



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

As a result of COVID-19 and the closing of school buildings for the 2019-2020 School Year, school districts must submit a Continuity of Learning and COVID-19 Response Plan (“Plan”) in order to continue to receive state aid for operations. Although schools are closed and not providing in-person instruction, teaching and learning must continue. Michigan educators have been called to provide our students with continued learning.

There are varied states of readiness to provide continuity in learning among districts. Even within districts of multiple school sites, there are varied states of readiness. It is expected that schools will provide instruction at a distance using a variety of methods that meet local needs, including printed materials, phone contact, email, virtual learning, or a combination to meet student needs. We should avoid assuming that continuity in learning can only occur through online means.

While many educators have been providing distance learning opportunities, the Governor’s Executive Order ([EO 2020-35](#)) requires all schools to begin providing learning opportunities for all students no later than April 28, 2020. Districts who are able to begin their plans earlier are encouraged to do so.

Each District shall submit a single completed Assurance Document, Budget Outline, and Continuity of Learning Plan to its Intermediate School District. Each Public School Academy shall submit a completed Assurance Document, Budget Outline, and Continuity of Learning Plan to its Authorizer. A single Application should be filed for the district rather than multiple applications for individual schools within a district. The following items are required for the application which may be submitted beginning April 8, 2020:

1. Assurances Document
2. Continuity of Learning Plan
3. Budget Outline

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

As Districts and Public School Academies complete the Assurances and Continuity of Learning Plans, they should consider utilizing the following principles to guide their work:

Keep Students at the Center

Intentional outreach to continue building relationships and maintain connections. Help students feel safe and valued. At minimum, plan to do the following:

- **Plan for Student Learning:** Build on each student’s strengths, interests, and needs and use this knowledge to positively affect learning.
- **Develop a Weekly Plan and Schedule:** Offer routines and structures for consistency and for the balancing of think time, work time, and play time for health and well-being.
- **Contact Families:** Partner to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority. Provide translations as necessary.

Design Learning for Equity and Access

Plan and deliver content in multiple ways so all students can access learning.

- **Teach Content:** Set goals using knowledge of each student, content area standards, and of Michigan Merit Curriculum.
- **Deliver Flexible Instruction:** Consider how to deliver content depending on tools and resources accessible to each student. Alternative modes of instruction may include use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a combination to meet diverse student needs.
- **Engage Families:** Communicate with families about engagement strategies to support students as they access the learning. Families are critical partners. Provide translations as necessary.

Assess Student Learning

Manage and monitor student learning and plan what’s next for learning including the potential need for summer and supplemental learning.

- **Check Student Learning:** Use a variety of strategies to monitor, assess, and provide feedback to students about their learning.
- **Make Instructional Adjustments:** Use formative assessment results to guide educators’ reflection on effectiveness of instruction and to determine next steps for student learning.
- **Engage Families:** Communicate with families about assessment results in order to inform next steps and the potential for supplemental summer learning. Provide translations as necessary.

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

Date Submitted: April 8, 2020

Name of District: Brighton Area Schools

Address of District: 125 S. Church Street

District Code Number: 47010

Email Address of the District: grayg@brightonk12.com

Name of Intermediate School District: Livingston Educational Service Agency

Name of Authorizing Body (if applicable):

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

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

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

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

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

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

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

Date Submitted: April 8, 2020

Name of District: Brighton Area Schools

Address of District: 125 S. Church Street

District Code Number: 47010

Email Address of the District Superintendent: grayg@brightonk12.com

Name of Intermediate School District: Livingston Educational Service Agency

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:

Brighton Area Schools and our shared services program plans to use a hybrid model of instruction using online learning virtual platforms and hard copy instructional packets. Students will need a reliable piece of technology, such as a computer, chromebook, IPAD, etc. For students that have internet access, but no device, devices will be made available on an individual basis based on need. If students have a device, but do not have internet, alternative internet connections will be advertised using maps of district Wi-Fi arrays from schools into parking lots, as well as commercially- and freely-available Wi-Fi from content providers. Students without home internet services and opting out of utilizing school or commercial Wi-Fi will have access to printed and mailed instructional materials through weekly instructional packets.

