



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 a 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 14, 2020

Name of District: Grand Rapids Public Schools

Address of District: 1331 Franklin St. SE PO Box 117 Grand Rapids, MI 49501

District Code Number: 41010

Email Address of the District: Communications@grps.org

Name of Intermediate School District: Kent Intermediate School District

Name of Authorizing Body (if applicable):

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

District/ PSA Response:

GRPS will be using the G-Suite (Google) of tools that the district already has in place for Secondary Distance Learning - specifically Google Classroom for all secondary sections, and Google Hangouts/Meet for any video conferencing.

Similarly, GRPS has chosen Seesaw as the district wide Learning Management System LMS for PK-5 use.

This will provide students, teachers and families safe, secure and FERPA-compliant meeting space, and provide our students with the best possible end user experience that is on the same platform from class to class.

Guiding Principles for Instruction and Health During Distance Learning

The following are guiding principles for each of our key stakeholders involved directly in our Distance Learning Plan.

Teachers require time to develop lesson plans and collaborate with colleagues, time to provide direct and guided instruction for students, time to check in with students, and time for their own health and family needs during school closure.

Students have differing developmental considerations regarding screen time, attention spans, and independent learning, which should be addressed in teachers' lessons plans; they likewise require time for their own health and family.

Families and caregivers should provide guidance related to scheduling learning times for their children that help avoid conflict with use of home resources; and, certainly, they require time for their own health and family.

Technology Requirements & Support

Internet recommendations

- Home internet recommended to be a minimum speed of 10 Mbps download / 2 Mbps upload
 - If these speeds aren't available, a phone may be used to dial into calls

Acceptable Devices

- Any brand phone, tablet, laptop, desktop, or other device that has the following capabilities:
 - Internet access via wifi or hardwire ethernet connection
 - Internet browser (preferably Chrome)

Device Access

- Students and families who do not have access to the above requirements should contact (616) 301-1111 or email communications@grps.org for instructions on how to determine if GRPS device distribution is a solution or to get information about the non-technology alternative learning packets provided by the district.

GRPS Device Distribution

- Recognizing that some families may have the capability for home internet access and distance learning, but lack the resources, GRPS is working on several variations of a plan to provide as equitable a learning environment as the situation allows. This includes but is not limited to:
 - Identifying families with connectivity barriers that can be solved with devices or infrastructure solutions
 - Utilizing existing GRPS student devices to distribute to families via sign in/sign out protocol
 - Identifying vendors that can provide additional hardware not currently owned by GRPS to support families (i.e. wireless hotspots, wired internet, additional devices for K-1 students)
 - Identifying funding solutions both in house and from the community to offset additional costs
 - Creating procedures to prepare district devices for distribution and collection
- * not formally defined until further direction from State and Local Leaders

Digital Communication Support

- Staff Helpdesk: Just-in-time, post-training support
 - Teacher Helpdesk will be a single call-in phone number as this is the lowest-common-denominator for communications (all teachers will easily be able to take advantage)
 - Erin Gotra, Mike Hastings, and up to 10 identified teacher leaders will act as call center agents
 - Agents can engage callers via Microsoft Teams, Quick Assist, or other online collaboration tools as needed during the contact
 - Call center agents will run the agent software on their device via VPN to indicate their online or offline status for taking calls
- Family Helpdesk: Just-in-time support;
 - Though questions about learning content for a particular student will be communicated with their teachers, a Family Helpdesk will be staffed by agents who can respond to general questions of all types (as is currently being done with 301-1111), as well as assist with simple technology questions such as student passwords. Anything more technical can be troubleshooted as well (equipment, online resources, etc.)

No-Technology/Low-Tech Alternatives

- Alternative modes of instruction may include, but are not limited to, learning packets, books, social stories, or individual low/no tech alternatives uniquely designed to meet individual student needs.

