tablets, etc. both asynchronously and synchronously. The district will provide devices to families who need one; will support families in gaining access to reliable, high-speed internet; and/or provide an alternative method for accessing instruction (e.g. hardcopy packets).

Bentley Community Schools took steps to ensure that each student has access to an electronic device and adequate internet.

Specifically, the district:

- Sent a survey to all families via SchoolMessenger on April 4th and posted same survey on its website and Facebook page.
- Following a brief collection period, staff then called families who did not respond to the survey to assist them in completing the survey. These data helped us determine approximately how many devices were needed to ensure all students would have electronic access to learning opportunities.
- Those with a need for internet access received a phone call on April 10th to offer assistance getting their home online.
- District staff distributed 90 district-owned devices to students and families in need.
- Technology support is provided to families, students, and staff through our GISD technician, Angus McVeigh, who can be reached at amcveigh@geneseeisd.org.

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: Attending to Learning, Outreach, and Relationships

The district’s overall plan is student-centered and built upon the principles of the whole school, whole community, whole child model (WSCC). It is based on the understanding that each child’s and family’s circumstances may be different. The Plan is designed to be sensitive and flexible to meet varied needs of students, families, and staff. Two-way communication is built into the structure of the plan through email, social media, Google Classroom, Seesaw, Google Meet, and through structured connection times and office hours. Teachers will continue their established classroom instructional practices of tapping into students’ interests, readiness levels, and learning styles while providing families flexibility. Social-emotional and poverty-informed instructional approaches will be utilized by the

teachers. Although the main method of delivery will be digital, there is a mix of real-time, technological, and non-technological options available to students with no penalty for such a choice. Building administrators, in partnership with school social workers and counselors, have been and will continue to provide social emotional support and resources to students and families. Structure, routine, and consistency are built into the Plan to ensure the highest level of normalcy is achieved. Sample student home learning schedules, with recommended learning times, will be provided to students and families. All expectations, communications, and activities can be accessed via the [Bentley Community Schools website](#) where there is a link to the [Bentley Bulldogs: Remote Learning Center](#).

Each building's plan is designed to intentionally connect students to teachers and each other. Elementary teachers will hold synchronous class meetings once per week to ensure virtual face-to-face connections. Our middle and high school plan includes a community-building activity for both staff and students through which students and teachers will connect and engage; this will be communicated through the playlists set up on the district website. High school teachers will hold one period of synchronous class meetings and communicate with students through previously established electronic systems such as email, Google Classroom, Google Meet/Hangout, and Remind. In addition, teachers at all levels will hold virtual "office hours" to ensure parents/caregivers and students are able to connect directly with teachers.

Teachers and itinerant staff serving English Language Learners, students of special education, and students with Section 504 plans will directly reach out to each of their students to develop individualized Contingency of Learning Plans. Finally, the framework, through sample schedules, will support students and parents/caregiver in developing daily and weekly schedules that offer routines, structures for consistency, and time for thinking, working, and relaxing. These schedules, a summary of actions intended to support student safety, and an overview of the BCS Continuity of Learning Plan follows.

Supporting Students and Families

- Building administrators in their weekly communications will include resources and "tips" to support families and students in their implementation of the Continuity of Learning Plan.
- Building administrators will provide school-wide, community-building activities in their weekly communications.
- Building administrators and other staff will reach out to families and students who may need additional supports and services.
- School social workers and counselors will offer individual and scheduled virtual counseling appointments/office hours.
- School social workers and counselors will share resources with families directly or via the weekly principal newsletters (e.g. How to Manage COVID-19 Anxiety, stress, communication with children about COVID-19, etc.).

- Classroom teachers will reach out to any families and/or students who have been unable to engage in the Plan.
- Office hours will be available for students to check in with questions on work or just to connect with their teacher.
- The district will continue to provide students and parents social-emotional learning resources to help them process the range of emotions that each are experiencing: stress, trauma, fatigue, etc. Bentley Community Schools will continue to utilize the social-emotional curriculum provided to families through Suite360.

OVERVIEW OF PLAN

The Continuity of Learning Plan is customized, structured, and designed to meet the unique needs of our students in lower elementary grades, upper elementary grades, middle school, high school, and special education. It is not intended to replicate the structure and timeframes of a normal face-to-face school day.

Goals of the BCS Continuity of Learning Plan

Our focus when creating and implementing the BCS Continuity Learning Plan is to:

- provide manageable, appropriate, and accessible learning differentiated by age level and need;
- provide instruction to students in essential learning standards in order to move instruction forward through distance learning tools;
- provide families clear and consistent communication; and
- provide structure and common expectations across the district, while remaining flexible

Flexibility

Above all else, we strive for flexibility. Teachers will be flexible in terms of technical difficulties and deadlines, especially for submitted assignments. Students need to be flexible in how they structure and manage their time and in terms of technical difficulties and teacher response times. Parents/caregivers need to be patient with both students and teachers as they navigate teaching and learning in a virtual environment. We appreciate everyone working together and doing the best they can in a unique situation for the good of our students and their learning.

Expectations and Responsibilities

The building and grade/department level teams created virtual teaching and learning expectations for students that take into account the many variables that each may encounter when working from home during the school closure. These expectations provide structure to a process that is new for our students, parents/caregivers, and teachers. Building teams determined what the instructional delivery model would include, timeframes for each course/subject/grade, appropriate workload, and essential standards for students to learn.

District Expectations and Responsibilities

- Support teachers, students, and parents/caregivers with the Continuity of Learning Plan.
- Provide access to technology, technical support, and training for teachers, students, and parents/caregivers.
- Build a Continuity of Learning Plan that is flexible and sensitive to the unique demands and circumstances of our teachers and families; one that is manageable, appropriate, and accessible.
- Engage students in the forward moving instruction by Monday, April 20, through the conclusion of the mandated school closure or the last day of school on June 9, 2020, whichever comes first.
- Communicate consistently with all stakeholders.
- Provide students, families, and staff the opportunity to provide systemic feedback through co-created and administered surveys that will collect and identify necessary revisions regarding the administration of the Plan and adjust the Plan accordingly.

Teacher Expectations and Responsibilities

- Monitor and support student well-being, participation, and learning.
- Design and provide coherent instruction and feedback related to specific content areas and/or grade levels in order to build student knowledge and skills.
- Identify essential standards (Common Core/Michigan Merit Curriculum) for instruction and design virtual instruction toward the learning of such standards.
- Select appropriate resources to support the instructional design and implement the instructional lesson plans.
- Deliver virtual instruction and provide feedback to students in a consistent and timely manner aligned with the Continuity of Learning Plan.
- Manage and monitor student attendance and participation.
- Provide consistent and timely communication to parents/caregivers and students.
- Respond to emails within two working days of their receipt.
- Be mindful and understanding of the quantity of communications sent to a parent.
- Allow students an opportunity to make-up missed assignments without penalty.
- Deliver accessible instruction to students to the extent possible.
- Provide accommodations to students with special education and Section 504 plans, to the extent possible. Document the provision of all accommodations.

Student Expectations and Responsibilities

- Students will participate in virtual learning by monitoring communications from their teacher(s), participating in virtual instruction, and submitting

assignments as requested by their teachers.

- Students unable to participate in learning due to illness or another reason will be provided an opportunity to make-up missed work without penalty.
- Students will adhere to the BCS standards of dress for school, choose school appropriate environments in which to connect virtually, and uphold school appropriate behaviors.
- Students shall practice appropriate digital citizenship and abide by the BCS Technology Acceptable Use Policy and Student Code of Conduct.

Parent Expectations/Responsibilities

- Establish and support clear expectations for learning at home.
- Create a home learning environment conducive to learning.
- Assist in the development and implementation of an age-appropriate home-learning schedule.
- Guide and support students in using appropriate digital citizenship and abiding by the BCS Technology Acceptable Use Policy and Student Code of Conduct.
- Discuss and monitor students' appropriate dress, virtual backgrounds, and behavior related to virtual/home learning.
- Monitor their child's participation in virtual instruction through daily check-ins with their child and through ParentVue.
- Be mindful and understanding of the quantity of communications sent to a teacher.
- Follow the normal problem-solving and communication process for issues of concern.
- Talk to the Teacher first.
 - If the problem is not resolved, talk to the Principal.
 - If the Principal cannot help, talk to the Superintendent.
 - If the Superintendent cannot help, the Board of Education may be contacted.

Building Level Virtual Instruction Plans

The elementary, middle, and high school staffs and our Special Education Department have partnered to ensure the Continuity of Learning framework is adapted to best meet the unique needs of students in their grade levels and departments.

Elementary Sample Student Schedule

- Students in grades K-2 should engage in school 30 to 90 minutes per school day.
- Students in grades 3-5 should engage in school 60 to 120 minutes per school day.
- Students should commit to a home learning schedule. Below is a sample home learning schedule.
- Parents/Caregivers should collaborate with their child regarding their home

learning schedule.

SAMPLE DAILY SCHEDULE	
8:00 a.m.	Breakfast and morning responsibilities
9:00 a.m.	Reading
9:30 a.m.	Break
10:00 a.m.	Math
10:30 a.m.	Break
11:00 a.m.	Writing
11:30 a.m.	Break and Lunch
Afternoon	Science, Social Studies, PE, Art, Music, and other Enrichment Attend Office Hours and Weekly Google Hangout Meetings Check out the Barhitte Building Challenge or activities suggested by the Principal each week

Below are suggestions for creating an effective learning environment for elementary virtual learning

- Have a designated learning space and time
 - Choose a location that is quiet and allows for engagement
 - Set a daily routine
 - Set a specific time for students to get up and “get ready” for school
- Identify daily goals for online learning
- Participate actively
- Look for ways to stay engaged—online discussion boards, Google Hangout meetings, etc.
- Create a checklist and have students check off tasks as they are completed
- Know where to look for help
 - Attend weekly Hangout sessions with the teacher and ask questions
 - Attend teacher office hours virtually and ask questions
 - Identify key family members you can reach out to for help
- Take movement breaks
- Set time limits and stick to them
- Get moving for a physical activity during your break

Middle School Sample Student Schedule

- Students should engage in school 90 to 180 minutes per school day in addition to 20 to 30 minutes of independent reading.
- Students should commit to a home learning schedule. Below is a sample home learning schedule. Times may be changed to suit the needs of each student or family.
- Parents/Caregivers are encouraged to collaborate with their child in the development of a home learning schedule.

Time	Monday and Wednesday	Tuesday and Thursday	Friday
8:00 a.m.	<i>Breakfast and morning responsibilities</i>	<i>Breakfast and morning responsibilities</i>	<i>Breakfast and morning responsibilities</i>
9:00 a.m.	English	Math	Review assignments from the week
9:30 a.m.	<i>Break</i>	<i>Break</i>	<i>Break</i>
10:00 a.m.	Social Studies	Science	Check in for Office Hours
10:30 a.m.	Spanish	Music practice	Check in for Office Hours
11:00 a.m.	Exploratory Electives	PE or Art activity	Finish and submit Middle School Challenge
11:30 p.m.	<i>Break and Lunch</i>	<i>Break and Lunch</i>	<i>Break and Lunch</i>
12:30 p.m.	Independent Reading	Independent Reading	Independent Reading
1:00 p.m.	Check out the Middle School Challenge	Check out the Middle School Challenge	Begin enjoying the weekend!

Below are suggestions for creating an effective home learning environment for virtual learning

- Have a designated study space
- Choose a location where parents can check-in
- Eliminate distractions as much as possible
- Set a daily routine
 - Set a specific time for students to get up and “get ready” for school
 - Identify daily goals for online learning

- Participate actively
 - Look for ways to stay engaged—online discussion boards, Google Hangout meetings, etc.
 - Create a checklist and have students check off tasks as they are completed
 - Create virtual study groups with classmates and friends through apps like FaceTime, Google Hangouts, or Zoom
- Know where to look for help
 - Email your teacher
 - Attend Teacher Office Hours virtually
 - Identify key family members you can reach out to for help
 - Ask your classmates
- Take study breaks
 - Set time limits and stick to them
 - Get moving for a physical activity during your break
- Use motivational techniques
 - Reward students for working productively
 - Decorate your study space with motivational pictures or quotes

High School Sample Student Schedules

- Students should engage in school for at least 3 hours per school day (approximately 30 minutes per class).
- Students should commit to a home learning plan. Below are two sample personal study plans. Times may be changed to suit personal study habits.
- Parents/Caregivers should converse with their child regarding their home learning plan.

SAMPLE WEEKLY SCHEDULE									
Monday		Tuesday		Wednesday		Thursday		Friday	
9:00 - 11:30	Science	9:00 - 11:30	English	9:00 - 11:30	Math	9:00 - 11:30	Social Studies	9:00 - 11:30	World Language
12:00 - 2:30	Electives and/or Choice Reading	12:00 - 2:30	Electives and/or Choice Reading	12:00 - 2:30	Electives and/or Choice Reading	12:00 - 2:30	Electives and/or Choice Reading	12:00 - 2:30	Electives and/or Choice Reading

SAMPLE DAILY SCHEDULE	
9:00 - 9:30	1st Hour
9:35 - 10:05	2nd Hour
10:10 - 10:40	3rd Hour
10:45 - 11:15	4th Hour/5th Hour
11:20 - 11:50	6th Hour
11:55 - 12:25	7th Hour
12:25 - 12:45	Lunch
12:45 - 1:15	Choice Reading Time

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

District/ PSA Response: Equity in Access to Learning

The district will deliver instruction electronically (virtually), both asynchronously and synchronously. Email, Google Classroom, Google Meet, and a variety of other technology tools will be used to deliver instruction. Articulated below are the frameworks for our elementary, middle school, and high school levels that speak to the methods through which delivery of instruction will occur and through which students can access learning.

Elementary Framework

Instruction in the Plan may be asynchronous and/or synchronous and will include:

- Six to nine video mini-lessons per week with instruction on reading, writing, and math.
- One to two lessons or activities per week in science and/or social studies.
- Three lessons or activities per week with instruction in art, music, and P.E.
- Weekly office hours for “real-time” conversations between student(s) and teacher(s).
- Time and signup procedure will be determined and communicated by the teacher.
- One Barhitte/whole class connection per week (synchronous) per the schedule below.

Grade Level	Barhitte Elementary School
Kindergarten	Thursday PM
First Grade	Wednesday PM
Second Grade	Tuesday PM
Third Grade	Wednesday AM
Fourth Grade	Tuesday AM
Fifth Grade	Thursday AM

- The building principal will provide an overview and access to each week’s virtual instruction by 5:00 p.m. each Sunday.
- Parents/Caregivers are strongly encouraged to review each week’s learning plan and establish a daily learning scheduling with their child.

Middle School Framework

Instruction in the Plan may be asynchronous and/or synchronous and will include:

- English, Math, Science, and Social Studies.
- Spanish, Exploratory Electives, Art, Music, and P.E.
- Weekly office hours for “real-time” conversations between student(s) and teacher(s).
- Time and signup procedure will be determined and communicated by teacher or department.
- One Bentley Middle School connection per week.
- Teachers will post lessons and assignments in Google Classroom by 8:00 a.m. for that day’s “scheduled” class periods per the schedule below.

Monday	Tuesday	Wednesday	Thursday	Friday
English Social Studies Spanish & Exploratory Electives	Math Science Art, Music, PE	English Social Studies Spanish & Exploratory Electives	Math Science Art, Music, PE	Office Hours Student Review Middle School Activity
20-30 minutes of silent reading	20-30 minutes of silent reading	20-30 minutes of silent reading	20-30 minutes of silent reading	20-30 minutes of silent reading

- The building principal will provide an overview of each weekly playlist of virtual instruction to families by 8:00 a.m. on Mondays.
- Parents/caregivers are strongly encouraged to review each playlist of virtual instruction and establish a daily learning scheduling with their child.

High School Framework

Instruction in the Plan may be asynchronous and/or synchronous and will include:

- Instruction in both core and elective course work.

Periodic office hours for “real-time” conversations between student(s) and teacher(s).

- Times for office hours will be determined by each teacher and occur on that subject’s/class’ scheduled day per the schedule below. Since the high school also provides office hours for elective courses, office hours may not be scheduled every week.

Teachers will post weekly assignments two days prior to the designated office hour day for their course per the schedule below.

- Teachers with Monday as their scheduled day for office hours will post their weekly learning by Thursday prior to the upcoming week.
- Teachers with Tuesday as their scheduled day for office hours will post their weekly learning by Friday prior to the upcoming week.

Monday Office Hours	Tuesday Office Hours	Wednesday Office Hours	Thursday Office Hours	Friday Office Hours
Science, Electives, Music	ELA	Math, Visual Arts	Social Studies, Psychology	Spanish, PE, Health

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

District/ PSA Response: Managing and Monitoring Learning

The district will manage and monitor pupil learning by accounting for attendance through participation and completion of learning tasks and through a structured feedback and grading plan. Elementary, middle, and high school attendance, feedback, and grading processes that will be used to manage and monitor pupil learning are outlined below. Most importantly, the Plan calls on teachers to intentionally reach out to students as this will be the most effective way for managing and monitoring student well-being, participation, and learning. These processes are outlined below, and also include information for our high school seniors.

Student Participation and Attendance K-12

- BCS requires students to participate in the district’s Continuity of Learning Plan through June 9, 2020—the remainder of the school year.
- Students will be held harmless if they are unable to meet the district’s Continuity of Learning Plan requirements due to COVID-19. In such cases, students will be provided the opportunity to earn “credit” through an alternative method. Students unable to participate in the district’s Continuity of Learning Plan through the remainder of the school year should contact

their building principal. If a student is unable to make contact, then the student's parent/caregiver should reach out to the building principal.

- Seniors in the Class of 2020 who were on track to graduate as of March 11, 2020, are not required to engage in Continuity of Learning Plan except to complete an Advanced Placement (AP), Michigan Virtual (MV), or Dual Enrollment (DE) course.
- High School counselors have already identified seniors on and off track and will be reaching out to those not on track to create a plan of academic and social emotional support. Approximately 53% (28 seniors) were not on track as of March 11, 2020. Counselors have identified these individuals and are working with each on a plan of support and action.
- Teachers will record positive attendance for students who participate in the Plan as indicated by their completion the lessons, activities, and assignments.
- Attendance for students in grades K-5 will be reported by teachers on a weekly basis through TeacherVue.
- Attendance for students in grades 6-12 will be reported by their teacher on a weekly basis through TeacherVue.

Attendance for Elementary Schools

- Student well-being, participation, and learning will be monitored and supported by teachers and other professional staff.
- Attendance in the Plan will be measured by each student's completion of Continuity of Learning Plan activities and assignments.
- Because K-3 do not use an online gradebook, they will message parents/caregivers if their students have not been participating in the learning activities.
- Teachers of 4th and 5th graders will track student participation and thus attendance in the gradebook, which parents can see in ParentVue.

Attendance for Middle School

- Student well-being, participation, and learning will be monitored and supported by their teachers and other professional staff.
- Attendance in the Plan will be measured by each student's completion of Continuity of Learning Plan activities and assignments.
- English, math, science, social studies and world language teachers will update their Synergy Gradebook with the status of each student's completion of the previous week's activities and assignments by 3:00 p.m. on Friday.
- After this time, students and parents/caregivers can view a record of completion status in their child's gradebook in ParentVue.

Attendance for High School

- Student well-being, participation, and learning will be monitored and supported by their teachers and other professional staff.
- Attendance in the Plan will be measured by completion and submission of activities and assignments given by teachers in their weekly learning plans.

- Teachers will update their Synergy Gradebook with the status of each student's completion of the previous week's Continuity of Learning Plan activities and assignments by 3:00 p.m. on Friday.
- After this time, students and parents/caregivers can view an updated record of completion status by viewing their child's gradebook in the ParentVue.

Feedback and Grading Elementary

- BCS requires students to participate in the Continuity of Learning Plan. Students will not be penalized for failing to meet the district's requirements due to COVID-19. In such cases, students will be provided the opportunity to earn credit in an alternative method or at a later time.
- At the elementary level teachers will focus on student participation and learning versus the assignment of grades. Teachers will provide narrative feedback to students.
- Student well-being, participation, and learning will be monitored and supported by their teachers and other professional staff.

Feedback and Grading Middle School

- BCS requires students to participate in the Continuity of Learning Plan. Students will not be penalized for failing to meet the district's requirements due to COVID-19. In such cases, students will be provided the opportunity to earn credit in an alternative method or at a later time.
- At the middle school level, the focus will be on quality participation and learning versus the assignment of grades.
- Student well-being, participation, and learning will be monitored and supported by teachers and other professional staff.
- Teachers will provide narrative feedback to students for work completed during the Continuity of Learning Plan.
- Students will not be penalized for late submission of work. Students will be given the opportunity to complete work even after the required submission deadlines.
- Students will earn "credit" for completion of assignments.
- Once a student earns "credit" for the 4th marking period, they will be assigned a corresponding grade or a pass/fail mark.
- There will be no final exams for any middle school courses.
- Final grades will be determined by averaging the final two marking periods.

Feedback and Grading High School

- BCS requires students to participate in the Continuity of Learning Plan. Students will not be penalized for failing to meet the district's requirements due to COVID-19. In such cases, students will be provided the opportunity to earn credit in an alternative method or at a later time.
- At the high school level, the focus will be on quality participation and learning versus the assignment of letter grades.
- Student well-being, participation, and learning will be monitored and

- supported by their teachers and other professional staff.
- Teachers will provide narrative feedback to students.
- For 9th, 10th, 11th Grade Students enrolled in AP, MV, or DE courses:
 - Continue in virtual learning until the student meets the course requirements as determined by the teacher.
- 3rd Marking Period (3rd MP)
 - Students will be permitted to make-up any missed work from 3rd MP up to Friday, April 24. Third marking period will officially close April 24.
- Report cards will be available for viewing in ParentVue on May 1.
- 4th Marking Period (4th MP)
 - Students will not be penalized for late submission of work. Students will be given the opportunity to complete work even after the required submission deadlines.
 - Students will earn credit for satisfactory completion of assignments as determined by the teacher.
- Once a student earns credit for the 4th MP (by completing the work of the Plan), they will be provided credit (CR) on a pass/fail basis or, if they prefer a letter grade, then they will be assigned a grade representative of their work. If selecting a letter grade, then 3rd MP will be weighted at 60% and the 4th MP will be weighted at 40%.

High School Seniors Class of 2020

- For Seniors on track to graduate as of March 12, 2020:
 - No requirement to engage in Continuity of Learning Plan unless enrolled in an Advanced Placement (AP), Michigan Virtual (MV), or Dual Enrollment (DE) course.
 - Any senior who desires to participate in the Continuity of Learning Plan may do so. If participating, the senior is expected to start their participation on April 14, 2020.
 - A senior's earned grade from the 3rd marking period will become their overall grade for the second semester.
 - Seniors will be given the opportunity to choose course credit (CR) instead of a letter grade for the second semester.
 - Seniors are provided opportunity to make up missed work from 3rd MP up until Friday, April 24
- For Seniors not on track to graduate as of March 12, 2020:
 - The senior will be provided an opportunity to demonstrate learning in the subject matter of the course(s) and receive credit for the course(s).
 - Students will work with their counselor to determine a plan of academic and social emotional support.
 - At this time, BCS has identified approximately 53% of seniors who need support in this area.

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

**Continuity of Learning and COVID-19 Response Plan Budget
Bentley Community Schools**

<u>REVENUES:</u>	
Federal Education Stabilization Fund Allocation (anticipated)	\$21,000.00
Donations	\$2,000.00
TOTAL	\$23,000.00
<u>EXPENDITURES:</u>	
Broadband Scholarships (3 months x \$10/month x 30 students)	\$900.00
Cleaning Supplies & Increased Custodial Services	\$500.00
Postage/Envelopes/Mailing Services	\$500.00
Printed Learning Packets	\$800.00
Food Services*	\$14,435.00
Student & Family Outreach Efforts	\$4,500.00
Student End User Device Acquisition & Repairs	\$4,500.00
Student, Staff, and Family Communications and Surveys	\$800.00
Teacher Technology Device Acquisition & Repairs	\$11,440.00
Unexpected Cost Contingency (15%)	\$5,756.25
TOTAL	\$44,131.25
Surplus/(Deficit)	(\$21,131.25)

Existing general fund reserves will be utilized to fund costs beyond what is allocated by the Federal Education Stabilization Fund for the COVID-19 response.

*Food services fund balance will be utilized to fund costs incurred by COVID-19 response.

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: Collaborative Effort in Plan Development

The district administration collaborated with building administrators, who then worked with their respective staffs, then reconvened with district administration. District administration next met with the Bentley Education Association. A draft Plan was written and then shared with the administrative team, union, and Board of Education for additional feedback. Our superintendent communicated directly with the board of education. Communication was through virtual meetings, phone, email, and weekly written communication. District administration collaborated with the labor association from the onset of the mandated school closure beginning March 12, 2020. The support staff members were critical in supporting our efforts. Its members played a role in cleaning and maintaining our buildings, distributing food, and allocating technology support.

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

District/ PSA Response: Notification to Others of the Plan

The district will communicate the Plan through district-level email communications, building-level email communications, social media postings, posting on the district’s website, and through a variety of learning management platforms.

Elementary Ongoing Communication

The building principal will provide an overview and access to each week’s virtual instruction by 5:00 p.m. each Sunday.

- Parents/Caregivers are strongly encouraged to review each week’s learning plan and establish a daily learning scheduling with their child.

Middle School Ongoing Communication

Teachers will post lessons and assignments in Google Classroom by 8:00 a.m. for that day’s “scheduled” class periods per the schedule below.

Monday	Tuesday	Wednesday	Thursday	Friday
English Social Studies Spanish & Exploratory Electives	Math Science Art, Music, PE	English Social Studies Spanish & Exploratory Electives	Math Science Art, Music, PE	Office Hours Student Review Middle School Activity
20-30 minutes of silent reading	20-30 minutes of silent reading	20-30 minutes of silent reading	20-30 minutes of silent reading	20-30 minutes of silent reading

- The building principal will provide an overview of each playlist of virtual instruction to families by 5:00 p.m. each Sunday and Tuesday.
- Parents/caregivers are strongly encouraged to review each playlist of virtual

instruction and establish a daily learning scheduling with their child.

High School Ongoing Communication

- Teachers will post weekly assignments two days prior to the designated office hour day for their course per the schedule below.
- Teachers with Monday as their scheduled day for office hours will post their weekly learning by Thursday prior to the upcoming week.
- Teachers with Tuesday as their scheduled day for office hours will post their weekly learning by Friday prior to the upcoming week.

Monday Office Hours	Tuesday Office Hours	Wednesday Office Hours	Thursday Office Hours	Friday Office Hours
Science, Electives, Music	ELA	Math, Visual Arts	Social Studies, Psychology	Spanish, PE, Health

- 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: Estimated Start Date of Plan

The district will start the Continuity of Learning Plan as early as Tuesday, April 14, 2020 pending approval of this plan.

- 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: Assistance to Dual Enrolled Students

The district continued to support Michigan Virtual (MV)/online classes through the school mandated closure. MV/online teachers were in contact with their students to lay out the requirements for continuing to move forward in their courses. All of the teachers also connected with the BCS mentor teacher/student service’s coordinator so that she could continue to support students virtually. The BCS mentor teacher/student service’s coordinator then reached out to all MV students and parents/guardians to reiterate the teacher’s message and offer support. In some cases, the MV teachers have allowed students to take tests and quizzes. The BCS mentor teacher/student service’s coordinator is still providing passwords and using Remind as a method to track the time a student spends on an assessment.

The same holds true for our Dual Enrollment students. All of the colleges/instructors communicated to their students and connected with the BCS mentor teacher/student service’s coordinator. The BCS mentor teacher/student

service's coordinator sent correspondences to Dual Enrollment students and families offering support for any challenges they may face. In addition, the BCS mentor teacher/student service's coordinator set up Google Voice in order to communicate with students via phone. Many students (not just seniors) are on track to finish their classes early. Students deciding to record their Dual Enrollment grade on their high school transcript will be provided the option of credit/no credit rather than a grade.

Dual Enrollment, Advanced Placement, International Baccalaureate, Michigan Virtual/Online Coursework

- For Seniors enrolled in AP, MV, or DE courses:
- Continue in virtual learning until the student meets the course requirements as determined by the teacher.
- For 9th, 10th, 11th Grade Students enrolled in AP, MV, or DE courses.
- Continue in virtual learning until the student meets the course requirements as determined by the teacher.

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

District/ PSA Response: Continuation of Food Distribution

The district food services department is staffed with Bentley employees and it contracts food service through Genesee Educational Consultant Services (GECS). BCS is providing food distribution to eligible pupils. BCS staff deliver meals to eligible pupils and will continue to do so.

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: Continued Employment

In agreement with the collective bargaining agreements, the district is committed to paying school employees while redeploying staff to provide meaningful work in the context of the Plan. Support staff will be utilized to provide food, connect students with electronic devices and internet, support teachers in planning and delivery of the Continuity of Learning Plan and associated materials, and to reach out to students and families to offer support if they are experiencing challenges to participating in the Plan.

All Educators

- Identify at least 1 hour/day (or equivalent of 4 hrs. per week Mon. - Thur. split into at least two periods) to have virtual online "office" hours where they are accessible for students and families (to take phone calls, be accessible via Google Hangout, communicate via email, etc.), to communicate

with administrator, etc. Admin will track these office hours for the educators within their building, and the hours will be posted online.

- Collaborate with grade level or department teams each Friday to develop lesson plans, assessments, etc.
- Develop and maintain a schedule and routine.
- Set up an appropriate and adequate working environment.
- Use appropriate dress attire during videos and video conferencing.
- Identify partner educators who can help fill in if absent. Admin will need to keep a list of these partner educators in case of emergency.

Classroom Teacher Responsibilities

- Delivery of curriculum & instruction, provision of accommodations (IEP, 504, EL), assessment and grading.
 - Instruction Methods – such as modeling, discussion facilitation, problem-solving, learning menu, choice boards, project-based learning, lecture, video demonstrations/explanations (screencastify), online chats (Google Meet), discussion boards, journals, blogs, online access to texts/resources, use of formative assessments tools for assessments (see assessment & grading for virtual learning resources), online programs and apps (Khan, Splash Math, etc.) A variety of methods will be used to engage students with real-world learning as well as for students to produce evidence of learning.
 - Time Guidelines:

K-2	3-5	Secondary
<u>Daily (M-Th):</u> 20-30 min. Reading/Writing 15-20 min. Math 15 min. Sci/SS/Explore outdoors (every other day) 10-15 min. Music (M/W), PE (daily), Art (Th) & Tech. (T)	<u>Daily (M-Th):</u> 30 min. Reading/Writing 30 min. Math 20 min. Sci or SS (every other day) 10-15 min. Music (M/W), PE (daily), Art (Th) & Tech. (T)	<u>30 min/class (4x/wk M-Th)</u> • Honors/AP courses may increase this to 45 min/class/day

Communication: At a minimum, teachers will check in with students at least once a week (via Google Hangout, survey, email, virtual office hours) to assess their needs and give them a personal connection. If they are concerned about any students or haven't heard from them or their family in a week, their names will be forwarded to the building principal and counselor (if at high school).

- Provide a “playlist” (sequence of learning tasks and activities) for the week at

the beginning of each week to students and their families, special education colleagues, and school principal.

- Maintain “virtual office hours” for family/student communication and to provide academic or social/emotional support for students.
- Monitor participation - track students who access/check in daily (using Google check-in, Jupiter Remote attendance, or another method of tracking participation)
- Communicate with students and families regularly (send a communication about expectations to all students and families, weekly updates/newsletters, partner with parents regarding student educational progress, etc.). Obtain translation support if needed for EL students/parents.

Elementary Specials Teachers

- Tech Teachers -
 - Provide instructional tech support for classroom teachers.
 - Add Tech learning activities to the specials web site.
- PE, Music, Art Teachers - Collaborate to develop a site for students to access content & activities - one site w/ tab for each content area that classroom teachers can direct students to throughout the week by the following schedule. Monitor student use, provide feedback/encouragement to students. Staff may post videos of themselves. Sample schedule:
 - Music - Mondays & Wednesdays
 - PE - Daily
 - Art - Thursdays
 - Tech - Tuesdays

Special Education Teachers

- Work with classroom teachers to provide accommodations.
- Communicate with families/students on a caseload to ensure students' needs are met.
- Monitor learning progress of students on caseload and provide support as needed.
- Utilize Special Ed. resources for virtual learning located on Bentley Bulldog: Remote Learning Center.
- Assign students for paraprofessionals to work with 1-1 or in small group sessions using Google Meet. Provide learning goals and resources.
- Document supports, meetings, contacts with students and families.
- Conduct IEP's to meet annual timelines.
- Provide Specially Designed Instruction aligned with the student's IEP goals and objectives.
- Provide continued services for homebound students through collaboration with Special Education Coordinator.

Intervention Teachers

- Identify students who are 1 year or more below reading level or in math.
- Provide reading materials for pick-up or delivery and/or create packets or provide virtual support with reading and math strategies.
- Assign students for paraprofessionals to work with 1-1 or in small group sessions using Google Meet. Provide learning goals and resources.

Paraprofessional Educators

- Collaborate with special education teachers, intervention teachers or school principals to identify students to support academically.
- Provide academic support for students virtually to meet their learning goals.

English Language Facilitators

- Contact families to schedule virtual learning support.
- Provide lessons and/or school work support as needed by students.
- Communicate with teacher any learning needs that arise for the student.
- NOTE: EL instructional support packets are posted on Bentley Bulldogs: Remote Learning Center

Social Worker/Psychologists/Speech

- Provide services per IEP needs.
- Communicate virtually with students.
- Collaborate with families to address students' needs.
- Document supports, meetings, contacts with students and families.

Principal Responsibilities

- Review teacher lesson plans weekly and their online learning management systems.
- Collect staff “office hours” for reference.
- Provide support as needed to staff.
- Communicate with school families what they can expect from schools
- Daily “virtual office hours” for communication with staff, families, coaches/chairs.
- Send out instructional packets to families who do not have internet.

Counselor/Student Support/Student Advisor Responsibilities

- Provide socio-emotional support as needed.
- Maintain a document/log that educators can add names of students who are not communicating/participating in online learning activities.
- Reach out and communicate with students and families who are not using online learning resources.
- Daily “virtual office hours” for communication with staff, families, coaches/chairs.
- Assist with sending out instructional packets (general ed. and EL) to families who do not have internet.

Coaches/Department Chairs

- Support teachers in online curriculum & instruction delivery.
- Daily “virtual office hours” for staff support.

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

District/ PSA Response: Evaluation of Pupils

Teachers will use the tools of the Plan 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 and/or counselor level to develop a plan to connect with the student and family.

The district will evaluate pupil participation by accounting for attendance through completion of learning tasks and through a structured feedback and grading plan. Elementary, middle, and high school attendance, feedback, and grading processes that will be used to evaluate participation are outlined below. The details of evaluation were described in Section 2: Attending to Learning, Outreach, and Supporting Students and Families.

Student Participation and Attendance K-12

- BCS requires students to participate in the district’s Continuity of Learning Plan through June 4, 2020, the remainder of the school year.
- Students will be held harmless if they are unable to meet the district’s Continuity of Learning Plan requirements due to COVID-19. In such cases, students will be provided the opportunity to earn “credit” through an alternative method. Students unable to participate in the district’s Continuity of Learning Plan through the remainder of the school year should contact their building principal. If a student is unable to make contact, then the student’s parent/caregiver should reach out to the building principal.
- Seniors in the Class of 2020 who were on track to graduate as of March 11, 2020 are not required to engage in Continuity of Learning Plan except to complete an Advanced Placement (AP), Michigan Virtual (MV), or Dual Enrollment (DE) course. More information regarding seniors is available on the High School Continuity of Learning Plan website.
- Student well-being, participation, and learning will be monitored and supported by their teachers and other professional staff.
- Teachers will record positive attendance for students who participate in the Plan by completing the lessons, activities, and assignments.
- Attendance for students in grades K-5 will be reported by teachers on a weekly basis through the Synergy Attendance System.
- Attendance for students in grades 6-12 will be reported by their teacher on a

weekly basis through the Synergy Gradebook System.

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: Provision for Mental Health Support

Teachers and professional staff will monitor student health needs through their daily and weekly communications with students and families. Identified needs will be communicated to building principals and other relevant professional staff. In addition, professional staff have been and will continue direct monitoring and communication with previously identified students with mental health needs. School social workers, counselors, and administrators will reach out to individual students and families to determine their needs. Students and families may need connections to outside agencies and the school's professional staff will facilitate these connections. The Plan is crafted to build on previously established relationships and personal connectivity between the teacher(s) and their student(s). Universal efforts to monitor social-emotional well-being and provide continued support will include:

- Building administrators in their weekly communications will include resources and "tips" to support families and students in their implementation of the Continuity of Learning Plan.
- Building administrators will provide school-wide community-building activities in their weekly communications.
- Building administrators and other staff will reach out to families and students who may need additional supports and services.
- School social workers and counselors will offer individual and scheduled virtual counseling appointments/office hours. School social workers and counselors will share resources with families directly or via the weekly principal newsletters (e.g. How to Manage COVID-19 Anxiety, stress, communication with children about COVID-19, etc.).
- Classroom teachers will reach out to any families and/or students who have been unable to engage in the Plan.
- Office hours will be available for students to check in with questions on work or just to connect with their teacher.
- Social-emotional resources will be accessible on the district's website.

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: Provision for Disaster Relief Child Care

Currently, Genesee ISD Early Childhood is working to navigate essential worker

families to childcare programs around the county. Genesee ISD has not needed to open its own classrooms to support this effort, however they are ready if the need presents itself. Families are encouraged to go to https://www.geneseeisd.org/resources/community/coronavirus_covid-19_resources/child_care_for_essential_workforce and complete the Essential Industry Child Care form. Families will be contacted within one business day with childcare centers and home providers who have open spaces that are located near their home or place of employment. Early Childhood Directors/Principals have been sent this information.

Optional question: Balanced Calendar

- 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:

Not Applicable

Name of District Leader Submitting Application: Dr. Kristy Spann, Superintendent

Date Approved: 4/11/2020

Name of ISD Superintendent/Authorizer Designee: Dr. Lisa Hagel

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

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