



West Ottawa Public Schools Continuity of Learning and COVID-19 Response Plan (“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 (“Plan”) Guiding Principles

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

Keep Students at the Center

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

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

Design Learning for Equity and Access

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

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

Assess Student Learning

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

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

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

Date Submitted: April 10, 2020

Name of District: West Ottawa Public Schools

Address of District: 1138 136th Ave., Holland, MI

District Code Number: 70070

Email Address of the District: martint@westottawa.net

Name of Intermediate School District: Ottawa Area ISD

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 10, 2020

Name of District: West Ottawa Public Schools

Address of District: 1138 136th Ave., Holland, MI

District Code Number: 70070

Email Address of the District: martint@westottawa.net

Name of Intermediate School District: Ottawa Area ISD

Name of Authorizing Body (if applicable):

In accordance with Executive Order 2020-35 a Plan must include all of the following parts:

1. Please describe the methods the district will use to provide alternative modes of instruction other than in-person instruction and a summary of materials each pupil and the pupil’s parents or guardians will need to access meaningfully the alternative modes of instruction included in the Plan. If the Plan relies on electronic instruction, the Plan must ensure to the extent feasible that pupils have access to a connected device capable of accessing the electronic instruction and must not penalize a pupil for the pupil’s inability to fully participate.

“Alternative modes of instruction” means modes of pupil instruction, other than in-person instruction, that may include, without limitation, partnerships with other districts or intermediate districts or community colleges or institutions of higher education, use of vendors, use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a hybrid of multiple modes of learning that still promote recommended practices for social distancing to mitigate the spread of COVID-CD.

District/ PSA Response:

The West Ottawa Public Schools Remote Learning Plan includes multimodal methods of instructional support for students K-12. Fortunately, our district has been significantly investing in instructional technology since 2013. We are able to leverage that investment now, as our teachers have had professional development around remote instruction and most of our students have been engaged in using Chromebooks and digital curriculum platforms since 2016.

- Our K-5 students and parents will access the core curriculum via our Remote Learning Plan website. Remote learning plans have been built by teams of content experts at each grade level. Each week (April 13 - June 5) is laid out for parents and students in an organized and age-appropriate structure. Elective and enrichment opportunities are also embedded throughout each week. Social Emotional lessons are included in each Monday and Friday lesson structure. Individual teachers will focus on relationships, connecting with students, and small group instructional activities via Google Classroom, Google Hangouts, Zoom, Class Dojo, etc. Here is a [Overview of the Elementary Remote Learning Process](#)
- Our 6-12 students all have 1:1 Chromebooks and our secondary teachers all use Google Classroom as their Learning Management System. We have had a 1:1 Chromebook program since 2016 and all staff have had significant professional development around Google Classroom and many other instructional technology topics. Secondary students also have access to digital curriculum resources through StudySync (ELA), Pearson EnVisions Math (6-8), and Big Ideas Math (9-12). Science and Social Studies, along with elective courses utilize Newsela as a disciplinary literacy digital tool. These platforms, integrated with our LMS and SIS, allow teachers to provide curriculum, instruction, assessment, and feedback remotely.
- To ensure that students have access to remote learning opportunities, K-5 principals surveyed all families to find out which households did not have a device. Our team then distributed nearly 600 Chromebooks to elementary families. Our team has also developed a plan to turn 15 school buses into robust mobile WiFi hotspots. These buses will be parked in strategic locations throughout the district to provide internet access in dense low-income housing areas. Principals are also contacting families that may need materials and paper copies of learning resources.
- Our remote learning plan for instruction, grading, assessment, and feedback plans will never penalize a student for not being able to fully participate. Guidelines for teachers have made that very clear. Principals and counselors will monitor this practice. Grading guidelines at the [Secondary Level](#) can be found here.

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:

Keeping the best interest of students has been the foundation of our thinking as we've built our WO remote learning structure. At each of our planning sessions, we've centered our thinking around how to best provide meaningful social, emotional, and academic connections with students.

We have purposely built learning plans that are:

- developmentally/age-appropriate
- limited in to reasonable time chunks for online learning
 - Here is a link to our elementary [Weekly Overview Template](#)
 - Here is a link to our [Secondary Remote Learning Guidelines](#)
 - example: 30 minutes of reading, 30 minutes of math & 15 minutes of special
- limited and focused only on essential skills
- focused on connection and engagement with students
 - ex. Elementary: Monday and Friday each include a SEL connection point (class circles, check-in)
 - Here is a link to the [Social/Emotional Learning & Connection resources](#) we will use to continue to build and maintain connections with students

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

District/ PSA Response:

As we've planned the method of delivery for our WO remote learning, access and opportunity have been a large part of all of our discussions. As we are all aware of Maslow's hierarchy of needs, we know that students' basic needs (nutrition, safety, etc.) must be met before any purposeful learning can take place. Our process began with immediately mobilizing our WO food service to reach the families who would need it. We are offering breakfast and lunch food delivery at 48 locations 3 days per week and to date, we have served over 60,000 meals.

We are currently in the process of adding 15 wifi hotspots to our bus fleet and determining the areas of most need to supply free wifi (ex. mobile home parks, apartments, etc.) While ensuring that these basic needs have been met, we have developed our WO remote learning plan for students to receive academic instruction. Here is a link to an [overview of our remote learning process](#). Weekly plans ([Weekly Overview Template](#)), will be made available to parents during the weekend before the upcoming week so that parents will have an opportunity to finalize their home learning plans for the week.

In order to ensure that all students have access to learning we have:

- provided [resources](#) to help each home have free internet connectivity
- have provided 1:1 devices for 6-12 learners previously
- have surveyed each elementary family to determine if they have a computer device

available. If they are in need we are providing 1 device per each elementary family (600 devices have been deployed so far)

- We are also working on hard copy options for students who can not secure internet connectivity.
- IEPs and 504 accommodations will be adjusted and met according to the student needs. Special education teachers are working on developing remote learning curriculum alongside core teachers and will log contacts made with students on their caseload.
- Great Start Readiness Preschool students are included in this Continuity of Learning Plan. Alternative modes of instruction will be delivered, while incorporating principles of developmentally appropriate practices for preschoolers. The learning of the preschoolers will be monitored in collaboration with the parent, as young children are reliant on adult support to be successful learners. This means that teachers will work not only with the children, but also coaching/supporting the family in how to promote learning at home. A requirement from MDE outlines that each GSRP program must complete two parent teacher conferences in the 19-20 school year, and as a district we will support meeting this requirement. Finally, as children complete GSRP programs, districts will support the transition to Kindergarten.

4. Please describe the district's plans to manage and monitor learning by pupils. District/ PSA Response:

Our teachers are able to manage and monitor student learning remotely in a number of ways. At the elementary level many teachers have created Google Classrooms to share curriculum and interact with students. Many teachers have also been holding Google Hangouts and Zoom meetings in both whole group and small group. These video conferences are used both to connect with students and as a way to monitor learning and provide verbal/visual feedback. YK-5 teachers are also using classroom accounts of IXL math and other digital platforms to monitor learning. YK-5 teachers are teaching lessons that are focused on the “essentials,” created by teacher content teams, that students at each grade level need to learn during these 8 weeks. Teachers will be using daily and weekly formative assessments to ensure that students are grasping the material that is to be taught.

At the 6-12 level all teachers use Google Classroom as their LMS. Teachers are able to push content as well as assess formatively through digital tools connected in Classroom. Secondary teachers also use digital curriculum platforms such as StudySync (ELA), Pearson EnVision (6-8 math), Big Ideas (9-12 math), and Newsela (6-12 disciplinary literacy). These platforms, connected to our LMS (Classroom) and SIS (Infinite Campus), allow teachers to provide content, assessment, and feedback for students. Core content areas also utilize Illuminate as an online assessment tool.

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:

The district is anticipating some additional expenditures associated with the Plan. The majority of these expenditures are associated with purchasing devices, providing wifi access to students, and purchasing digital curriculum. Please see the attached spreadsheet for details [WOPS budget outline](#)

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:

Through many Google Hangout and zoom meetings this has been a “all hands on deck” collaborative approach involving many stakeholders as we’ve completed this process. We have been very purposeful in calling on the strengths of our teacher leaders to help us make the most accurate and informed social/emotional and curricular decisions for our students.

This process has involved collaboration with following groups:

- Local Education Association leadership
- Elementary grade level chairs
- Secondary Dept. Heads
- Elementary volunteer “Content Creators”
- Elementary volunteer “Building Grade Level Leaders”
- Elementary School Improvement teams
- Secondary School Improvement teams
- Elementary, Secondary, and Central Office Administrators
- Board of Education members have been kept abreast of plans and provided feedback throughout the process through small group Board Resource meetings

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

District/ PSA Response:

The district has and will continue to notify parents, guardians, and students of the remote learning plan via multiple methods of communication including:

- Weekly Superintendent’s Update newsletter
- Infinite Campus email blasts
- Infinite Campus messenger notifications
- Infinite Campus automated phone calls
- Google Classroom parent and student notifications
- Teacher-parent emails
- Teacher-parent phone calls
- Teacher-student emails
- District website page devoted to the Remote Learning Plan

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:

Although we have been providing remote and online learning since March 16, West Ottawa will begin officially implementing our WO Remote Learning program on Monday, 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 students in the OAISD dual enrollment/early college programs will be given the opportunity to complete programming through the post-secondary provider. We will ensure the participants have the access to appropriate resources and continued support to complete the courses.

Students attending the Careerline Tech Center will be given a variety of remote learning opportunities to complete the CTE courses. Careerline will work with the LEA's in ensuring that our students have the appropriate resources and continued supports in order to continue learning during this crisis.

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


District/ PSA Response:

The WOPS Food Service and Transportation departments will provide continuation of the WOPS Mobile Food Delivery Program through the end of the school year. See images below.

**WEST OTTAWA PUBLIC SCHOOLS
SCHOOL CLOSURE
FOOD DELIVERY PROGRAM**

Open to all district families

**45 Delivery Sites Across The District
Delivery Monday-Wednesday-Friday
Mon/Weds Delivery = two days of food
Friday Delivery = three days of food
Parents or students can pick up food**



Delivery Locations on Page 2

Food Delivery Dates:

***T 3/17, W 3/18, F 3/20
M 3/23, W 3/25, F 3/27
M 3/30, W 4/1, F 4/3**

Serving Pine Creek Area Families		Serving Sheldon Woods Area Families	
9:30 AM	Boys & Girls Club North	9:48 AM	Winding Creek & Mailboxes
9:45 AM	PINE CREEK SCHOOL	10:15 AM	SHELDON WOODS SCHOOL
9:55 AM	Bluefield Dr & Katra Dr	10:30 AM	Port Sheldon Twp Lot
10:10 AM	Falcon Woods Clubhouse	Serving Woodside Area Families	
10:30 AM	Main St & Windmill Tr Pk Office	9:35 AM	WOODSIDE SCHOOL
Serving Great Lakes Area Families		9:40 AM	Woodside Dr & Elemeda St
9:30 AM	GREAT LAKES SCHOOL	9:50 AM	Foundation Church Lot
9:35 AM	Creek Edge Dr & Silver Fir Dr	9:55 AM	475 W Mae Rose Ave 4
9:45 AM	Briarwood Dr & Renwood Dr	10:05 AM	Beechwood Park
9:45 AM	Lillian St & Memorial Dr	10:10 AM	Rose Park Reformed Church
10:00 AM	Church of Christ Parking Lot	10:20 AM	Leisure Estates Playground
10:05 AM	Caryn Way & 132nd Ave	10:20 AM	401 Howard Ave
10:20 AM	Family Video Parking Lot	10:30 AM	Howard Ave & Wedgewood Dr
10:20 AM	13264 Wartsboro Dr	10:40 AM	D & W Lot
10:30 AM	Pine Oak & Jacklyn Dr	Serving Waukazoo & Lakewood Area Families	
Serving Lakeshore & Lakewood Area Families		9:35 AM	WAUKAZOO SCHOOL
9:35 AM	Goldcrest Dr & Leisure Blvd	9:45 AM	LAKEWOOD SCHOOL
9:45 AM	6th St & Lakeshore Dr	9:55 AM	Driftwood Dr & Leisure Ln
10:00 AM	LAKESHORE SCHOOL	10:05 AM	Perry St & Windstrom Park
10:15 AM	Ryan Dr & Fendt Farm Dr	10:25 AM	Edgewood Dr & Marquette Ave
10:30 AM	13828 E Traditions Way	10:35 AM	Ottawa Co. Fairgrounds
Serving North Holland Area Families		Serving Any West Ottawa Family	
9:40 AM	CORPUS CHRISTI SCHOOL	11am-12pm Family Fare Store on Butternut.	
9:50 AM	NORTH HOLLAND SCHOOL	Bus will stay for one hour at Family Fare	
10:00 AM	Hickoryrow Dr & Maplegrove Dr		
10:15 AM	Barkton Dr & Starflower Dr		
10:30 AM	Red Clover & Thornberry		
10:35 AM	Chris Dr & Winterridge Dr		
10:50 AM	Waverly Shores Comm. Building		

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:

The district will continue to pay all school employees for the remainder of the fiscal year. We have also been in contact with our employee groups regarding redeploying staff to implement the Plan as well as our remote food service distribution program. All applicable employee groups have also been collaborating with district administration in the development of the Plan. The district will continue to operate the Plan within the current collective bargaining agreements and school calendar. Please see the attached memo to all West Ottawa Public School employees.

[memo to all West Ottawa Public Schools employees.](#)

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

District/ PSA Response:

The district will evaluate the participation of pupils in the remote learning plan through a number of different ways:

- Remote learning attendance via Infinite Campus
- Record of participation and assignment completion via Infinite Campus gradebooks
- Record of participation via Google Classroom LMS
- Teacher formative assessments and checks for understanding via learning tasks, Google Hangouts, teacher phone calls, whole group, small group, and one on one contacts
- Task completion records via digital curriculum platforms
 - Reading Street
 - Math Expressions
 - Pearson EnVisions Math
 - StudySync ELA
 - Big Ideas Math
 - Newsela
- Principal and counselor contacts with students and families who seem to not be participating

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:

Prioritizing maintaining student connection and communication has been one of the main foundations of our planning for WO Remote Learning. We recognize that this process of maintaining connection is one that needs to involve many stakeholders.

Stakeholders commitments:

- Classroom teachers- providing daily/weekly instruction. Providing a minimum of at least 2 SEL/Connection opportunities per week. Teachers will also be providing the general education accommodations and differentiation needed to meet the individual learners in their classroom. Teachers will also be providing communication weekly to parents
- Elementary PBIS Specialists- will be providing a bank of lessons SEL/Connections that can be accessed by teachers. PBIS specialists will also be maintaining connections with their students in a variety of ways (ie. Google Hangouts, email correspondence, written communication,etc.)
- Special Education Staff: will be providing resources and support to special education teachers and will be providing resources to building PBIS teams. They will also be contacting families and students in a variety of ways (ie. Google Hangouts, email correspondence, written communication,etc.) to provide consultation, therapeutic interventions and connecting families with outside resources.
- Secondary Counseling/Wellness Staff: The secondary counseling department is committed to supporting our students while under the Executive stay at home order.

Our department continues to communicate to all students via Counseling specific Google Classrooms for each grade level. Within these communications we cite how to access specific community resources for food, housing, and social-emotional support. Additionally, each of our automated email reply messages communicate how/when to connect with 911 and/or 211 and how to connect with us if a student "needs to talk" about anything/everything. If necessary, we will refer out to area mental health organizations.

- Our wellness staff also continues to communicate a whole host of wellness activities via these same google classrooms the counselors use as well as via a variety of social media sites. On an individual student level, we each have a list of our kids we continue to check in with. Wellness Coaches at the high school have small group lists that they check in with via email, text, video chat, etc.
- Mosaic Counseling services will also be providing continuity of services (remotely) to the students who were in sessions prior to closure.
- Middle school and high school counselors will send a weekly wellness survey to all students as well as self-care communication guidelines. The weekly wellness survey will be intended to allow students to reach out for mental wellness support as needed.

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:

Central Office Administrators have attended weekly HR, Curriculum Director and Superintendent meetings that are hosted by the ISD and will continue to stay in close communication with our ISD to best support their efforts in disaster childcare relief.

Optional question:

15. Does the District plan 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:

No

Name of District Leader Submitting Application: Tom Martin, 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: