



BERRIEN SPRINGS PUBLIC SCHOOLS

TOGETHER, INSPIRING STUDENTS
TO THINK, LEARN, ACHIEVE AND
CARE IN A GLOBAL COMMUNITY.

Continuity of Learning and COVID-19 Response Plan Application

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 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 Assurances

Date Submitted: April 17, 2020

Name of District: Berrien Springs Public Schools

Address of District: 285 Sylvester Ave Berrien Springs, MI 49103

District Code Number: 11240

Email Address of the District: deichberg@homeoftheshamrocks.org

Name of Intermediate School District: Berrien RESA

Name of Authorizing Body (if applicable): Berrien RESA

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

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.

District/ PSA Response:

Berrien Springs Public Schools plans to use a blended model of instruction using hard copy instructional packets and online learning platforms Chromebooks (Grades 3 - 12) and iPads (K - 2) have been made available to all students. Due to variability in access, students without service or high-speed Internet access will have access to instructional materials through a weekly instructional packet. These packets can be picked up weekly during the Food distribution times. All students will have access to grade-level/course textbooks and workbooks as needed to complete their work. Students who are unable to participate in either model of instruction will not be penalized.

<p>Primary Method: Digital Technology Based Delivery Platform</p> <ul style="list-style-type: none"> ● Online learning platforms such as Schoology, Google Classroom, Class Dojo, Seesaw ● Online tools, content, and various electronic media (i.e. Google Hangout, Zoom, Dojo, Remind). ● Students will have access to digital materials and instructional activities to remain engaged in learning during the time schools may remain closed. ● Supplemental websites and resources will be available for enhancement/enrichment activities, conducting research or recreational reading. ● Apps pre programmed on student Chromebooks or I Pads 	<p>Secondary Method: Hard Copies – Print Materials</p> <ul style="list-style-type: none"> ● Letters to student homes ● Regular phone calls from teachers and instructional support staff ● Physical Learning Packets ● Books
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During the remaining weeks of school, the focus for K – 12 learning will be on Essential Standards. Teachers will create learning activities based on these standards and post them weekly. Some considerations for these activities.

- These activities should give students and families flexibility in completing the work and tap interest and motivation.
- Daily learning time could include, but is not limited to:
 - Reading and reflection
 - Writing/Journaling
 - Recorded lessons
 - Online work/resources
 - Handouts or other learning activities
 - Discussion Board
 - Art, PE, Music and Technology activities
 - Social Emotional Learning

Pre K - 2

- Focus on Literacy and Math activities. Social Studies and Science can be supported by including readings and links to activities that are easy for parents to help their learner complete at home.
 - Curriculum will be housed on the school website
- Hyperdocs will be embedded from all grade levels and specials teachers.

3-5

- Focus will be on ELA and Math with intentional cross curricular ties where meaningful
- All work will be aligned to essential standards or supporting standards
 - All work will be on-level work

- o Curriculum will be housed on the school website
- Students will access the work through Hyperdocs and submit work once a week through Google Docs “Turn-In” document

6 - 12

- Teaching staff began posting their remote learning opportunities on Wednesday, March 18. Students are expected to check both Schoology and their school email on a daily basis.
- Students are expected to work on the posted daily assignments and seek feedback as needed.
- Should a student have questions regarding the work, teachers are available for questions via school email and video conferencing using various meeting platforms. The link to access these platforms will be posted on each teacher's Schoology page. Every effort will be made to respond to questions during the working day. Communications sent after the “school day” can expect an answer the following day.

Special Education

- Students with IEPs will be provided with learning opportunities in the same manner as general education students. These learning opportunities will include accessibility options as well as materials that have been accommodated and modified. Teachers will be supporting students through virtual or phone contact.
- During the extended period of school closures, the district will remain responsible for the free appropriate public education (FAPE) of its students who are eligible for special education services with an individualized education program (IEP). Staff should be communicating with parents and guardians during this time of closure regarding the support needed. All communication with families shall be documented. After the extended closure, schools will be responsible for reviewing how the closure impacted the student and determining the supports and services needed at that time.
- Due to the COVID-19 virus, it is important to be clear, in-person services will not be delivered. There may be requests for services to be provided in person, however, this is not possible under the current circumstances. All learning opportunities must be delivered without being in physical contact with students.

Technology Access

To provide equitable opportunities for all of our students during the closure, we developed a plan to assist students that do not have access to technology devices or the internet prior to the initial closure of school buildings. Students have been issued a Chromebook or an iPad. Our families in need of Internet connection have been issued a hotspot. We will continue to monitor

the needs of our families as their circumstances may change, and we will issue devices and hotspots as needed. Technology support is available throughout building closure.

- **Internet Access** - For students in need of internet access, many local service providers (Comcast, Xfinity, Spectrum, etc.) are offering families free online access. If you do not have internet access at home, we have resources to assist as well. Please email help@shamrocks.us and we will help set up access. Additionally, schools and public libraries will provide wi-fi access from their parking lots while people remain in their vehicles.
- **Technology Support** - If you need support on your device or with an application, please email help@shamrocks.us. Please provide as much detail in your message as you can. We will give instructions via the ticket system on steps you will need to take to solve the issue. Depending on how busy the ticket system is, it could take up to 24 hours to reply.
- **Students Still Needing a Device?** If you still need a device to do the activities during the closure, you can help@shamrocks.us and arrange pickup of a Chromebook device. We will contact you within 24 hours of the email.
- **Summary of Materials needed to Support Remote Learning:** In addition to the technology resources discussed above, basic school supplies may be needed to support remote learning. These supplies may include pencils and/or pens, colored pencils, crayons, a ruler, scissors, and paper. School supplies will be made available for pick up by calling the building where the student was enrolled and arrangements will be made for getting the supplies to you. Principals have created weekly schedules for limited staff to access these materials.

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:

Berrien Springs Public Schools has designed learning opportunities that ensure equity and access by all students. Instructional staff collaborates to plan and deliver content in multiple ways so each and every student can access learning by ensuring the following methods are used when designing student centered eLearning opportunities:

Keeping Students at the Center of Learning:

- Each Building Principal supports instructional staff by encouraging the use of multiple forms of communication with students and families (phone, mail, email, video chat, learning management system (Google Classroom), Remind app, SchoolMessenger and Class Dojo).

- Teachers and Instructional staff attempt to communicate with students and parents using appropriate communication methods via phone, email, and, in some cases, through virtual conversation (Google Hangout, Zoom, etc.). In some cases, phone calls may be a better option to connect with students personally. Zoom or Google Hangout are utilized for student interaction as appropriate. The instructional staff keeps detailed records of parent and student interaction.
- Classroom teachers function as the facilitator of student learning by asking questions and offering exploration as opposed to lectures, worksheets or graded assignments.
- The instructional support staff work in teams to ensure all students receive the support needed to feel connected and supported, both emotionally and in the learning context.
- Instructional staff will adhere to recommendations for instructional time frames and daily student schedules.
 - **Time expectations for students for online learning**
 - Pre K-1st = 45 min/day Activities should be able to be completed in 5-10 minute time spans
 - 2nd-4th = 1 hour/day Activities should be able to be completed in 10 - 15 minute time spans.
 - 5-6 = 90 min/day Activities should be able to be completed in 20 minute time spans
 - 7-12 = 3-4 hours/day 30 minutes for each class is recommended.

Engaging Families:

- Building Principals and instructional support staff continue to seek feedback from individual families on the best mode of two-way personalized communication.
- All staff of BSPS will continuously and collaboratively identify processes to make sure the basic needs of all students and families continue to be met (e.g. providing bagged meals, snacks, and student supplies).
- All staff of BSPS continuously encourage families to spend time with one another to bond and talk. Prompts and resources are provided to families for ideas, etc. both online at our district website or via paper copies.
- BSPS provides translation and special support to families that speak languages other than English.
- BSPS attempts to provide communication and essential resources in languages other than English (i.e. we attempt to create Spanish versions of our handouts or have a translator call and explain documents or changes to our families).

Examine Curriculum:

- Translations, accessibility or variable reading levels are considered during planning.
- BSPS staff ensure that our families are able to utilize hot spots, local public wifi access, paper/pencil, video, and phone to access developed curricular resources.
- The instructional staff assesses what learning standards and targets are most

meaningful and relevant under the current circumstances.

- The instructional staff ensures that any summative assessment practices are accurate, bias resistant and motivational.

Deliver Flexible Instruction:

- Delivery of instruction may include printed learning materials, phone contact, email, technology-based virtual instruction, or a combination to meet diverse student needs.
- Instructional staff prompt student inquiry, observation, and reflection around activities (e.g. making meals collaborating on chores, problem-solving, fixing things together, reducing waste by reusing and recycling).

Check Student Learning:

- Students are encouraged to use projects and student-created products to demonstrate learning (Phone calls, videos, blogs, books, and artwork).
- Instructional staff use student products to determine next steps, considering scaffolding for English Learners, MTSS, and IEPs and 504s.

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

District/ PSA Response:

During the remaining weeks of school, our focus will be on Essential Standards. Teachers will create weekly learning activities based on these standards and post them weekly. Content will be delivered through online platforms (described above). Teachers will provide synchronous interaction to facilitate classroom discussion and interactions during hours posted each week, as well as, asynchronous instruction through pre-made activities available weekly on building websites (K – 5) and Schoology (6-12).

A schedule of teacher office hours will be posted on building websites and Schoology noting when the teacher will be available online for questions or needed support for students. The purpose of daily availability is to provide consistency and structure for our students. These daily hours should vary throughout the week as students'/parents' access to the internet varies. Due to the variability in internet access contacting some students and parents may be difficult. With that being said, teachers are to engage weekly through emails, phone calls, Zoom, Google Chats or Hangouts etc. Teachers should document these engagements according to their building process.

- GSRP - 2nd grades will post on the Mars website.
- 3rd - 5th grades will post on the Sylvester website.
- Middle School hours will be posted on building websites and their Schoology pages/calendars.

- High School hours will be posted building websites and their Schoology pages/calendars.
- Virtual Academy will be posted on the building website.
- Discovery Academy will be posted on the building website.

At times, the production and distribution of materials will be warranted, especially at the elementary school level and for our special learners. In those cases, auxiliary staff will be used to print and prepare materials for distribution. A variety of options are being developed for distribution, including pick up and drop off sites at each school, mailing materials, or using transportation services to deliver materials to bus stops.

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

District/ PSA Response:

During these unprecedented times, the connectedness and care for our students and one another is our first priority as we maintain a continuity of learning. The recommendations on assessment, feedback and grading below are based upon the principle of no educational harm to any child through a humane approach that is in the best interest of each student. This pandemic, and the statewide suspension of in-person instruction, has impacted our entire society. The emphasis for schoolwork is on continuous learning, supported by monitoring and feedback, not grades.

As teachers provide feedback to students, we keep in mind the social-emotional well-being of our students, many may be working on their own with little to no support. Here are some helpful suggestions.

- Give feedback that affirms growth.
- Ask students what format and type of feedback is helpful to them.
- This is grading FOR learning, not OF learning. Everything should be viewed as Formative.
- Praise and acknowledge effective communication of ideas.
- Guide students to one or two new understandings instead of correcting everything.
- Feedback and monitoring should focus on the continuation of learning and prioritize the connectedness and care for students and staff.
- All students should have the opportunity to redo, makeup, or try

again to complete, show progress, or attempt to complete work assigned prior to the remote learning period. A focus on keeping children emotionally and physically safe, fed, and engaged in learning should be our first priority during this unprecedented time.

Student/Family Supports:

- Offer a variety of ways to engage students in continuous learning.
- Shall be responsive to family needs and based on the needs of our population.
- Conduct regular check-ins with students/families
- Work with families to create a predictable routine each day for learning and play, in whatever time frame works best for each family.

Instructional Supports:

- Instructional Staff will monitor student access and assignment completion on a daily basis within the instructional platform.
- Instructional assignments may include non-tech options (paper, pencils, etc.).
- Instructional Staff will provide feedback to students on assignments through the instructional platform as they are completed (or on a daily basis), and may be provided in the form of phone conversations as needed.
- Instructional Staff will differentiate instruction within the platform to meet each student's needs.
- Work with families to create a predictable routine each day for learning and play, in whatever time frame works best for each family.

ESL Supports:

District Administration and Instructional staff will work collaboratively to:

- Provide essential communications in languages representative of student and family populations.
- Designate a point person for each ESL family to access over the phone interpreting and/or specific personnel within the district who can provide interpretation services.
- Provide options and multiple ways for students to demonstrate knowledge/skills.
- Include technology and non-technology options.

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:

Estimated costs for implementing the “Continuity of Learning Plan” include the following items:

- Mailing Costs - and additional \$5,000 has been budgeted for mailing the following items:
 - Student Learning Packets Grades PreK-5 (students without access to connectivity or unreliable Internet service through a district provided MiFi)
 - Written communication to students and parents PreK-12
 - Distribution of paper/hardcopy instructional materials that cannot be distributed electronically
- MiFi Costs - MiFi's previously purchased and in the district's inventory have been distributed to students in grades 3-12 who do not have connectivity. These MiFi's have been placed into service for students in grades 3-12. Estimated costs are as follows:
 - Monthly service fee for MS/HS =
 - 72 (MS/HS) - for 3 months of service \$4,313.52 (\$19.97/month)
 - 28 (Sylvester) - for 2 months of service - \$1,118.32 (\$19.97/month)
- Damaged or Lost/Unreturned Devices
 - Damaged MiFi's, chargers, device case or unreturned equipment = \$4,000
 - iPads = \$9,000 (20 devices)
 - Chromebooks = \$30,000 (65 devices)
- Costs to Prepare Returned Student Devices to Resume Face-to-Face Learning
 - Labor Costs Mars Elementary = \$5,000
 - Labor Costs Sylvester Elementary = \$10,000

Total Estimated Costs \$68,431.84 or rounded to \$68,432

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 plan was developed by four workgroups. Each group had responsibility for developing a portion of the plan. Workgroups included district level administrators, building level administrators, program directors, curriculum coaches, and teachers. Each work group developed individual sections of the plan. The individual sections

were brought together through a shared document. Members of the Central Office Administration conducted the final formatting, review and edit of the application. The application was reviewed by the Board of Education, Administration, Teachers Association and the district's Support Staff Association prior to submission to Berrien RESA.

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

District/ PSA Response:

Berrien Springs Public Schools (BSPS) has established a detailed communication plan to execute, monitor, and evaluate communications to our stakeholders. The communication plan is published in the BSPS Remote Guidance document, which is located on our website at www.homeoftheshamrocks.org. BSPS will use the following communication outlets to notify students, families, administration, staff, and board members of the continuous learning plans and provide updated information as needed.

- School Messenger - Messages will be delivered by phone, text, video, and email from the Superintendent or Building Administrators.
- Website - District, School Building Pages, and FAQ
- Social Media - District and Building Pages
- Internal Staff Communications - District Staff Newsletters, Email, Principal Staff Newsletters/Updates, Remote Staff Meetings, and other outlets.
- Weekly Administrative Leadership Team Remote Meetings
- Superintendent Update to the Board of Education
- Student Communications - Schoology, LMS, Google Classroom, Google Meet, Building Website, phone, letter, email, and other related school approved apps.
- Other communication outlets will be used as needed such as the local newspaper, district quarterly newsletter, radio, and other outlets of communication.

8. Please provide an estimate of the date on which the district will begin implementation of the Plan, which must be no later than April 28, 2020.

District/ PSA Response:

Implementation of the plan will occur in phases. Grades 6-12 have had access to electronic devices and connectivity (MiFi's are provided to those students lacking connectivity at home) since March 13th. Alternate learning opportunities have continued for these students since March 16th. Students in Grades 3-5 received electronic devices (and MiFi's if needed) the week of April 6th. Alternate learning

opportunities will be implemented in Grades 3-5 by no later than April 17th. Students in grades K-2 will receive electronic devices (and MiFi's if needed) the week of April 13th. Alternate learning opportunities in Grades Pre K - 2 will be implemented by no later than April 20th.

Upon approval of this plan, full implementation of this plan is expected 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:

Dual Credit

For our students in dual enrollment courses, we will be working with Lake Michigan College to determine the next steps. We will ensure that the students have the appropriate materials and support to complete those courses. We are working closely with Lake Michigan College to assure student success using the resources available at both the District and the college.

Early Middle College

Students will continue with their LMC coursework as directed by the College and Berrien RESA. In cases where these EMC students are taking BSPS courses for LMC courses, the above paragraph applies.

Career and Technical Education

When weighing content decisions for CTE students, essential skills/knowledge must be considered along with what is required for students to earn industry credentials and meet standards of employers/certifying bodies. We will work with the Berrien RESA CTE Director as well as state level CTE directives to ensure our students have the ability to complete these courses.

Teachers may choose to use various delivery methods for materials and evaluation of knowledge.

Presentation may include, but not be limited to, video, YouTube, self-guided activities, posting materials with discussion and questioning, reading of texts and readings, essay writing, and sequential process flow. Additional recommendations for CTE are being developed at the county level and will be shared with students by teachers through normal means of communication.

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

District/ PSA Response:

Free school meals will be provided on Monday, Tuesday & Thursday through the end of the school year, June 9th. Meals can be picked up at the high school circle between 11:00-12:00 pm. Meals will be delivered to the River Springs Estates Mobile Park office. Breakfast and lunch will be provided, unless otherwise directed. This program is open to all children 18 and under and up to age 26 for special needs children.

For food service related questions or information, please contact the Food Service Director Pam Evans at pevans@shamrocks.us.

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:

All contracted staff will continue to receive their contracted amounts. Those employees who were scheduled to be off on FMLA, must have a note from their physician releasing them to work from home in order to continue to receive payment. If the employee needs ten days before a physician releases them, then they will be charged the ten days and then return to their normal contract pay.

All hourly staff will be paid their normal hours every two weeks, through the end of the school year. The expectation is that all hourly staff will assist in providing continual learning opportunities for students. Staff may be asked to come to work on site or to complete a variety of tasks, some of those may not follow their normal work duties. It will not be necessary to submit a timecard for the remainder of the school year.

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

District/ PSA Response:

Teachers will use the instructional platform 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. Additional support agencies may be sought to make these connections.

BSPS has also created a Quality Assurance team. The purpose of this team will be to Develop a set of benchmarks, measures or data points that will be used by the district to assess the effectiveness of the district's "Continuity of Learning Plan." The goal is to provide a system that will create a process of monitoring and accountability for remote student learning. The QA Team will review key data points and provide reporting to Administration weekly through the end of the school year, June 9th.

13. Please describe how the district will provide mental health support to pupils affected by a state of emergency or state of disaster prompted by COVID-19.

District/ PSA Response:

The district will survey parents to determine their current mental health needs. Based on that information, the district will provide mental health resources to support students affected by the COVID-19 closure and state mandated non-face-to-face contact order through a variety of methods. Resources developed by district counselors, school social workers, behavioral specialists and various mental health organizations will be compiled and shared out to all district staff. The resources will also be easily accessible at homeoftheshamrocks.org under the heading of Community Crisis Support Information and Resources. Building principals and program directors will provide a link to mental health resources on individual building websites.

The behavior specialists or school counselors will reach out to check on students that had been previously identified at risk through phone calls, Facebook, and virtual sessions. Email contact information for school counselors and school social workers will be provided to all students and parents. Key staff will be available during school hours and extended hours if needed. When making contact with students and parents, teachers at all levels will inquire, monitor and assess any additional needs of students and families. Students identified as having additional needs will be referred to the building principal, counselors, school social workers or program directors. A virtual crisis management team will be established by the district and deployed in the event of any incidents requiring their assistance. The Berrien RESA crisis management team will also be available in the event of a crisis situation.

- 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 hoho-gl or any executive order that follow it.**

District/ PSA Response:

The district has notified Berrien RESA that two (2) GSRP classrooms located at the Sylvester Elementary building are available in support of Berrien RESA's potential need to mobilize disaster relief child care centers as described in Executive Order 2020-16 or any executive order that may follow.

Optional question:

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

District/ PSA Response:

The district will not be implementing a balanced calendar plan for 2019-20 or 2020-21. The primary reason for this decision relates to the high number of county-wide programs that are currently shared among Berrien County schools. Shared programs include the following: Ten (10) county-based special education classrooms located on site at Berrien Springs Public Schools, CTE programs with more than 40 course offerings (which are shared among 15 school districts), dual enrollment programs at two (2) community colleges and one (1) university, a county-wide Early/Middle College program facilitated by Lake Michigan College, a county-wide Math & Science Program at Andrews University, and a three (3) county Deaf and Hard of Hearing program operated on the campus of Berrien Springs Public Schools. For ongoing continuity and efficient operation of these shared programs, a county-wide balanced calendar would be required. A group of county superintendents have been exploring this possibility since December 2019. However, districts county-wide are not in agreement regarding the need for making this calendar change at this time.

Name of District Leader Submitting Application: Angela Cramer, Director of Curriculum

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website: