



Mission: Preparing Students for Life-long Success

Vision: To develop responsible, resilient, creative citizens capable of succeeding in a global community

Beliefs: Opportunities for Students • High Student Achievement • Continuous Improvement
Partnerships with Families • Safe, Supportive, Respectful Environment

District Continuity of Learning Plan & COVID-19 Response

April 15, 2020

**Prepared by District Administration, Teacher Teams,
and Board of Education**

PREFACE

As a result of COVID-19 and the closing of school buildings for the 2019-2020 School Year, Buchanan Community Schools prepared this Continuity of Learning and COVID-19 Response Plan (“Plan”) in order to continue to serve the learning needs of our students, ensure outreach and support for the social/emotional needs of students and families, ensure support and stability to district staff in all departments and to receive full state aid to fund these important operations for the benefit of our community. Although schools are closed and not providing in-person instruction, teaching and learning must continue. Our educators join dedicated professionals in districts across the state who have admirably risen to the challenge of serving our district families in light of this unprecedented health emergency in our state and our community.

It is expected that our 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. Our Plan demonstrates that continuity in learning can occur through online means and other these other methods listed.

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. 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

Guiding Principles

As our leaders and teacher teams worked to develop this Plan, we have fully considered the following principles to guide the work:

Keep Students at the Center

Our Plan sustains intentional outreach to continue building relationships and maintain connections with students and district families. We have been working since the initial

school closure on March 16th to help students feel safe and valued. Our Plan includes elements that:

- 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.
- 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.

BCS Plan Assurances

Date Submitted: **April 15, 2020**

Name of District: **Buchanan Community Schools**

Address of District: **401 W. Chicago Street, Buchanan, Michigan 49107**

District Code Number: **11310**

Email Address of the District: **tdonahue@buchananschools.com**

Name of Intermediate School District: **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 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 website.

District Superintendent: Timothy J. Donahue

Handwritten signature of Timothy J. Donahue in cursive script.

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 our District 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.

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1. METHODS OF INSTRUCTION/ACCESS TO CONNECTIVITY

Ottawa and Moccasin Elementaries (Preschool-Fourth Grades)

Elementary teachers will utilize two alternative modes of instruction: a **primary** and **secondary** mode. Hence, the primary mode is designed for equal access to all students and is the main focus ensuring the continuity of learning for all students.

Materials provided by the **primary mode** will be done through drive-by pick up by parents, every two weeks. Materials not picked up will be mailed to parents. Materials provided by the **secondary mode** will be made available on the district’s [Online Resources webpage](#).

Mode/ Materials	Grade-Level Teachers	Specials Teachers	Special Education Teachers	Intervention Teachers
Primary	Materials focused on E/LA & Math covering remaining skills/standards	Specific activities that can be done at home that support E/LA and/or Math	Activities that support IEP goals	Activities that support reading skills
Secondary	Video recorded lessons and demonstrations	Continue to send links, sites, etc. to principals to be	Specific activities and directions using a specific online	Specific activities and directions using a specific online

	Science and Social Studies resources (websites, field trips, etc)	posted on the BCS Online Resources Page	resource	resource
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Buchanan Middle School (Fifth-Seventh Grades)

Middle School teachers will utilize two alternative modes of instruction: a **primary** and **secondary** mode to ensure all families have access to alternative instruction.

Our **primary** alternative mode of instruction will be through online learning. Through a district survey, it was discovered that the vast majority of our families have Internet access at home. We prepared and distributed Chromebooks through a curbside pick-up to any fifth through seventh-grade students in need of a device; this distribution occurred on April 11, 2020. Internet access will be provided for families for free in each of the building’s parking lot as WiFi access hotspots. Teachers will use a combination of Google Classroom, email, virtual instruction, videos, slideshows, and other online resources as provided on our [Online Resources](#) page on our website to deliver content to students.

Our **secondary** alternative mode of instruction will be through the use of instructional packets. Families that do not have internet access at home and choose not to take advantage of our school provided devices and/or internet hotspots can request packets of materials sent via mail or by pick-up every two weeks. Packets will reinforce and enrich core-content area skills. Materials in packets will cover similar content as online learning as to not penalize any student for not having access to the internet.

Buchanan High School (Eighth through Twelfth Grades)

Instructional staff will use Google Classroom, course websites, ExactPath, and Khan Academy to deliver the majority of instruction to students. Those without Internet capabilities will be delivered paper products as an alternative to digital material. We are committed to use resources that students are already familiar with and have used in their classrooms previously. Teachers will use video conferencing, phone calls, slide shows, and project-based learning as well as physical paper packets to meet the needs of all students. Teachers will offer choice assignments to best meet the needs and resources of our students.

Information Technologies

In cooperation with the High School and Middle School principals, all students in those buildings will receive or have already received a Chromebook device (at their parent or

guardian’s option) that can be used to access all digital resources utilized by the schools.

In an effort to make the Internet accessible to our students who live in outlying areas where there are no feasible options for Internet access, we are installing hotspot access points in the parking lots of each of our four campuses. These areas will be free and open to the public to access the Internet for the purposes of learning and contacting teachers without students having to leave their vehicles. The Internet provided through these hotspots will be filtered the same as if the student was in the building, thus meeting all CIPA guidelines and Board policies.

2. METHODS OF OUTREACH/CONNECTION FOR STUDENT-CENTERED SUPPORT

Ottawa and Moccasin Elementaries (Preschool-Fourth Grades)

Teachers will continue to hold weekly Google Meet sessions with students. Teachers will also continue to make weekly phone contact with designated “at-risk” students, doing a “check-in” with them. Below is the outline of parent/student contacts to be made by teachers:

Teachers	Types of Student/Parent Contact
Grade Level Teachers	Weekly Google Meet with your class Weekly messaging to parents via Class Tag, Remind Individual student/parent phone calls as needed each week
Special Education Teachers	Weekly Google Meet with your students Individual student/parent contacts as needed each week Online/phone conferences (IEPs, re-evals, etc.) as needed
Specials Teachers	Continue to post on teacher Class Tag, Remind Continue to join Google teacher class meetings (as requested)
Intervention Teachers	Continue to join Google teacher class meetings (as requested)

The Principals will continue to send school-wide information and school updates via phone, text, and email to parents using School Messenger. The Principals will continue to promote virtual school events such as Virtual Spirit Days, encouraging parents to share out their students’ participation via email and social media. The Principals will also explore hosting the end of year awards program virtually, such as a Watch Party through FaceBook.

Buchanan Middle School (Fifth-Seventh Grades)

The principal will continue to send school-wide information and school updates via phone, text, email, and social media to parents using School Messenger. For students, the principal will continue a daily Google Classroom challenge engaging students in academic and community-

building content, social-emotional learning, and other various age-appropriate engagement activities. The principal will also continue to promote virtual school events such as virtual spirit days and other community involvement activities encouraging parents to share out their students' participation via email and social media. The principal will also explore hosting the end of year awards program virtually, such as a Watch Party through FaceBook. Working in partnership with the behavior interventionist, the school counselor, and teachers, the principal will reach out to students who do not have internet via phone or those designated "at-risk" at least biweekly for well-checks and to maintain relationships with students.

Teachers are currently tracking contacts made with students and their families via a spreadsheet and will continue to do so throughout the remainder of the school year. Multiple times weekly, teachers will post within Google Classroom to engage with students. Teachers will hold weekly Google Hangout sessions with students to maintain connections or deliver instructional content. Should a student have questions regarding the work, teachers will post weekly office hours for students to email, message via Google Classroom, or by virtual meetings. 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. Teachers will also continue to make weekly phone contact with designated "at-risk" students, doing a "check-in" with them. Below is the outline of parent/student contacts to be made by teachers:

Teachers	Types of Student/Parent Contact
5th Grade Teachers Core Content 6th/7th Grade Teachers	<ul style="list-style-type: none"> - Weekly Google Hangout with students - Weekly Google Classroom assignments and academic resources - Individual student/parent phone calls as needed each week
Special Education Teachers	<ul style="list-style-type: none"> - Weekly Google Hangout with students - Individual student/parent contacts as needed each week - Online/phone conferences (IEPs, re-evals, etc.) as needed
Specials Teachers	<ul style="list-style-type: none"> - Weekly Google Classroom assignments and academic resources - Join Core teacher class Google meetings or hold their own - Individual student/parent contacts as needed each week
Intervention Teachers	<ul style="list-style-type: none"> - Join Core Content teacher class Google Hangout meetings - Individual student/parent contacts as needed each week

Buchanan High School (Eighth through Twelfth Grades)

Our teachers are committed to keeping close relationships with their students. They will make contact with every student at least once per week and document those interactions, whether they are academic or personal in nature. The Student Services team has created hotline numbers so students can reach out via text or call when they need assistance or suspect another student needs assistance. Administrators will continue to publish weekly updates for parents and students, connect through emails

and phone calls, and aim to keep our community of students close through emails, phone calls, Twitter and Instagram challenges.

3. METHODS OF CONTENT DELIVERY IN MULTIPLE WAYS

Ottawa and Moccasin Elementaries (Preschool-Fourth Grades)

Elementary teachers will deliver content through a **primary** and **secondary** mode of alternative instruction as outlined in Section 1.

The **primary mode** will be paper-pencil, lesson packets, focused on instructional material. Lesson packets will be made available for drive-by pick up by parents, every two weeks. Packets not picked up will be mailed to parents. Below is the primary mode timeline for preparation, delivery, and instruction:

Preparation/Delivery Period	Instructional Period
April 13 - April 17	April 20 - May 1
April 27 - May 1	May 4 - May 15
May 11 - May 15	May 18 - June 5

Teachers will select materials to be copied by office staff and then assemble the learning packets for pickup/mailing.

The **secondary mode** will be online, digital supports, focused on supplemental material. Supplemental material is defined as resources provided in addition to what is already present or available to enhance the primary, instructional material. Students will not be penalized for a lack of access to supplemental material.

Parents already have student logins and passwords to specific digital supports utilized previously this school year. Teachers will continue to provide student logins and passwords as needed to parents.

Buchanan Middle School (Fifth-Seventh Grades)

Middle School teachers will deliver content through a **primary** and **secondary** mode of alternative instruction as outlined in Section 1.

The **primary mode** will be online or digital supports, focused on academic material. District efforts allowed for each student at Buchanan Middle School to have access to a school-provided device. Teachers will utilize Google Classroom and email to deliver content. Students already have a strong understanding of their log-ins and passwords utilized previously in the

school year, but administration and teachers can also provide these as needed. Students will not be penalized for a lack of access to this material.

The **secondary mode** will be paper-pencil, lesson packets focused on academic material. Parents were surveyed and were able to request packets for their students. Packets will be mailed to families biweekly. Below is the timeline for preparation, delivery, and instruction.

Preparation/Delivery Period	Instructional Period
April 13 - April 17	April 20 - May 1
April 27 - May 1	May 4 - May 15
May 11 - May 15	May 18 - June 5

Teachers will select materials to be copied by office staff. Materials will cover the same content as included in their online learning. Office staff will assemble the packets and prepare them for mailing. Teaching staff will reach out to packet students at least once during the instructional period for specific questions or assistance with content in the packets.

Buchanan High School (Eighth through Twelfth Grades)

HS educators will provide alternative assignments and a choice-based model to ensure that all students can engage and participate in their learning. Google Classroom and individual contact with students will ensure that every student is able to request materials and resources needed to learn. A drop-off and pick-up location has been established for those needing paper copies of materials.

Information Technologies

The IT Department at Buchanan Community Schools has created a help desk phone number that parents, staff and students may use to speak with a help desk technician. We have also reached out to all students to explain how to contact the help desk when assistance is needed and to inform students of the types of assistance available.

Special Education/504

The staff will implement a Student’s IEP or Section 504 Plan through the use of the district Continuity Learning Plan with distance or online learning and technology as available, in good faith, and to the extent that it is safe, practicable and within applicable state and federal guidance and restrictions. Students will receive accommodations or supports, such as: use of video and/or audio recordings or other digital formats for learning activities, instruction or therapies, use of handwritten worksheets, work packets and projects, web-based curriculum and learning activities; curriculum based resources, and modified or alternative Curriculum.

4. METHODS TO MONITOR AND MANAGE STUDENT LEARNING

Ottawa and Moccasin Elementaries (Preschool-Fourth Grades)

As outlined in Section 2, teachers will continue to hold weekly Google Meet sessions with students. Teachers will also continue to make weekly phone contact with designated “at-risk” students, doing a “check-in” with them. Teachers will make a reasonable attempt each week to contact “non at-risk students” who do not participate in an online session via phone.

During these online and phone meetings, teachers will informally assess and monitor the learning by students through guided discussion, question/answer, review of material, pop-quiz, etc.

Although not required by Governor Whitmer’s EO 2020-35, a final Report Card/Progress Report will be generated for all students and sent to parents based on the work that was completed Jan-Mar. Additionally, each parent will receive a written summation for their student (noted positives, progress, concerns, etc). Reports will be sent via email and mailed to those who do not have email.

Buchanan Middle School (Fifth-Seventh Grade)

As outlined in Section 2, teachers are currently tracking contacts made with students and their families via a spreadsheet and will continue to do so throughout the remainder of the school year. Multiple times weekly, teachers will post within Google Classroom to engage with students. Teachers will hold weekly Google Hangout sessions with students to maintain connections or deliver instructional content. Teachers will also continue to make weekly phone contact with designated “at-risk” students, doing a “check-in” with them.

Teachers can provide virtual academic feedback on assignments provided via Google Classroom. During online Google Hangout meetings or phone calls, teachers can also informally assess and monitor student learning through guided discussion, question/answer, review of the material, etc.

On Thursday, March 12th, right before the required school closure, Buchanan Middle School held Parent-Teacher Conferences and made a reasonable attempt at communicating with all at-risk student families. Teachers also sent home progress reports with students. An additional copy of the progress report detailing the work completed January-March will be available to parents by request.

Buchanan High School (Eighth through Twelfth Grades)

BHS staff will continue to use PowerSchool gradebooks and Google classrooms to monitor learning. Seniors will be awarded credits and grades for courses taken based on coursework through March 11, 2020. Students may use this opportunity to improve their grades. Any senior who was failing must also complete a final culminating activity

for each course to demonstrate proficiency in their learning, which will result in their final grade.

Special Education/504

A component of the contingency learning plan for students with an IEP or 504 plan will include a learning tracking sheet. This will include specific skills being addressed, accommodations being implemented, delivery and method of services provided, and dates/times that these services were provided. Students will also be provided formative assessments to check for understanding and learning.

5. ANTICIPATED BUDGET

New Budgetary Needs	Anticipated Costs	2019-20 Funds Remaining	Source of Revenue for Anticipated Expenses
Copies (paper and machine expense)	\$5,000	\$8000 HS \$3000 MES \$5000 OES \$4000 MS TOTAL \$20,000	General Fund Dollars; money remaining in Teaching Supply Budgets
Postage	\$1,000	\$400	General Fund Dollars; Building Office Supply Budgets will be reallocated to cover these costs.
Office Supplies (envelopes and labels)	\$700	\$2000 HS \$500 MES \$1000 OES \$1500 MS TOTAL \$5000	General Fund Dollars; money remaining in Building Office Supply Budgets

OES & MES will have mailing costs that will need to be paid from General Fund monies not already allocated to the buildings. The copying costs should be equivalent of the budgeted amount for copying for 2019-20 school year. Mailing envelopes (10x12 or 9x13) for learning packets will be provided by each school's office supply account.

BMS is closely similar to OES & MES. We will have postage and copying costs - but at less of a volume since packets are our secondary form of instruction. The majority of students receiving a packet will be at-risk or Title I so funding could come from there. There is a possibility of cost coming from purchasing pre-made materials for the supplemental packets in order to not reinvent the wheel.

Special Education and 504 plan letters and contingency plans need to be mailed to 270+ parents. Each building will need to do its own mailings and parent contacts. Special education staff will contact parents to do those plans. Counselors or principals will contact parents and do the letters and contingency plans for the general education students with 504's.

6. PLAN COLLABORATORS AND CONTRIBUTORS

Each of the constituencies listed participated in the development of the Plan. Once the template was provided to MI school districts, a google document with shared access was provided to all district administrators, including those in food service, business office, and operations. Members of the Board of Education were also given access to the Plan drafting document.

Building principals began seeking input and involvement from their teacher teams, conducting surveys and online meetings to determine the instructional approaches these teams could implement. The results of that engagement and planning are represented in the responses to other elements of the Plan sections. Our Board President has played a key role in the Plan, reviewing it during the course of its development and conferring with the Superintendent at several times during the Plan development. All Board members have been encouraged to provide input during the Plan development process as well. The Board will seek to provide approval of the Continuity of Learning and COVID-19 Response Plan at its upcoming meeting scheduled for April 20th, 2020.

Our Central Office team participated as well to address issues related to continuity of food service for area families, as well as assurances that employee compensation schedules will be maintained/fulfilled throughout the closure months.

7. METHODS TO NOTIFY DISTRICT STAKEHOLDERS OF THE PLAN

The Plan will be published and promoted in all forums available to the District. It will be sent directly to all families registered in our SchoolMessenger system. It will be emailed directly to all school staff. The Plan will be posted on our District web site. We will promote the Plan in the social media accounts used by the District. We will also work

with the local newspaper to post information about the Plan and direct readers back to District sources to see/read the Plan in detail.

8. DATE OF ANTICIPATED IMPLEMENTATION

The District estimates that full implementation of the Plan will be underway no later than April 20, 2020, pending approval by Berrien RESA. Aspects of the Plan have already been taking place since the initial school closing period began on March 16, 2020.

9. IMPACT ON DUAL ENROLLMENT AND CTE PROGRAMMING

For our Buchanan Students in dual enrollment courses, we will be working with the provider to determine next steps. We will ensure that the students have the appropriate materials and support to complete those courses. The Buchanan High School Counselors do have periodic checks with students as to their progress and they make contact with parents of those students who are struggling via email or phone calls.

Career & Technical Education will continue to provide services through the online modules and software that the students were using both in the classroom and virtually. All students will be provided instruction and resources from the instructors, both through email and printed packets with the goal of earning business recognized credentials at the conclusion of the school year.

10. CONTINUITY OF FOOD SERVICE OPERATIONS

Our district is participating in the Unanticipated School Closure Summer Food Service Program through the Michigan Department of Education. We are providing breakfast and lunch Monday through Friday for the remainder of the 2019-20 school year, which ends on June 10, 2020. Food products are provided to students in take-away containers for pick up at our HS building during designated hours, and food products are delivered to key district areas in the community at high-use bus stops for our regular transportation routes.

11. CONTINUITY OF REMUNERATION TO DISTRICT EMPLOYEES

Our payroll services have continued since the initial school closure date of March 16, 2020. Our employees are paid bi-weekly, with pay dates occurring every other Friday. We have thus paid on these pay dates during the closure: March 27, 2020 and April 10, 2020. We will continue this pay schedule throughout the plan on these dates: April 27th, May 8th, May 22nd, June 5th, and June 19th. Our salaried employees' pay continues as normal, and hourly employees are being paid what they normally received in payroll hours for the regularly scheduled school weeks prior to the closure. Our spring coaches

are still being paid, with an expectation of continuing regular contact with student-athletes throughout the season. Principals and supervisors are encouraged to utilize hourly staff in support roles to enact elements of the Plan for their buildings and programs while they are still being paid during the closure months. The district has an absence code in place to allocate and pay school employees during this state mandated closure, including the contracted staff still working through Edustaff.

12. METHODS TO EVALUATE PARTICIPATION OF PUPILS IN THE PLAN

Ottawa and Moccasin Elementaries (Preschool-Fourth Grades)

Elementary Grade Level and Special Education Teachers will document student attendance during online sessions and student contacts made by phone, email, and classroom messaging platforms. The Principals will document learning packet pickups and mailings. Evaluation of student participation will be assessed through the above noted documented parent/student contacts.

Buchanan Middle School (Fifth-Seventh Grades)

All Middle School teachers, the principal, dean of students, school counselor, and interventionists will document student attendance during online sessions and student contacts made by phone, email, and classroom messaging platforms. The principal will document the learning packet mailings. Evaluation of student participation will be assessed through the above noted documented parent/student contacts

Buchanan High School (Eighth through Twelfth Grades)

Our staff believes that no harm shall come to students during this closure. Teachers will be documenting interactions with students either in their PowerSchool gradebooks or in Google Classroom and evaluate those interactions based on whether or not students can demonstrate knowledge (credit) or need extra time (incomplete). No student will fail a course during this time of closure, and no grades will be given to affect GPAs. Seniors will be awarded credits and grades for courses taken based on coursework through March 11, 2020. Students may use this opportunity to improve their grades. Any senior who was failing prior to the building closure must also complete a final culminating activity for each course to demonstrate proficiency in their learning, which will result in their final grade.

13. METHODS TO ENSURE MENTAL HEALTH SUPPORTS TO STUDENTS AFFECTED BY THE PANDEMIC EMERGENCY

Ottawa and Moccasin Elementaries (Preschool-Fourth Grades)

As outlined in Section 2, Teachers will be directly communicating with students via online or phone. Teachers will communicate any noted needs and concerns to the Principal and the School Social Worker/Counselor.

The Moccasin School Social Worker and Ottawa School Counselor will conduct weekly “check-ins” with teachers to determine what social and emotional supports may be needed for students. The Social Worker will work with the Counselor in continuing to develop a list of resources and supports. These resources and supports have already been made available to teachers and parents on the BCS Online Resources webpage. The Social Worker and Counselor will also continue to reach out to students who were deemed Homeless, working with their parents to aid in their social and emotional support.

Buchanan Middle School (Fifth-Seventh Grades)

As outlined in Section 2, teachers will be directly communicating with students online or via phone. Teachers will communicate any noted needs and concerns to the principal, behavior interventionist, and the school counselor.

The school counselor will conduct weekly “check-ins” with teachers during virtual staff meetings to determine what social and emotional supports may be needed for students. The school counselor will continue to develop and maintain a list of resources and supports. These resources and supports have already been made available to teachers and parents on the BCS Online Resources webpage. The school counselor and behavior interventionist will also continue to reach out to students they typically met with weekly and their parents to aid in their social and emotional support.

Buchanan High School (Eighth through Twelfth Grades)

Our HS staff believes that teacher interactions are the frontlines to healthy mental support and can provide references for coping mechanisms. Beyond those interactions, counselors are providing periodic emails to students/parents on ways to cope with anxiety, loneliness and uncertainty which is potentially affecting students. Counselors are calling and/or emailing students of particular concern, maintaining a connection between school and home. All updates from colleges will be linked to the guidance website and seniors will be notified via email to look there periodically for information from their chosen college. To support seniors and help to alleviate any extra stress on them due to college admissions, we continue to support their needs in college admissions and in processing scholarships. Also added to the website is a list of community resources to whom students and parents can refer to support mental health needs.

14. SUPPORT FOR DISASTER RELIEF CHILD CARE CENTERS

While the District does not have facilities or staffing to provide in-district disaster relief child care in our buildings, we remain committed to assisting in any way with programs run in neighboring districts. We can assist with funding, supplies, outreach, or other needs that may arise if such centers are created to meet the larger community's need.

15. IMPACT ON CALENDAR FOR 19-20 SCHOOL YEAR AND 20-21 SCHOOL YEAR

At this time, the District is not adopting a balanced calendar instructional program for the remainder of the 2019-2020 school year. The District may consider working with its teacher association to explore a balanced calendar for the 2020-21 school year. Along with our county schools, we remain open to shifting away from the post-Labor Day start as now allowed in the waiver received by Berrien RESA. A balanced calendar is a further step in adjusting the school year, of course. We have a settled teacher contract and calendar for the 2020-21 school year, so any further action would require reopening negotiations with our teacher association, and those conversations have begun around the philosophy of being open to change, but no actual re-bargaining over the 2020-21 calendar has taken place.

Name of District Leader Submitting Application: **Timothy J. Donahue**

Date Approved: **April 16, 2020**

Name of ISD Superintendent: **Dr. Kevin Ivers**

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District website: **Completed on April 17, 2020**