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:

The priority for BAS and BAS's shared services program Continuity of Learning Plan is student engagement. At all levels, instruction will begin with an introduction of the routines and skills necessary for effective remote learning. Specific schedules are built for each grade level that includes both office hours for one-on-one contact and small group meetings and a sample daily/weekly schedule for academic, enrichment, and social emotional learning.

At the elementary level, teachers will check in during their office hours on students through 2 way communication using a variety of platforms. Teachers will log their contacts, and concerns or unsuccessful contacts will be referred to a team including Principals, Counselors, Secretaries, Ancillary (ISD) staff and Technology Department staff.

At the intermediate and middle school levels, teachers will check in during their office hours on students through 2 way communication using a variety of platforms. Teachers will log their contacts, and concerns or unsuccessful contacts will be referred to a team including Principals, Counselors, Secretaries, Ancillary (ISD) staff and Technology Department staff.

At the high school level, teachers will check in during their office hours on students through 2 way communication using a variety of platforms. Teachers will log their contacts, and concerns or unsuccessful contacts will be referred to a team including Principals, Counselors, Secretaries, Ancillary (ISD) staff and Technology Department staff.

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

District/ PSA Response:

Content will be delivered through lessons and activities shared through the district's learning management solution, Google Classroom. Hard copy packets will be developed by teachers and distributed as needed. For students with technology access: Contact will be made through online virtual classroom engagement technologies such as Google Hangout, Google Meet, Google Voice, or by email when appropriate. Teachers will contact students who are not participating on a regular basis and submit those names to the principal for follow up after multiple contact efforts.

Content will be delivered through online platforms such as Google Classroom, Seesaw, Flip Grid, or by email when appropriate. Teachers will contact students who are not participating on a regular basis.

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

District/ PSA Response:

Teachers will monitor student access and assignment completion on a daily/weekly basis within google classroom (or Seesaw). Teachers will monitor student participation and provide feedback to students on assignments through Google Classroom (or Seesaw) as they are completed (or on a daily basis) utilizing formative assessments. A formative assessment rubric will be utilized, scaling learning and on a 4-1 scale. Feedback will also be provided during established office hours, both one-on-one and in a small group. Teachers are required to contact students who are not regularly participating in their educational experience. Teachers will contact families and students using email. Should the teacher not receive a response, the building principal and counselors will be informed and intervene.

Teachers will differentiate and scaffold instruction within the learning management system to meet each student's needs. Support staff and teachers will provide direct support to their at-risk students by providing direct contact time sessions each week using both Google Classroom and Google Hangouts.

Grade level and course teams will meet online weekly to evaluate the ongoing learning plan and debrief and assess student learning through progress monitoring. Teachers will share weekly lessons at the start of each week.

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:

Packaging and postage mailing costs for packets and plan letters:
Printing costs (paper and photocopying) for packets and plan letters.
Fuel cost and mileage for delivery of packets or food.
Purchase of incidental necessary supplies for students in need (paper, pencils, crayons, etc.).

Funding Sources:

General Budget Funds

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:

Brighton Area Schools has engaged in a collaborative process to develop the Continuity of Learning Plan. The Assistant Superintendent of Curriculum and Instruction with the Superintendent and Director of Technology, planned and organized collaborative meetings, since the first Executive Order by Governor Whitmer, March 12, 2020, to initiate the process of creating the district learning opportunities. Building Principals, Instructional Coaches, Director of Special Education, District Behavior Specialist and an English Language tutor have been actively participating in all meetings and discussions.

The Brighton Education Association (BEA) executive board was part of the collaboration process, with both planning and discussion, and information was shared with the association through the BEA President.

The Brighton Board of Education created an ad hoc committee focused on transitioning to online learning. This committee included board representation, the Superintendent, Assistant Superintendent of Instruction, and the Director of Technology.

Building administrators held live online staff meetings and facilitated the grade level/course team meetings. The grade level/course team meeting seeks input from teachers to determine content and create appropriate lessons and structure of their educational plan. Central office administrators participated in many of these meetings. In short, all stakeholders were involved in the development of the plan.

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

District/ PSA Response:

Brighton Area Schools will convey the Continuity of Learning plan through several communication mediums in order to reach all families, students, and stakeholders. The plan will be communicated through:

The BAS district website and listed within our COVID-19 portal page, as well as the Curriculum and Instruction webpage
Email notifications from both the district and building level (principal message)
Posts to the district social media platforms
A phone call message to all families to ensure everyone receives the information
Teacher, counselors, and coach contacts with students and families

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:

Brighton Area Schools plans to implement the Continuous Learning Opportunity Plan on April 13, 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:

The district will work with the dual enrollment provider to ensure Brighton Area Schools students can continue to participate in dual enrollment courses. BAS will ensure students have the necessary materials and support from the provider to complete these courses. Brighton Area Schools has surveyed families to identify internet connectivity and technology access deficiencies, and will provide technology devices to those identified. Students will receive an indication of "credit" or "no credit" on their high school transcript, and a grade on their college transcript.

Brighton Area Schools will work with our intermediate school district CTE Director as well as state-level CTE directors to ensure that our students have the ability to complete these courses. When needed the district will ensure the student has the necessary resources to complete CTE courses.

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

District/ PSA Response:

Brighton Area Schools will continue to partner with local food banks to supply food to families in need. BAS will continue the following practices. Donating food to Gleaners of Livingston County, Bountiful Harvest food pantry and the Salvation Army of Livingston County. District volunteers will deliver food from local food pantries to families that can not travel to local food banks. District families continue to be notified of local resources via mail, mass email, social media, and automated telephone call. In addition, the Salvation Army of Livingston County has been feeding lunches to local students weekly within the Brighton School district. Gleaners food bank and Brighton Area Schools volunteers will distribute meals through a drive through system at our high school building when needed.

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:

Brighton Area Schools will continue to pay school employees while reassigning some staff roles to provide meaningful work in context of the Continuity of Learning plan. Brighton Area Schools signed a Letter of Agreement (LOA) with the BEA to continue work through the mandated closure, listing new work conditions.

All hourly employees will be paid for the days and/or hours that they would have worked, as regularly scheduled, between April 13th and June 30th.

EDUStaff employees that are regularly assigned to work for the school district will be paid for the days and/or hours that they would have worked, as regularly scheduled, between April 13th and June 4th.

Long-term substitutes that are delivering the District's COL, between April 13 and June 4th, will be paid. Substitutes serving the district on a day-to-day basis will not be paid during the mandated shut down.

Schedule B Assignments for spring will be paid, as regularly scheduled. Coaches of spring sports will have remote responsibilities during the school closure.

Benefits

All employee benefits will be maintained for the remainder of the 2019-2020 school year.

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

District/ PSA Response:

Teachers will use the instructional platform and scheduled office hours 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 or counselor level to develop a plan to connect with the student and family.

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:

In addition to food, technology, and academic support for students, Brighton Area Schools is providing mental health and social emotional support for students through intentional focus on student contact by counselors and teachers. Weekly teacher contact takes place within the learning platform.

Counselors are surveying students to identify needs during this time. Counselors will provide targeted support to students based on individual learning needs and student answers in survey. Counselors will provide contact time each week for students and families through phone, email or google hangout.

BAS district behavioral specialists will work with counseling and social work staff to reach out to individual students and families to determine needs and supports. The district behavior specialist, with counselors, will provide social emotional lessons and activities for students and families to engage in at home weekly.

The district has launched a social emotional website providing family and student resources and support for mental health and social emotional learning.

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:

BAS houses one child care program in two rooms operated by LESA at the Miller Intergenerational Center, and continues to support LESA efforts to mobilize disaster relief child care centers at that location.

Optional question:

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

District/ PSA Response:

Brighton Area Schools does not plan to adopt a balanced calendar instructional program for the remainder of the 2019-2020 school year.

Brighton Area Schools does not plan to adopt a balanced calendar instructional program for the 2020-2021 school year.

Name of District Leader Submitting Application: Elizabeth Mosher, Asst. Superintendent of Instruction

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website: