



East Lansing 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 2019-20 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 various 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 and 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 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 partner. 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 translation as necessary.

Continuity of Learning and COVID-19 Response Plan (“Plan”) Assurances

Date Submitted: April 15, 2020

Name of District: East Lansing Public Schools

Address of District: 501 Burcham Dr., East Lansing, MI 48823

District Code Number: 33010

Email Address of the District: dori.leyko@elps.us

Name of Intermediate School District: Ingham 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 2019-20 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 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.

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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.

ELPS will use a hybrid model of instruction and offer hard copy instructional packets and online learning platforms. For students who have internet access but no device, ELPS will check out iPads (Gr. K-2) and laptops (Gr. 3-12) to families prior to the implementation of this plan. ELPS has also shared information regarding ways to access free internet. Students and families may elect self-paced weekly instructional packets in place of the online format. Materials and supplies will be made available to families, and materials and devices will be delivered to families who cannot pick them up. All students will have access to grade-level/course textbooks. Each building has developed a schedule for

teachers and parents/guardians to safely come to the building to gather materials. This process limits the number of individuals in the building at any given time, ensures that employees are given the Ingham County Health Department required screener upon entry, and provides direction for social distancing. Teachers will utilize a combination of asynchronous video lessons, office hours, class meetings, email, mail and phone calls to connect with students and families - teachers will determine each family's preferred method of communication through a Week 1 survey.

ELPS is committed to providing learning from a distance for all students, including students in programs such as Early-On Service, pre-K - 12 students with IEPs, students with 504 plans, and students (18-26) in post-secondary transition programs. Learning may be provided in coordination with partner programs (e.g. GSRP, Wilson Talent Center, The Early College, HSDCI, Graduation Alliance, E2020, MVU, etc.). ELPS is committed to making a best faith effort to provide support for students with specialized needs. The district will not penalize a pupil for their inability to fully participate.

All ELPS staff will make decisions in accordance with the following concepts that we collectively hold as a district:

1. Minimize the negative impact on students' educational experience and work to lessen the traumatic impact of the school closure on students and families.
 2. Put forth good faith effort to support our students.
 3. Communicate and collaborate with parents and caregivers.
 4. Document our efforts.
 5. Do all of this work as a unified and supportive team.
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.

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

For students and families that have elected instructional learning packets, teachers will include weekly notes to students in their instructional packet that focus on building relationships and maintaining connections. ELPS has developed a common communication log that will be used by all teachers in the district to track participation as required by Executive Order 2020-35, as well as a process for following up with and documenting all attempts to engage a student and family in the learning plan.

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

ELPS will offer an online learning option, a learning packet model or a hybrid of the two.

For students who elect the online learning option, content will be delivered through an online platform, email, and other social media sites (Facebook, Remind, etc.). Our online learning plans consist of:

1. Instructional videos that can be accessed by students and families at any time and viewed repeatedly as needed - all student materials for the week will be uploaded and available by 8:00 a.m. every Monday morning.
2. Follow-up activities that align with the learning outcome(s) of the instructional video – these activities should be engaging, allow for engagement and completion at multiple levels (offer differentiation), and provide students multiple ways to demonstrate their learning. Feedback to students will also be provided.
3. Weekly options for class meetings and “office hours” for students and families to check in, engage with the teacher and/or peers, and get support on learning activities.

For students electing the learning packet model, the primary mode of instructional delivery will be through hard-copy learning packets.

1. The learning opportunities in these packets will be supplemented with phone conferencing to support student learning. The teacher will engage with each student at least once a week, and paraprofessionals will also be assigned to support individual students as appropriate.
2. Feedback to students may be provided through the weekly phone conference, emails, or through notes included in the following week’s packet.

The ELPS Special Education Department will implement each student’s IEP consistent with the District’s Continuity of Learning Plan in good faith, and to the extent that it is safe, practicable, and within state and federal guidance and restrictions during this public health emergency. Individualized Contingency Learning Plans are being designed for each student with an IEP. A Contingency Learning Plan is the district’s temporary plan to help provide access to appropriate educational materials and provider(s) during the closure of traditional school. The Contingency Learning Plans are being developed by students’ case managers or providers in consultation with each student’s support team. These plans are being created considering public health recommendations, the District’s Continuity of Learning Plan, the student’s IEP, availability of technology, student needs under the current circumstances, and parent comments and concerns.

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

For students who elect the learning packet model, answer keys will be provided with packets so that students may self-monitor or with a parent, sibling or other individual in the home. We will also provide feedback to students and families through phone conferences or participation in a class meeting. Families may also take photos of

completed work and email them to the teacher, who will provide feedback via email.

For students who elect the online learning model, teachers will monitor student participation and assignment completion on a daily basis within the instructional platform. The district has developed a common form to track student participation. Teachers will provide feedback to students on assignments primarily through the instructional platform, but also through email, phone conferences or online meetings. Teachers will differentiate instruction within the platform and instructional activity to meet each student's needs.

5. Please attach a budget outline estimating additional expenditures associated with the Plan and sources of revenue to pay for those expenditures.

We expect to incur few additional expenditures associated with the plan outside of school expenses we would have incurred during face-to-face learning. The only additional expenditure we expect is the cost of mailing packets to families – so large envelopes and postage. Depending on the number of families electing to utilize the instructional learning packets, our postage costs will vary – these will be costs charged to the general fund.

There is also a potential cost associated with device repair and/or replacement if not all devices are returned or if some are in need of repair or replacement. These costs would be covered by the technology budget.

6. Please describe the manner in which district administrators, board members, teachers, and any representatives of teachers collaborated in development of the Plan.

Numerous stakeholders were involved in the development of the district's Continuity of Learning Plan.

1. District-level administrators developed a draft skeleton plan with specific guidelines and non-negotiables for the district.
2. District-level administrators met virtually with union representatives to review requirements of Executive Order 2020-35 and how we planned to develop, roll out and implement the plan.
3. Building-level administrators individualized the plan and developed level-specific guidelines and non-negotiables to fit the needs of each level – elementary, middle school, high school.
4. Instructional coaches, department chairpersons (teachers) and grade-level chairpersons (teachers) reviewed the building-level plans and provided input and feedback to building administrators.
5. All board members were provided a copy of the draft plan and offered the opportunity to provide input and feedback.
6. A group of parents that represented different building levels and demographics were provided a copy of the draft plan and offered the opportunity to provide input and feedback.
7. Members from a Parent Equity Team, District Parent Council, and others who offered assistance were asked to review the plan and offer input and feedback from an equity lens.
8. All input was collected and considered by district-level administrators. Adjustments were made to the plan prior to its submission for approval.

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

The Plan will be shared with students, families, and community members in the following ways:

1. Posted on the district's website
2. Building letters to include link to plan
3. Links to the Plan on Facebook and Twitter
4. Robocall to families stating where to access the plan
5. Paper copies mailed (or electronic copies emailed) upon request

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.

ELPS will begin implementation of the Plan on April 20, 2020.

Implementation Schedule:

- *Week 0 – April 13 – 17 – Planning for Continuous Learning*
 - District and building plans shared with staff
 - Teacher collaborative planning
 - Material and device distribution for staff and families
- *Week 1 – April 20 – 24 – Connecting and Establishing Relationships*
 - Students and teachers reconnect
 - Expectations and routines shared
 - Class meetings
 - Students and families become familiar with online instructional platforms and/or seek assistance with these platforms
 - Distribution of learning packets
- *Week 2 – April 27 – May 1 – Supplemental Learning and Review*
 - Key concepts reviewed
- *Week 3 and beyond – May 4 – June 5 – New Learning*

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.

For our students in dual enrollment courses we will be working with the provider to determine next steps. ELPS has dedicated individuals who act as liaisons between students and these programs. We will ensure that the students have the appropriate materials and support to complete those courses. As per our Grading and Monitoring Practices, grades will be converted to Credit (CR) or Incomplete (I) on transcripts.

For students in CTE programs we will work with the ISD CTE Director as well as state level CTE directives to ensure our students have the ability to

complete these courses. ELPS will ensure the student has the necessary resources, including technology devices and transportation to the ISD, if needed.

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

Meal Distribution Plan

- All students age 18 & under and young adults with special needs age 26 & under qualify for free breakfast and lunch. All others should access the Greater Lansing Food Bank for food assistance.
 - o Meals will be distributed by a pick-up/drive-thru model from 12:00 – 1:00 p.m. on Tuesdays and Thursdays at East Lansing High School. ELPS will provide three days' worth of meals on Tuesdays and four days' worth of meals on Thursdays.
 - o To eliminate face-to-face contact between staff and drivers/passengers, drivers should have the trunk emptied so that food and milk can be placed there. A box or laundry basket in the trunk would also be helpful.
 - o Families will receive pre-packaged meal boxes that contain a breakfast and lunch for each day for each student.
- This information is communicated to families through regular district updates via eblast and robocall. It is also posted on the district website and social media. In addition, meals are delivered to 50-60 households of resident and non-resident students through the use of staff volunteers.
- In addition, through community donations, a Family Support Fund has been developed. Meijer gift cards are mailed to families who request assistance with food or other needs.

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.

ELPS will continue to pay its employees.

Individuals such as select paraprofessionals, long-term guest teachers, lunch monitors, and student advocates will be redeployed to perform meaningful work such as, but not limited to:

1. Assistance with meal distribution and/or technology and material distribution
2. Copying and mailing of student learning packets
3. Make follow-up phone calls to families who have not responded to the technology survey
4. View instructional lessons and support student learning
5. Be an observer and/or note-taker during any one-on-one sessions that are held to meet the requirements of a student's IEP.

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

Teachers and other staff will utilize the district's *Student Participation Log* to track and monitor student participation and communication.

Each level has developed a process for regular follow-up for students who are not engaging. This process includes 1) an email and phone call to the family by the teacher, 2) notification to school counselor/social worker/Social Emotional Team member if unable to connect, who will then attempt to connect, and 3) notification to the building administrator who will reach out to connect. All of these steps will be documented. For families unable to engage within a week, communication with the family will include an offer of support and the message that we will follow up to see if additional support is needed.

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.

During Week 1, teachers and staff will attempt to engage each family in conversation regarding each family's health, wellness, communication preferences, etc. Teachers, support staff and administrators will use this information to further connect with each family to determine specific needs and offer resources. Social workers and counselors will connect families to outside agencies for support as appropriate. Through ongoing evaluation of this operation, we will include optional questions on our surveys where families can disclose needs and request additional support and resources. ELPS will utilize the expertise from the members of our district Mental Health Advisory Committee to collaborate on how to best support our students and families during this time.

For Tier 1 social-emotional instruction, elementary and middle school students will engage in a Second Step lesson once a week. At the high school level, our team is on Week 4 of providing the Trojan Wellness Weekly that provides situation-appropriate lessons and guidance as adapted from the Transforming Research into Action to Improve the Lives of Students (TRAILS) curriculum.

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 follows it.

While ELPS does not have child care centers on site, we are committed to assisting the ISD with its efforts to mobilize disaster relief child care centers as requested.

Optional Question:

15. Does the District plan to adopt a balanced calendar instructional program for the remainder of the 2019-202 school year? Does the District plan to adopt a balanced calendar instructional program for the 2020-2021 school year?

No, ELPS plan to adhere to its current 2019-2020 and 2020-2021 calendars.

Name of District Leader Submitting Application: Dori Leyko, Superintendent

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website