- We will utilize email, phone contacts, large, small, and individual group settings to address individual student learning needs.
- In cases where access is a barrier, the district curriculum team, in collaboration with classroom teachers, will provide weekly packets of hard copy material for students.
- Students can still be notified by staff via phone about weekly synchronous meeting times and can join these meetings if possible by phone.
- Teachers can also schedule 1-on-1 phone calls with students in the event a synchronous meeting cannot be attended.
- Families and students will still have access to support numbers and services, as well as the ability to communicate with their principal.

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:

GRPS will provide students with diverse learning experiences that prepare them for academic success, including progress on goals to the extent practicable, as teachers creatively challenge and inspire their students with engaging and meaningful learning activities. As we have developed our Distance Learning Plan, we acknowledge that distance learning cannot substitute daily in-person instructional programs. Distance learning will require adjustments to the scope and sequence of our curriculum.

GRPS has created a schedule for teachers and school-based staff to receive specialized professional learning in techniques and strategies to connect remotely with their students to both maintain and strengthen relationships and to address the academic needs of individual learners, just as they would in face-to-face classroom environments. Distance learning requires different skills and approaches for students and teachers alike, whether it is a high schooler engaging with their whole class through online learning or an elementary student connecting with their teacher by phone to talk about their experience completing exercises from a weekly distance learning packet. Our school-based educators who are not in the classroom, as well as our GRPS central office staff, are committed to supporting both our teachers and our students with the transition to distance learning, and to providing a safe environment for them to experience learning in new ways.

GRPS recognizes that schedules for planning and instruction need to be flexible enough to provide choice within structured and independent time for students, families, and staff. We are particularly mindful of health and wellness issues, including the amount of screen-time that is developmentally appropriate for students in different grade levels. We also recognize that no plan is perfect, and while we have researched and taken advice from the KISD, the State of Michigan and other districts, this plan is a representation of what is best for GRPS at this time.

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

District/ PSA Response:

The District's Learning Plan is universally designed to be inclusive across all grade levels. We understand our obligation to provide equitable access for all learners for the purpose of advancing the learning of students as a whole across the PK-12 system. In addition, we recognize that there is no such thing as a one size fits all method of instruction; therefore, teachers of students with disabilities will be implementing individual student IEPs to the extent practicable, as well.

Roles and Responsibilities for Administrators

Administrators will perform their duties as instructional leaders for their buildings by managing distance learning for their building staff, students and families. Building Administration will:

- Participate in district distance learning training during the 5 days prior to staff and student/family launch.
- Utilize district digital resources to support, review and hold staff accountable for distance teaching and learning
- Work with Instructional Technology & Curriculum team to onboard building staff with initial distance learning requirements:
 - Build staff capacity to support each other in onboarding
 - Identify struggling staff and pair with a mentor team member
 - Involve Instructional Tech & Curriculum for support if needed
 - Provide continuing guidance, communication, and support to staff, students and families during distance learning period
- Disseminate district communication regarding student devices, internet access and other onboarding logistics to staff, students and families
- Coordinate printing of weekly hard copy learning packets created by teachers for students without digital access, or who have unique learning needs and coordinate pick up by families
- Identification of technology leaders in their buildings to create building level support groups for Distance Learning questions

Roles and Responsibilities for Staff

Staff will perform their duties as instructional leaders for their classrooms by managing distance learning for their classes and students. Staff will:

- Participate in district distance learning training and preparation during the 5 days prior to launch of student distance learning
- Use district resources to provide learning opportunities as equitable as possible to students. District tools include Learning Management Systems (LMS), uniquely aligned apps, and digital curriculum.
 - PK - 5th grade staff will use Seesaw as a learning management system for learning in their classrooms
 - 6th - 12th Grade staff will use Google Classroom as a Learning Management System for learning in their classrooms
 - These are mandatory Learning Management Systems to provide the best possible experience for students, and affords supervision and support to review teaching and learning. Assignments from other sources are welcome and encouraged; however, they need to be linked in the Seesaw or the Google LMS for your class/individual students

Roles and Responsibilities for Students and Families

Families are faced with a unique situation during this crisis, up to and including issues around internet accessibility, device accessibility, childcare, and more. Ideally, students will have access to a device that can connect to the internet, and some form of internet access in order to participate in distance learning.

- Parents are asked to notify the district if students do not have access to a device that can connect to the internet, and identify if there is internet available for the student to connect to.
 - In the event either of these is missing or unavailable, families should contact Helpdesk@grps.org or call (616) 301-1111.

- If district and community partner resources are not able to assist in solving either of the above issues, families will be provided weekly printed lesson packets for courses by contacting Academics@grps.org or calling (616) 301-1111.
- For students without access to digital tools, or for those for whom digital access is not their primary mode of learning, coordination between district and family will take place to make weekly content packets available, as well as returning them for learning credit.
- For students with access to devices and the internet, teachers will provide direct instructional experiences for students in either Google Classroom or Seesaw. This includes a component of digital learning for all high school courses, and digital resources and enhancements wherever feasible in elementary and middle school grades.
- 12th grade students will continue to receive instruction and make progress in all of the courses in which they were enrolled prior to school closure using teacher-led synchronous (and subsequently recorded) and asynchronous digital learning experiences.

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

District/ PSA Response:

Roles and Responsibilities for Administrators, Teachers, & Support Staff

- Staff will become synchronous and asynchronous digital learning facilitators (meaning that students will be learning the same content at different times and in different locations).

Staff will virtually communicate with students using only Gmail, Google Classroom, Seesaw, and Google Hangouts/Meet. This is already a district managed tool protected under an education license, compliant with all FERPA laws, and monitored for safe internet use by our vendor, Gaggle. NO OTHER VIDEO CONFERENCING TOOL MEETS THESE GUIDELINES. Shared Time Staff are expected to use either this GRPS approved Suite of tools or another FERPA compliant platform.

- Staff may hold synchronous (whole, small, and 1-on-1 group) meetings. These meetings may also be recorded for asynchronous consumption for students who cannot attend live meetings at the discretion of the individual staff member
- Staff will utilize G-Suite tools such as Gmail, Google Calendar, etc. to manage the learning in their distance learning environment. A personal email should not be used for privacy reasons
- Staff will identify and make public office hours to students and families to provide learning support

If a student is not engaging in distance learning, staff should contact students via contact information in synergy (see tips on contacting students below).

- Staff will check email, voicemail, Seesaw, or Google Classroom as applicable, twice a day at minimum, as well as make themselves available for their self-selected office hours
- Staff will NOT need to be online all day. Instead, learning is to be provided both synchronously and asynchronously, as our students will have duties and life responsibilities, too. Training will be provided for these procedures during training 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:

Item	Cost	Qty	Ext Cost
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Chromebook 3100	\$ 323.00	1639	\$ 529,332.40
iPad + Appplecare	\$ 373.00	712	\$ 265,426.80
Content Filtering	\$ 3.99	11,152	\$ 44,496.48
Hotspot appliance	\$ 240.00	2,694	\$ 646,488.00
Hotspot service	\$ 137.94	2,694	\$ 371,568.98
Learning Management System	\$ 4.52	8,650	\$ 39,138.25
Learning Management System License	\$ 6.08	7,000	\$ 42,560.00
Learning Management System Implementation	\$ 9,700.00	1	\$ 9,700.00
Help Desk assistance			\$ 20,000.00
Consulting Fees	\$ 25,000.00	1	\$ 25,000.00
Total			\$ 1,993,710.91

Revenue sources for these expenditures include the following:

1. Philanthropy
2. Re-allocation of Title funds
3. Available bond funds for technology hardware
4. General fund

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:

Central office teams consisting of curriculum, technology, and professional learning staff participated in the initial drafting of the Plan. The Superintendent and members of his executive team met with principals and supervisors on several occasions to review and receive feedback on the draft Plan prior to finalization.

District representatives met, on multiple occasions, with members of the Grand Rapids Education Association, as well as MEA UniServ Directors to review the Plan and receive input. Those meetings were attended by teachers, ancillary staff (related service providers), and support staff.

The Superintendent met with small groups of board members to discuss the contents of the Plan and receive feedback. A question and answer document was sent to all board members with additional information about the Plan. The Board approved the final Plan for submission to the ISD at its April 13, 2020, board meeting.

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

District/ PSA Response:

The district will be using direct mail, robocalls, text messages, emails, social media, the district website, Cable Channel 27, and YouTube. This includes translation in multiple languages. There will also be on-going media relations with the various news outlets to further support messaging sent through the traditional means.

- 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:

Staff will report to work on April 20 to begin professional learning. Instruction for students will begin on April 27, 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:

Grand Rapids Public Schools (GRPS) and Grand Rapids Community College (GRCC) have a strong partnership offering dual and concurrent enrollment, as well as Early/Middle College. When GRCC transitioned from their face-to-face instructional delivery model, they immediately contacted GRPS to ensure students would be able to continue their current course work. GRCC changed the method of delivery to a technology-based platform, Blackboard, along with the required tools. We encouraged students to continue with this platform. The following actions are in place to support student completion of courses:

- Maintain strong lines of communication between GRPS and GRCC regarding student achievement
- Provide ongoing communications with students, encouraging and reminding each student regarding the completion of the course
- Provide academic counseling/advising regarding the course completion options GRCC has presented
 - Accept the final grade earned at the end of the semester
 - Petition for Credit/No Credit (grades of C- or below can petition for a grade change to No Credit/Credit neither will be calculated into the student's GPA)
 - Students may withdraw from the class by April 10 with academic advising, and receive reimbursement allowing the student to retake the course in the summer
 - GRCC is suspending the Academic Standing Policy for Winter 2020
- Provide students with the appropriate technology (Chromebooks)
- Provide students and families with information for home internet access
- GRCC will provide multiple online academic learning support resources
- Remain flexible with administrative assistance to meet student needs

Our relationship with GRCC remains fluid as we respond to the variety of student needs.

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

District/ PSA Response:

FOOD & NUTRITION SERVICES

Grand Rapids Public Schools recognizes that the opportunity to continue feeding students and families in the community is a critical and needed function. We are very mindful of the issues of feeding at various sites, and have established a safe "Grab and Go" feeding process at various sites to include our community feeding sites. Safe practices to handle food, observing all servsafe guidelines are being followed, both in the packaging of food and the distribution of food at the established sites.

We recognize that this is an ongoing and changing process and we will make the necessary adjustments in the following days/weeks to provide safe and secured sites for preparation and food distribution.

MEAL PLAN OPERATIONS

- Any child age 18 or younger may receive one lunch meal & one breakfast meal Monday – Thursday (Picked up two days per week/Mondays and Fridays)
- Meals can be picked up daily from 11:30 a.m. until 12:30 p.m. at approved and listed sites
- Children do not have to be present to receive meals
- Meals are packaged to take home as schools are closed
- No student ID or other form of identification is required
- Grand Rapids Public Schools Food and Nutrition Service personnel in coordination with our Public Safety Department and volunteers; will be distributing the meals

MEALS AVAILABLE

- Twice weekly during the closure, children 18 years of age or younger and students with disabilities up to age 26 will be provided one packaged lunch meal and one light breakfast meal for the following morning
- One entrée will be offered for each meal; a non-meat option is available
- Menus will not be posted online, but available for review at the food nutrition center
- Dates of operation will be Monday and Thursday of each week

FEEDING SITES

- Nutrition Service Meal Sites: GRPS is offering 5 “grab and go” meal sites. The sites will be open daily, Monday through Thursday, from 11:30am to 12:30pm. The meals will be a breakfast/lunch combo and are available for all students 18 years of age and younger. This includes students with disabilities ages 18-26 with an active individual education program (IEP). The meals are not limited to GRPS students.
- City High School (1720 Plainfield Ave. N.E. Grand Rapids, MI 49505)
- Hope Academy (240 Brown St. SE, Grand Rapids, MI 49507)
- Ottawa Hills High School (2055 Rosewood SE, Grand Rapids, MI 49506)
- San Juan Diego Academy (1650 Godfrey Ave SW, Wyoming, MI 49509)
- Sibley Elementary (943 Sibley St. NW, Grand Rapids, MI 49504)

These are subject to change and additional meal sites may be added

MENUS: BREAKFAST & LUNCH

Grand Rapids Public Schools Food and Nutrition Program will not post a daily menu due to the availability of food; however, we will maintain the required balanced dietary recommendations.

OTHER STUDENT MEAL OPTIONS IN GRAND RAPIDS

If further assistance is needed, the following Grand Rapids Public Schools’ partners are offering free meals during our school closure:

- **Kids Food Basket**
- **Feed America**
- **YMCA**
- **Hand to Hand**
- **Kent County Community Action:** distribution for seniors (60+) will be via drive-up/walk-up on Friday, March 20 from 8:30-2:30. TFAP distribution for families with children will be via drive-up/walk-up on Thursday, March 26, from 1:00-6:00 p.m.
- **Heartside Gleaning Initiative** has a new Good Food Box program. They will be delivering fresh produce to 50 families in the Roosevelt Park neighborhood in partnership with Mercy Health, The Hispanic Center and National Kidney Foundation.
- **Double Up Food Bucks:** Amidst the current COVID-19 situation, we are sharing valuable community resources with community members. Fair Food Network’s Double Up Food Bucks program doubles the value of federal nutrition (SNAP or food stamps) benefits spent at participating markets and grocery stores, helping people bring home more health fruits and vegetables while supporting local farmers. Participants in

the Double Up program can choose to utilize already earned Double Up dollars on produce at some local stores and farmers' markets.

- 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 District employees will be paid for implementing the duties outlined in the plan or duties to assist in the implementation of the plan. Some staff will be redeployed to perform duties other than their regular assignments, subject to the requirements of collective bargaining agreements, if applicable. The District has collaborated with the union regarding the redeployment of staff consistent with the collective bargaining agreements and State law. The District will continue to pay employees on authorized leaves in a manner consistent with collective bargaining agreements, the Expanded Family Medical Leave Act (EFMLA) and Families First Coronavirus Response Act (FFCRA).

- 12. Please describe how the district will evaluate the participation of pupils in the Plan.**

District/ PSA Response:

Grand Rapids Public Schools recognizes that participation and monitoring of distance learning is critical to student success. To ensure that we are able to monitor student participation, we will post a weekly question. Students or their parents/guardians when appropriate, will be asked to provide a response, indicating they are signing in and attending to instructional tasks.

Additionally, we are creating a tracking system whereby we will make contact with families when students have not signed into their computer, or made alternative arrangements for engagement in distance learning tasks. Contact will be made with the students' family and assistance will be provided to determine the reasons for their lack of participation. If participation remains an issue following this intervention, the GRPS family support specialists will be notified, along with other staff if necessary, and will work with building administration for increased student engagement. Our objective is to assist families with removing barriers in order to increase participation.

- 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:

During this time of emergency and social isolation, students, families and staff are experiencing trauma. We are in an unprecedented time and there is a lot of uncertainty and anxiety. Our support staff will be reaching out to students and families to utilize social-emotional tools and resources to help them name what they are feeling, process how they are feeling, and cope with what they are feeling. We will recommend evidence-based exercises and activities that will help students and families get through this time. Additionally, our staff will continue to "check-in" with students, specifically students who struggle with emotional regulation during the school day. Topics of discussion will range from dealing with stress, to building resilience, to self-care.

- 14. Please describe how the district will support the efforts of the intermediate district in which the district is located to mobilize disaster relief child care centers as described in Executive Order 2020-16 or any executive order that follows it.**

District/ PSA Response:

GRPS will collaborate with KISD on mobilizing disaster relief child care centers for first responders within currently licensed sites used by the Great Start Readiness Program if requested/required.

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:

The District does not plan to adopt a balanced calendar for the remainder of the 2019-2020 school year or for the 2020-2021 school year. The District plans to offer summer school for some students. The District also plans to begin school for the 2020-2021 school year on August 27, 2020, as the District has a waiver to begin school prior to Labor Day.

Name of District Leader Submitting Application: Ronald Gorman, Ph.D., Interim 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: