



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: 4/10/20

Name of District: Bedford Public Schools

Address of District: 1623 West Sterns Road, Temperance, MI, 48182

District Code Number: 58030

Email Address of District Superintendent: carl.shultz@mybedford.us

Name of Intermediate School District: Monroe County Intermediate School District

This Assurance document needs to be returned to your Intermediate School District or, for Public School Academies, your Authorizing Body with your Continuity of Learning Plan and Budget Outline beginning April 8, 2020 to indicate that the District will adopt a plan to ensure continuous learning for all students through the remainder of the 2019-2020 school year.

Districts should submit a single district plan that relates to all of their schools.

The applicant hereby provides assurance it will follow the requirements for a Plan for the remainder of the 2019-2020 school year:

1. Applicant assures that all student learning will take place under the direction of a teacher of record for each student enrolled in the district.
2. Applicant assures that it will continue to pay school employees during the balance of the 2019-2020 school year under the same terms and conditions established prior to the school closure order period.
3. Applicant assures that the Plan was developed in collaboration with district administrators, school board members, teachers, and local bargaining units.
4. Applicant assures that food distribution has been arranged for or provided for eligible students.
5. Applicant assures coordination between applicant and Intermediate School District in which the District/PSA is located to mobilize disaster relief child care centers.
6. Applicant assures that to the extent practicable the District/PSA will in good faith provide students with IEPs/Section 504 Plans the opportunity to participate in learning consistent with existing plans.
7. Applicant assures that Continuity of Learning and COVID-19 Response Plan, Assurance Document, and Budget Outline will be posted immediately following approval to the District's/PSA's website.

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

The goal of a Continuity of Learning Plan and COVID-19 Response Plan is to ensure that each District or Public School Academy is providing, to the best of its ability, each student with alternative modes of instruction to help them stay on pace in their learning. This application recognizes that there is no “one-size-fits-all” solution; multiple means of engaging students and supporting families may be necessary that may vary by grade level, school building, or student population served.

For the purposes of the Plan, “district” refers to school districts and public school academies.

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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-CD.

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

District/ PSA Response:

Bedford Public Schools will utilize a combination of remote online learning and instructional packets to reach and meet the learning needs of all students during this period of emergency remote learning. The district has a well-established 1:1 Chromebook initiative in Grades 3-12, using Schoology as its learning management system. Schoology curates all pertinent content or links learners to the appropriate content. Schoology is also utilized for parent communication in grades K-2.

A survey was conducted to ascertain which Bedford families would have difficulty connecting to the internet during this time. Our Technology Team has created an opportunity for connecting at Indian Creek and will be creating a more powerful connecting point at Bedford High School. Families would be able to connect from their cars at those locations. In addition, case managers and special education service providers have reached out to families to offer additional support in accessing wireless service and devices for use at home.

Within the Schoology framework, teachers will offer multiple ways for students to access content, which may include asynchronous video instruction, videos, slideshows, Google applications and project based learning, etc. Accessibility of student learning opportunities will continue to be monitored by special education teams for students with IEPs. Teachers and special education service providers will maintain virtual 'office hours' for in-person contact in the afternoons Monday through Thursday each week to facilitate direct communication with students and parents.

Students unable to access the online learning experience will be provided with weekly instructional packets aligned to the Michigan Learning Standards. Multiple methods will be used to get instructional packets to and back from students who need them, including inclusion in the food distribution runs and US Mail.

Grading during the remote learning period will be credit/no credit so no student is penalized for their inability to access the learning opportunities provided.

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:

Bedford Public Schools will offer a student well-being centered program of remote learning during this time. Academic instruction, lessons, and activities will be supplemented with music, art, and physical education, suggestions for activities families can engage in together (cooking, a nature walk, etc.), and social-emotional learning opportunities. Students identified as at-risk, and students who have 504 plans and IEPs will receive accommodated and differentiated learning activities based on individual and family needs. Special education teachers and providers will be involved in planning for students with disabilities.

Teachers will maintain regularly scheduled virtual office hours in the afternoon Monday through Thursday to check in with students and parents. They will be the 'front line' for checking in on the health and well-being of students. Our school based mental health professionals will also be reaching out and checking in with students on their caseloads. In addition, Family Medical Center (Temperance, MI) provides supplemental mental health services by referral to district students in Grades 6-12 and their families in person at their Temperance facility or through telemedicine.

Every effort will be made to connect with families who are, for whatever reason, unable to access the online remote learning program. School based teams will keep running logs and reach out on a regular basis (weekly) to these families by all means available, including email, phone, etc.

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

District/ PSA Response:

Bedford Public Schools will utilize a combination of remote online learning and instructional packets to reach and meet the learning needs of all students during this period of emergency remote learning. The district has a well-established 1:1 Chromebook initiative in Grades 3-12, using Schoology as its learning management system. Schoology curates all pertinent content or links learners to the appropriate content. Schoology is also utilized for parent communication in grades K-2.

Within the Schoology/Chromebook framework, teachers will offer multiple ways for students to access content, which may include asynchronous video instruction, videos, slideshows, Google applications and project based learning, etc. Teachers will maintain virtual 'office hours' in the afternoon to facilitate direct communication, assistance, and feedback for students and parents.

Students unable to access the online learning experience will be provided with weekly instructional packets aligned to the Michigan Learning Standards. Multiple methods will be used to get instructional packets to and back from students who need them, including inclusion in the food distribution runs and US Mail.

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

District/ PSA Response:

Bedford Public Schools' teachers will monitor student access and assignment completion on a daily basis within Schoology. Teachers will provide feedback to students on assignments through Schoology as they are completed (or on a daily basis). Teachers will differentiate instruction within the platform to meet each student's needs. Feedback may also be provided in the form of phone conversations or email as needed--especially if students and families cannot access the online learning platform and are instead accessing learning via hard copy learning packets.

As needed, hard copy learning packets will be collected each week during meal delivery or via electronic means (packets can be retrieved and scanned to teachers to avoid multiple handlers) or parents can share pictures of assignments sparingly, as appropriate. Packets will be mailed to students who are not participating in meal delivery. Teachers will review the learning packet and provide feedback to the student during their weekly phone call, virtual meeting, or email if access is available. Learning packets with written feedback will be returned to the student in as timely a fashion as possible. Feedback from the teacher will include differentiated work as needed, along with examples to support student 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:

Supplies and Subscriptions:

-Learning supplies such as paper, pencils, crayons, carrying tote, etc. to be sent home for student use (\$13,000.00 Total)

-Additional US Postage for Mailing Student Learning Packets (\$11,500.00 Total)

-Instructional related presentation software licenses (\$1,100.00 Total)

-Remote Work Software Licenses for staff members that need intra-district specific programs to be able to operate via VPN (\$650.00)

-Hot spot connectivity device subscriptions for students and staff that live in remote areas where other sources of broadband type service is not available (Up to 50 Hot spots x \$64.00/month = \$3,200/month x 3 months = \$9,600.00 Total)

Supplies and Subscriptions Total = \$35,800.00

Required Systems Upgrade:

-Antenna and signal relay/booster for increased wi-fi capacity at Indian Creek and Bedford Senior High School for student academic use (\$4,300.00 Total)

Required Systems Upgrade Total = \$4,300.00

(Total Budget for Continuity of Learning Plan is \$40,100.00)

Sources:

-State of Michigan Supplementary Budget If approved

-Monroe County Technology Millage

-General funds

-Title II, IV

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

District/ PSA Response:

The Bedford Public Schools administrative team developed draft plans based on the remote learning research and what have been found to be the most practical plans in similar situations. These plans were shared with teacher representatives and other teachers for feedback and additional planning work. Additionally, the Monroe County Superintendents group worked collaboratively to ensure that districts within the county were remaining consistent with expectations for staff and students. The Superintendent included board members in the communication about planning for remote learning.

Once all drafting was complete and feedback was elicited from stakeholders, the plan was finalized.

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 Bedford Public Schools family from the Superintendent. The plan will also be dispersed through email to those that have access, and posted to the district website and other social media platforms. To ensure that everyone is aware that the plan has been developed and released, a phone call message will be sent to all parents.

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 30, 2020.

District/ PSA Response:

Bedford Public Schools staff estimate that a reach out to families to confirm and establish connections between teachers and students will begin as early as Thursday, April 16, with daily learning plans implemented beginning on Monday, April 20, 2020.

9. Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act 160 of 1996, as amended, MCL 388.511 to 388.524, and Career and Technical Preparation Act, 258 PA 2000, as amended, MCL 388.1901 to 388.1913 in completing the courses during the 2019-2020 school year.

District/ PSA Response:

For our Bedford Public Schools students in dual enrollment courses, the Monroe County Community College is providing online instruction. We will ensure that the students have the appropriate materials and support to complete those courses, if necessary.

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. Bedford Public Schools' CTE teachers will be continuing instruction through Schoology, our learning management system.

When needed, the district will ensure that each student has the necessary resources to complete the work.

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

District/ PSA Response:

Bedford Public Schools is committed to continuing this food distribution as long as supplies are available and our service staff members are able to safely continuing serving. Barring a change in circumstances, this service will be provided through the end of the school year. All children 18 and under and special education students under the age of 26 are eligible for these free meals. Students do not need to be enrolled at Bedford Public Schools to receive these meals. All Meals are free of charge and students do not need to be present for pick-up by an adult.

Monroe Road Elementary School (7979 Monroe Rd., Lambertville, MI 48144)

• Monday, Wednesday, and Friday: 10:30 am - 12:30 pm

Bedford High School (8285 Jackman Rd., Temperance, MI 48182)

• Monday, Wednesday, and Friday: 10:30 am - 12:30 pm

Northtowne Meadows Community (6255 Telegraph Rd., Erie MI 48133)

• Monday, Wednesday, and Friday: 11:00 am - 11:30 am*

***Times are slightly different and reduced at this location to ensure proper food temperature maintenance.**

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:

Bedford Public Schools will be paying employees for the duration of the closure and remote learning periods.

Para professionals and other nonprofessional staff will be used flexibly to support the implementation of the remote learning plan, district food plan, and other essential obligations. These employees may be needed to conduct individual student follow-up via online methods, phone calls, copying of instructional packets, material delivery, etc. The district has been working with representatives of each employee group and MEA regional leadership to ensure agreed upon and clear expectations.

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

District/ PSA Response:

Bedford Public Schools' Teachers will use Schoology as the initial layer to monitor student wellness, engagement, and completion of assignments.

Each school building will keep an ongoing, weekly electronic log of students/families who are unable to engage electronically for whatever reason.

Inconsistent or non-engagement regarding completion of assignments and/or communication, or other student or family well-being concerns will be raised to the principal or counselor level to develop a plan to connect with the students and families affected on a weekly basis. Additional support agencies and personnel, such as School Resource Officers and the Family Medical Center, may be sought to facilitate these connections.

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:

Bedford Public Schools behavior specialists (SSW, counselor, principal, etc.) will reach out to individual students and families to determine what they may need. The behavior specialist will help address their needs or connect the family to outside agencies, if necessary, to help meet their needs.

While teachers are making weekly phone calls, they will monitor and assess the needs of students and families. If a need is presented the teacher will elevate that need to the principal or behavior specialist to make the necessary follow-up. The principal will consult the school based running log and confer with teachers as needed to identify any additional students or families in need.

Tele-health through Family Medical Center may be used, by referral and family consent when necessary for students that have the necessary technology.

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 the Executive Order or any executive order that follow it.

District/ PSA Response:

The district does not currently operate any local childcare centers. We have worked with the Monroe County Intermediate School District to identify available locations within the county to support our medical and first responders that are serving on the front lines of the COVID-19 Pandemic. MCISD has done an excellent job of identifying available spaces and community needs to meet this order.

Optional question:

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

District/ PSA Response:

No, BPS has over \$15,000,000 worth of State Approved Summer Bond Construction Projects planned and under contract for the summer of 2020.

Name of District Leader Submitting Application: **Carl Shultz, Superintendent**

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website: