

## Responding to COVID-19 school closures: A descriptive analysis of districts' continuity of learning plans

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Using continuity of learning plans (CLP) from K-12 districts authorized by Grand Valley State University, this study examines how districts will support student learning and well-being amid COVID-19 related school closures.

Key findings include:

- Eighty-seven percent of districts will provide hybrid modes of instruction.
- Teachers will deliver instruction primarily via live instruction, pre-recorded video lessons, and instructional packets.
- A variety of school personnel will communicate with students and parents/guardians on a weekly or bi-weekly basis.
- School social workers, counselors, and classroom teachers will monitor and support students' mental and physical health.
- District budgets will focus on building the infrastructure to implement distance learning.

### Introduction

Executive Order (EO 2020-35) mandated all Michigan districts and schools provide distance learning opportunities for the remainder of the 2019-20 school year. As part of EO 2020-35, school districts submitted Continuity of Learning Plans (CLP) and COVID-19 Response Plans to continue receiving state aid for school operations. The CLPs required districts to consider how they would design learning for equity and access, keep students at the center of instruction, assess learning, and support student well-being. Districts' completed applications – including assurances documents, CLPs, and budget outlines – were submitted to intermediate school districts and authorizing bodies for approval.

For additional information, including background on the continuity of learning plans, access the state issued template at [https://www.michigan.gov/documents/mde/MICLPlan\\_FINAL\\_685762\\_7.pdf](https://www.michigan.gov/documents/mde/MICLPlan_FINAL_685762_7.pdf)

This study identifies (a) alternative modes of instruction districts will provide students, (b) how students will access different modes of instruction, (c) how districts will keep student learning and well-being at the center of attention, (d) how districts will monitor student participation and learning, and (e) other core features of districts' CLPs.

## Research questions

This study examines the following research questions:

1. What alternative modes of instruction will districts provide students?
2. How will students access alternative modes of instruction?
3. How will districts keep students at the center of attention?
4. How will districts monitor student participation and learning?
5. How will districts support students' mental health and well-being?
6. What other core features are included in the continuity of learning plans?

## Methods

**Data Sources.** This study draws on data from district CLPs submitted in April 2020. CLP data included districts' plans for providing alternative modes of instruction, keeping pupils at the center of instruction, monitoring student instruction, and providing mental health supports. GVSU CSO shared all submitted CLPs with Basis Policy Research (Basis).

**Sample.** The final data used in the analysis includes 62 CLPs submitted to the GVSU CSO.

**Analytic Strategy.** This study uses CLP data to identify how districts will support student learning and well-being amid COVID-19 related school closures. The Basis research team used a three-step process – generating, revising, and applying codes – to analyze CLPs. We describe each step below.

**Generating Codes.** The Basis research team randomly selected five CLPs to review. Following review of each CLP, the research team drafted analytic memos addressing emerging themes and potential codes originating from the data. At the conclusion of the process, the research team drafted an initial coding rubric comprising all codes across CLP questions.

**Revising Codes.** The research team applied the initial coding rubric to five additional CLPs to check whether coding categories and sub-codes sufficed or needed revision. Coding categories or sub-codes never or rarely present in the CLPs were dropped. Sub-codes included in the final coding rubric addressed the following categories:

- Alternative modes of instruction
- Accessing instruction
- Keeping pupils at center of attention
- Monitoring student learning;
- Staff support
- CLP budget
- CLP development and notification

- Dual enrollment assistance
- Food distribution
- Mental health
- Balance calendar support

Table A1 includes final coding rubric.

*Applying Codes.* The Basis research team converted the revised coding rubric into a Qualtrics survey. The research team jointly coded the same CLP prior to coding the remaining CLPs. This process allowed the research team to check inter-rater agreement and provide additional training to select team members as needed. Remaining CLPs were assigned to each research team member for completion in Qualtrics. Upon completion of coding, the research team analyzed results by calculating the relative frequency of sub-codes across CLPs. Results from this analysis are presented in the next section.

## Findings

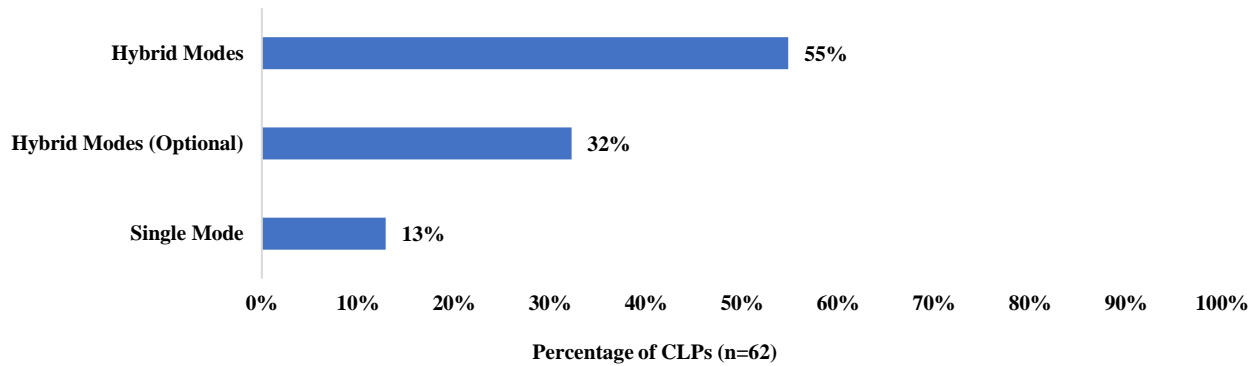
This section describes the types of supports and resources districts will provide students and parents/guardians during COVID-19 school closures. We primarily report on the percentage of districts/CLPs including codes most prevalent in the final dataset.

### What alternative modes of instruction will districts provide students?

#### Most districts will deliver some form of hybrid instruction

Figure 1 describes districts' methods for providing alternative modes of instruction. Most districts (87 percent) will deliver hybrid modes of instruction, typically combining virtual learning and hard-copy materials. For instance, one district described alternative modes of instruction as, "includ[ing] combinations of hard copies of grade-level instructional packets of current curriculum textbooks and workbooks and online learning modalities to the extent feasible in poor urban communities" (District CLP, 04/20/20). While most districts referenced dual modes of instruction, some districts (32 percent) mentioned delivering a primary mode of instruction (e.g., instructional packets or hardcopy reading) with a secondary mode of instruction (e.g., virtual platforms) optional for students with access to these resources. These "optional" hybrid modes were cited as equitable alternatives for students without access to online resources. Finally, 13 percent of districts will provide a single mode of instruction, either exclusively online or hard-copy resources (e.g., instructional packets, textbooks).

**Figure 1: Alternative modes of instructions across CLPs**

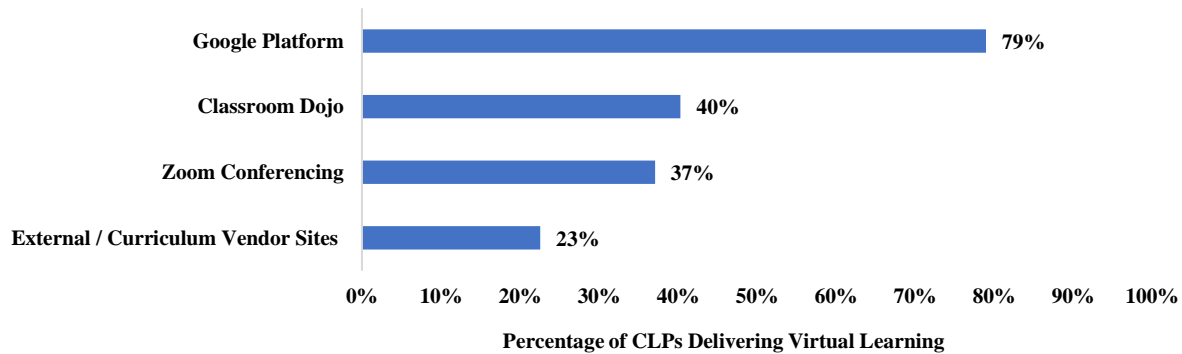


Source: Authors' analysis of GVSU CSO provided CLPs.

### Google platforms will be the primary resource for accessing virtual learning

Districts described, on average, using two platforms to deliver virtual instruction (See Table A2, Row 1). Figure 2 displays the online platforms cited most frequently. Most districts (79 percent) will use at least one Google platform, including Google Classroom, Google Meet, Google Hangout and Google Chat. Classroom Dojo (40 percent), Zoom conferencing (23 percent), and external or curriculum vendor sites will also be used by districts delivering virtual learning. Other platforms less frequently cited included teacher- or grade-level websites, private social media, Edgenuity, Edmentum, Apex, and Khan academy.

**Figure 2: Platforms to deliver virtual learning**



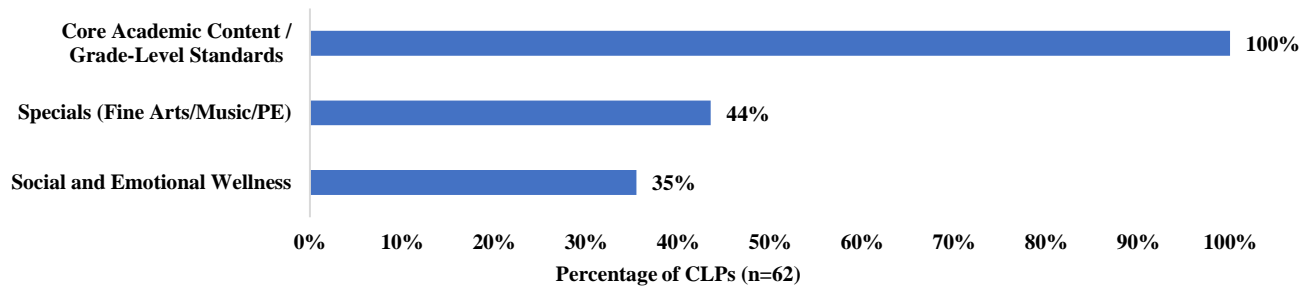
Note: Percentages do not equal 100 percent due to some districts using multiple platforms.

Source: Authors' analysis of GVSU CSO provided CLPs.

### Distance learning will mainly focus on core academic content

Distance learning will focus on approximately two content-areas (See Table A2, Row 3). As presented in Figure 3, all districts will focus distance learning on core-academic content and grade-level standards. Other foci included fine arts, music, or physical education (44 percent), and students' social and emotional wellness (35 percent). A small percentage of districts will also address electives, prerequisite skills for subsequent grade-level, and character development.

**Figure 3: Focus of distance learning**

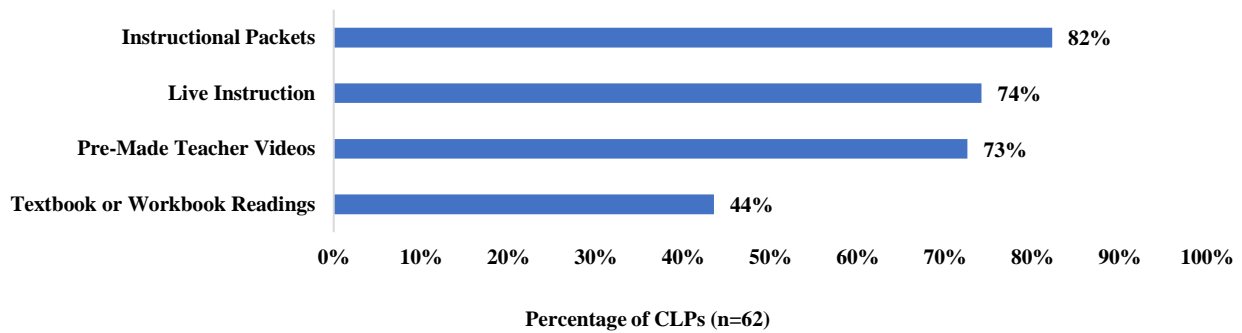


*Note: Percentages do not equal 100 percent due to some districts including multiple foci.  
Source: Authors' analysis of GVSU CSO provided CLPs.*

### Instruction will be delivered mainly through packets, live instruction, and pre-recorded videos

CLPs also described teachers' methods for delivering instruction. Teachers will use, on average, four methods of delivery. Instructional packets (82 percent) were the most frequently cited mode of instruction (See Figure 4), followed by live virtual instruction (74 percent) and uploading pre-made teacher videos (73 percent). Students accessing content via textbook or workbook readings was cited in almost half (44 percent) of CLPs. While less frequent, other methods for delivering instruction included student assessments, non-teacher created videos or presentations, and virtual field trips.

**Figure 4: Methods for delivering instruction**



*Note: Percentages do not equal 100 percent due to some districts using multiple methods for delivering instruction.  
Source: Authors' analysis of GVSU CSO provided CLPs.*

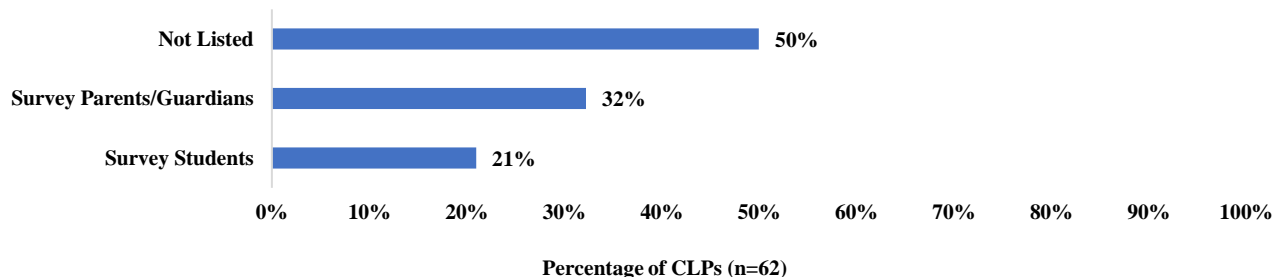
### How will students access alternative modes of instruction?

#### Over half of districts surveyed parents and guardians or students to assess technology needs

Student access to personal devices or reliable wireless internet is a concern expressed in several CLPs. Given this, over half the districts reported surveying parents and guardians (32 percent) or students (21 percent) to assess stakeholders' technology needs (See Figure 5). The remaining district CLPs did not explicitly indicate whether they surveyed parents/guardians or students though it is possible there was

another form of communication to assess barriers. One possible explanation is that districts assessed technology needs earlier in the year or have previously distributed personal devices or mobile hotspots.

**Figure 5: Assessing stakeholders' technology needs**

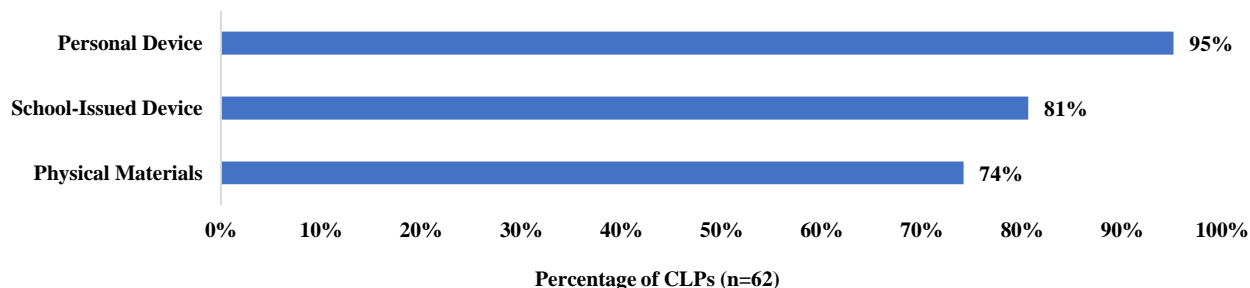


Source: Authors' analysis of GVSU CSO provided CLPs.

### Most students will use a personal or school-issued device and physical materials to access instruction

Districts also described different ways students will access remote instruction. As presented in Table A2, Row 7, districts will rely on three primary modes of access. Figure 6 suggests most students will access instruction using a personal device (95 percent) or school-issued device (81 percent). Most students will also utilize physical materials (i.e. workbooks, instructional packets) to continue learning. It is important to note that only a quarter of districts reported relying on personal devices, suggesting that remaining districts likely provided students with school-based devices or will not require devices to access instruction.

**Figure 6: Means of accessing instruction**



Note: Percentages do not equal 100 percent due to some districts using multiple means for accessing instruction.

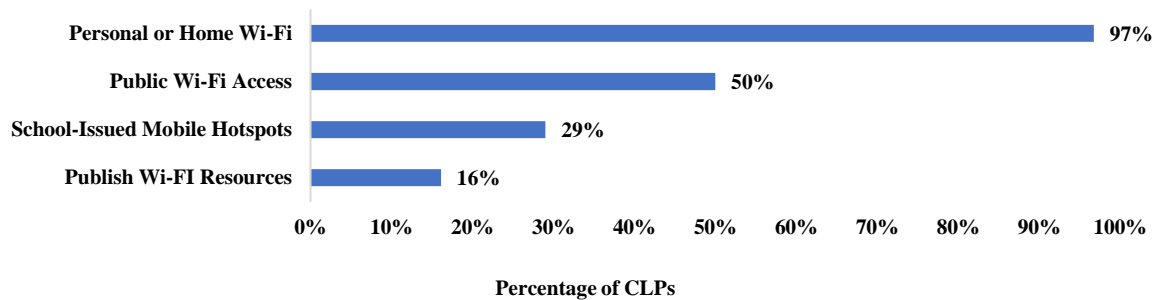
Source: Authors' analysis of GVSU CSO provided CLPs.

### Students will mostly use home or public Wi-Fi to access virtual instruction

Most districts providing virtual instruction described, on average, two methods for students accessing wireless internet (See Table A2, Row 8). Figure 7 indicates most districts reported students will access virtual instruction via personal or home wireless. Given that most districts reported a significant number of students having limited or no access to personal or home wireless, districts also cited students could access the internet via public Wi-Fi zones (50 percent) or school-issues mobile hotspots (29 percent).

Finally, districts also mentioned providing parents and guardians with resources to access free or low-cost internet programs.

**Figure 7: Means of accessing wireless internet**

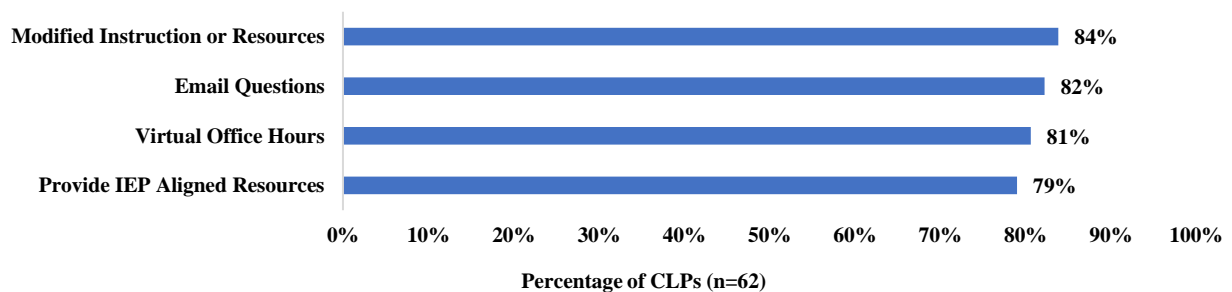


*Note: Percentages do not equal 100 percent due to some districts using multiple means for accessing wireless internet.  
Source: Authors' analysis of GVSU CSO provided CLPs.*

### Classroom teachers will use multiple methods for making instruction accessible to all learners

Most CLPs included a detailed description of how classroom teachers will deliver accessible instruction to all students. Districts reported classroom teachers will use approximately four different methods to ensure accessibility (See Table A2, Row 6). The most frequently cited methods in Figure 8 included Special Education or 504-teachers modifying general education resources or materials (84 percent), providing timely responses to students' email questions (82 percent), providing pre-scheduled office hours (81 percent), or providing additional resources or materials aligned to students' IEPs. While less frequently cited, other methods for making instruction accessible included providing translated materials or resources and conducting regular check-in calls with students and parents or guardians.

**Figure 8: Methods for making instruction accessible**



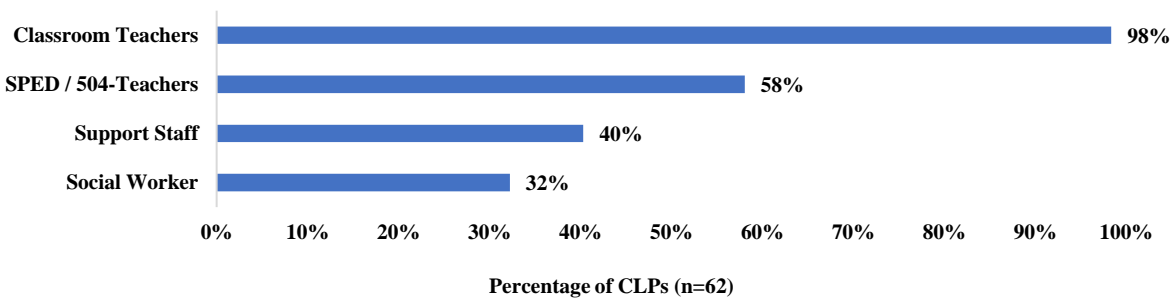
*Note: Percentages do not equal 100 percent due to some districts using multiple means for making instruction accessible.  
Source: Authors' analysis of GVSU CSO provided CLPs.*

## How will districts keep students at the center of attention?

### Various school personnel will regularly communicate with students via email, phone calls, and virtual platforms

Across districts, approximately four staff members will regularly communicate with students (See Table A2, Row 10). As presented in Figure 9, almost all CLPs indicated that classroom teachers will communicate with students (98 percent). SPED and 504-teachers (58 percent), support staff (40 percent), and social workers (32 percent) will also contribute to student outreach. Other personnel less frequently cited were interventionists, building administrators, and SEL support team members. Most communication from staff members will occur on either a weekly (63 percent) or bi-weekly basis (16 percent).

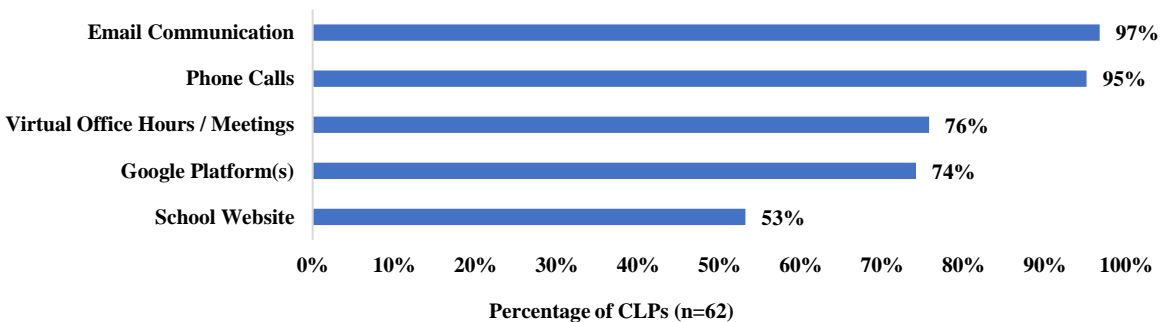
**Figure 9: Staff member communication with students**



*Note: Percentages do not equal 100 percent due to some districts citing multiple staff members.  
Source: Authors' analysis of GYSU CSO provided CLPs.*

Results suggest districts will rely on five primary means to communicate with students (See Table A2, Row 9). Email (97 percent) and phone calls (95 percent) will be the most prevalent form of student communication (See Figure 10). Staff members will also interact with students through virtual office hours and meetings (76 percent), Google Platforms (74 percent), and schools' websites (53 percent). While less frequently cited, hand-written notes or postcards and pre-recorded videos will also be used to reach students.

**Figure 10: Methods for communication with students**



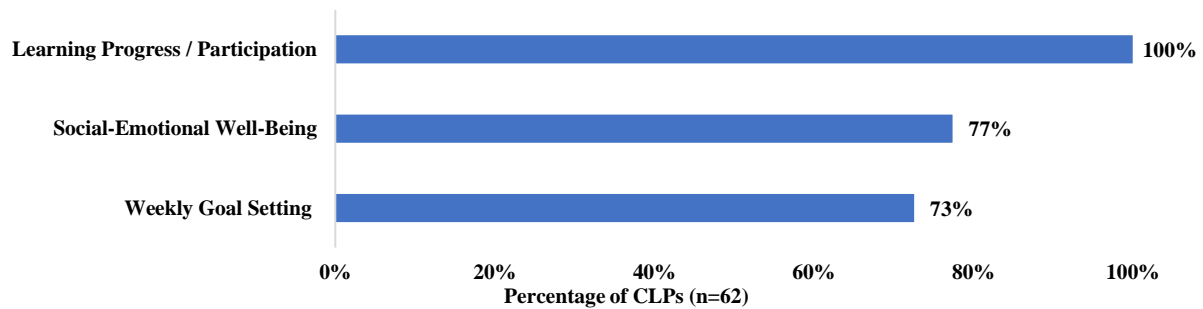
*Note: Percentages do not equal 100 percent due to some districts citing multiple methods for communicating with students.  
Source: Authors' analysis of GYSU CSO provided CLPs.*



## Student communication will focus on learning process, student well-being, and goal setting

Student communication will address, on average, four key areas. Figure 11 suggests students’ learning progress and participation in distance learning will be a focus of staff outreach across all districts. Moreover, addressing students’ social and emotional well-being (77 percent) and weekly goal setting (73 percent) will also be a priority in ongoing communications. Other less frequently cited topics include students’ food access, technology access, and family needs.

**Table 11: Focus of student communication**

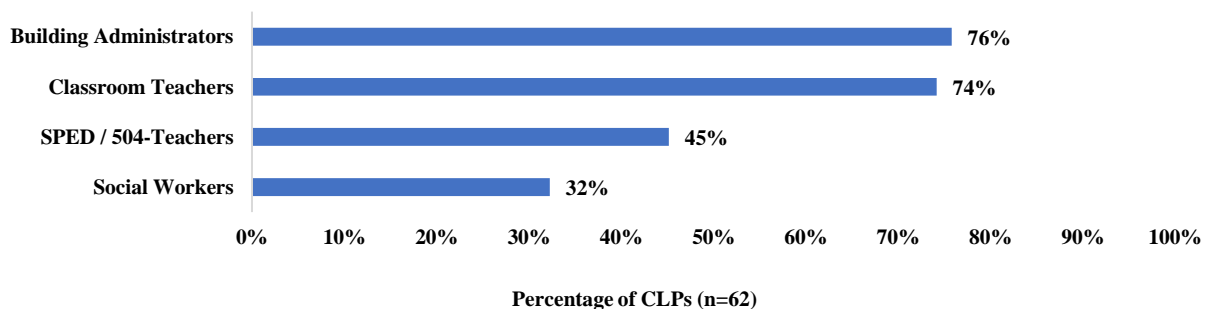


*Note: Percentages do not equal 100 percent due to some districts citing multiple communication foci.  
Source: Authors’ analysis of GVSU CSO provided CLPs.*

## Multiple school personnel will regularly communicate with parents and guardians over email, phone calls, and social media platforms

Districts, on average, will delegate approximately three staff members to regularly communicate with parents and guardians (See Table A2, Row 13). Figure 12 suggests building administrators (76 percent) and classroom teachers (74 percent) will be the primary points of contact for parents and guardians. Moreover, SPED and 504-teachers (45 percent) and social workers (32 percent) will regularly reach out to parents and guardians within their caseloads. Most communication from staff members will occur on a weekly (53 percent) or bi-weekly basis (10 percent). While most districts reported how frequently they will communicate with parents and guardians, almost 35 percent did not describe how often communication will occur.

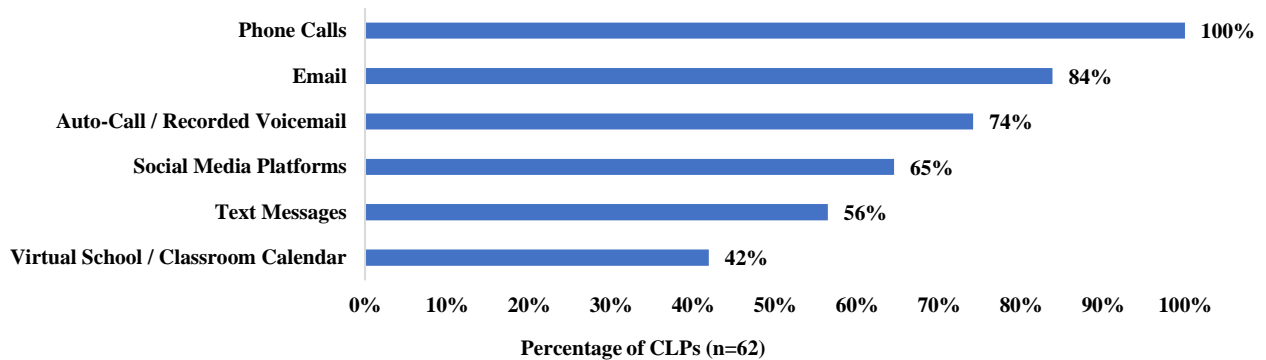
**Figure 12: Staff member communication with parents and guardians**



*Note: Percentages do not equal 100 percent due to some districts citing multiple personnel responsible for communicating with parents and guardians.  
Source: Authors’ analysis of GVSU CSO provided CLPs.*

Results also suggest districts will use approximately five means to communicate with parents and guardians (See Table A2, Row 12). Phone calls (100 percent) and email (84 percent) will be the most prevalent forms of communication (See Figure 13). Communication will also occur over auto- or robo-call systems (74 percent), various social media platforms (65 percent), text messages (56 percent), and virtual school or classroom calendars (42 percent). Other means of communication included newsletters, Google platforms, and class DOJO. Finally, the focus of parent and guardian communication will be comparable to students' communication focus.

**Figure 13: Method of communication with parents and guardians**



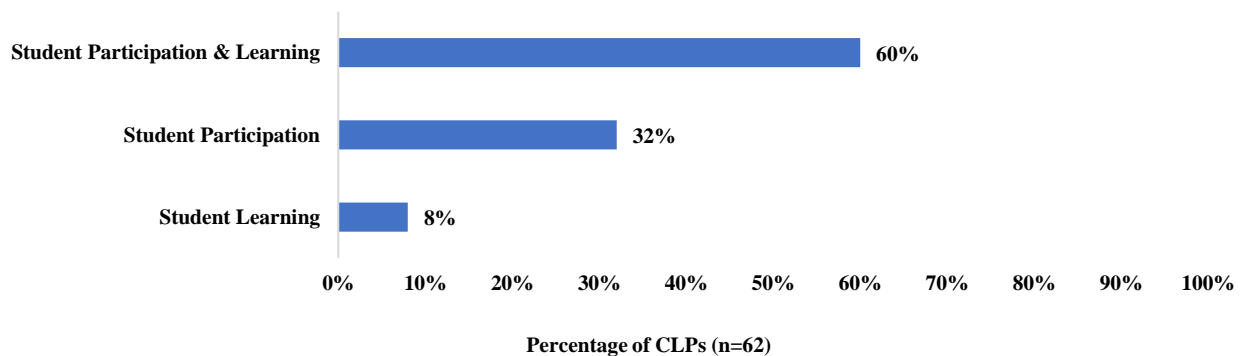
*Note: Percentages do not equal 100 percent due to some districts citing multiple methods for communicating with parents and guardians.  
Source: Authors' analysis of GVSU CSO provided CLPs.*

## How will districts monitor student participation and learning?

### Most districts will track both student participation in and mastery of distance learning

Figure 14 describes aspects of distance learning districts will regularly monitor. Most districts (60 percent) will monitor both student participation and mastery of content. Approximately one-third of districts will exclusively monitor student participation while the remaining 8 percent of districts will focus only on student learning.

**Figure 14: Aspects of distance learning districts will monitor**



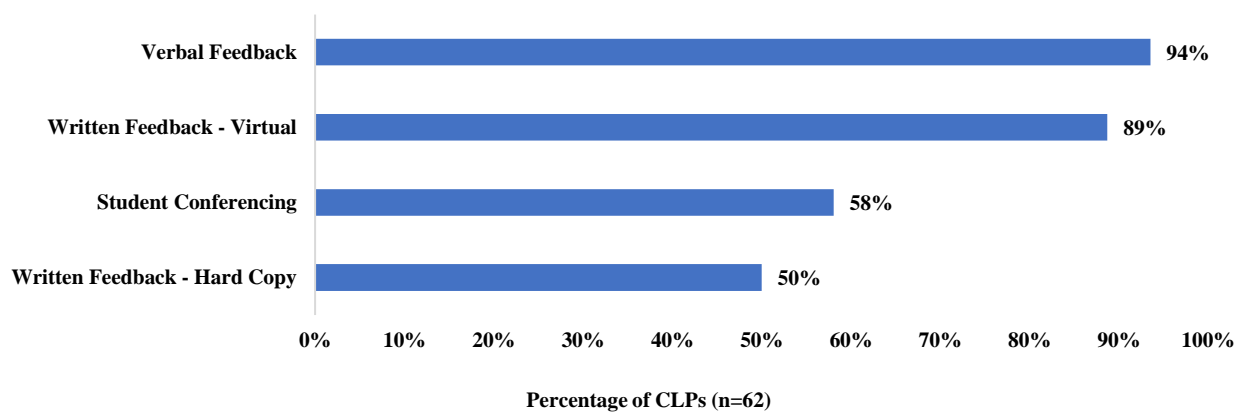
*Source: Authors' analysis of GVSU CSO provided CLPs.*

Districts will reportedly use different data sources to monitor student participation in and mastery of distance learning. Regarding participation, the most frequently cited data sources included students’ online platform access or login information (85 percent), assignment submission (82 percent), or communication with school staff (79 staff). While less frequently cited, other forms of participation monitoring included parent or guardian recaps, department meetings, or receipt of instructional packets. Finally, districts will monitor students’ learning and mastery using assignment submission (76 percent) or gradebook or student information system updates (60 percent).

**Most students will receive verbal or written feedback from classroom teachers**

Districts will provide, on average, at least three forms of feedback to reinforce student participation in and mastery of distance learning (Table A2, Row 18). Figure 15 suggests teachers providing verbal feedback (94 percent) or written feedback via a virtual platform (89 percent) are the most common forms of reinforcement. Other forms of feedback include individual conferencing with students (58 percent) or providing written feedback in students’ instructional packets (50 percent).

**Figure 15: Methods of feedback to reinforce student participation and learning**

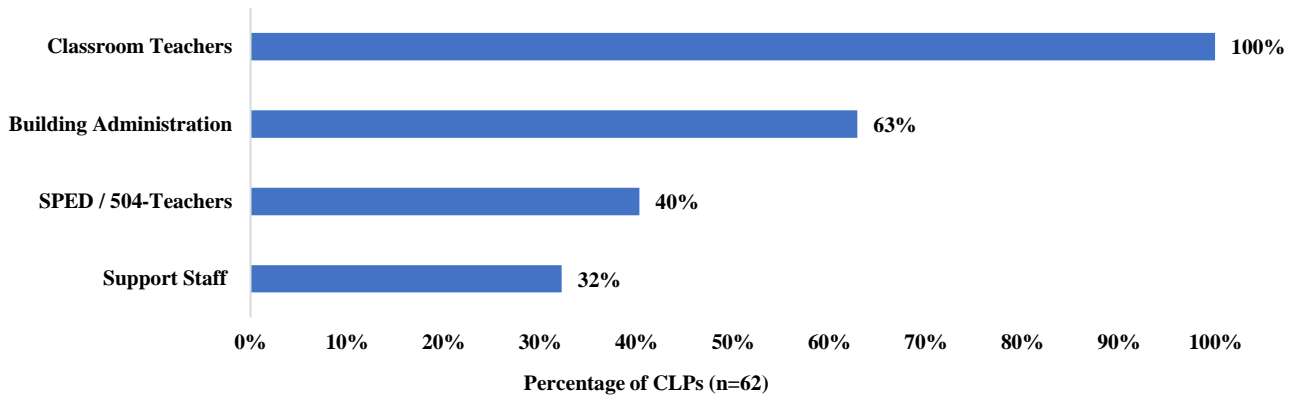


*Note: Percentages do not equal 100 percent due to some districts citing multiple methods for providing reinforcement.  
Source: Authors’ analysis of GVSU CSO provided CLPs.*

**Classroom teachers will primarily be responsible for monitoring student participation and learning, but will be supported by additional school personnel**

As presented in Table A2, Row 15, approximately three staff members will be responsible for monitoring student participation and learning. All districts reported classroom teachers will be responsible for monitoring students’ participation and learning (See Figure 16). Moreover, building administrators (63 percent), Special Education or 504-teachers (40 percent) and support staff (32 percent) will contribute to monitoring student participation and learning. While less frequently cited, school coaches, social workers, virtual learning teams, and remote care teams will also assist in monitoring student engagement.

**Figure 16: School personnel monitoring student participation and learning**

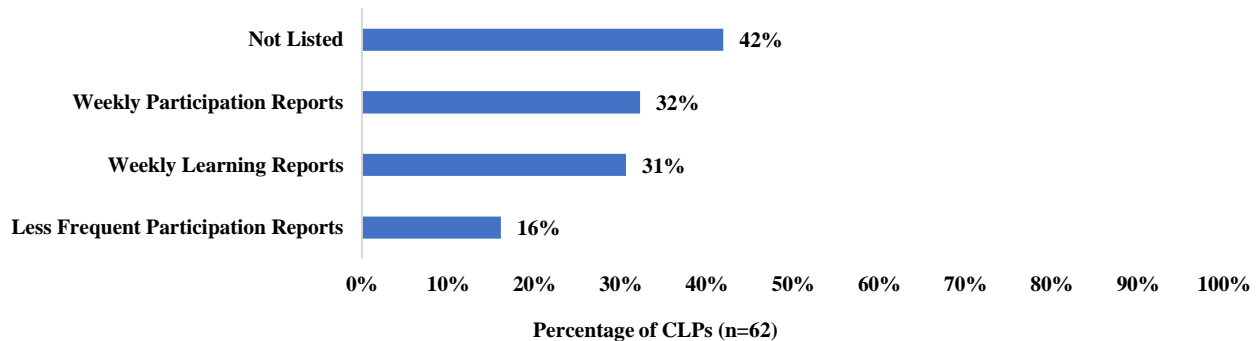


*Note: Percentages do not equal 100 percent due to some districts citing multiple personnel responsible for monitoring student participation and learning.*

*Source: Authors' analysis of GVSU CSO provided CLPs.*

While districts described the personnel and data sources they will use to monitor student participation and learning, less is known about how districts will report this information to different stakeholders. As presented in Figure 17, approximately 42 percent of districts did not list how they will report participation and learning data to students and parents or guardians. For districts planning to share this data, it will be disseminated via weekly participation (32 percent) or learning (31 percent) reports and intermittent participation reports (16 percent).

**Figure 17: Methods for disseminating participation and learning data**



*Note: Percentages do not equal 100 percent due to some districts citing multiple methods for disseminating participating and learning data.*

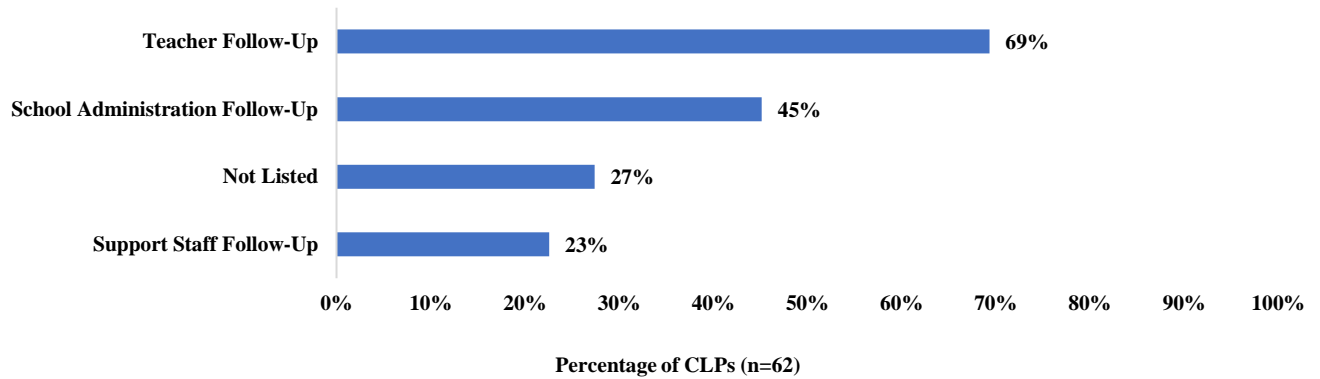
*Source: Authors' analysis of GVSU CSO provided CLPs.*

**Teacher follow-up will be the primary method for holding students accountable for participation and learning**

Most districts report, on average, using two methods to hold students accountable for participation and learning (See Table A2, Row 19). Teacher follow-up (69 percent) will be the most prevalent form of accountability for students with infrequent participation or subpar mastery of content. School administrators (45 percent) will also support teachers in reaching out to select students as needed (See Figure 18). While less frequently cited, school support staff (23 percent) will also follow-up with students

to hold them accountable. Finally, it is important to note that over one-quarter of districts did not describe how they plan on holding students accountable for participation and learning. This could be problematic if students do not participate in or master content as expected.

**Figure 18: Districts’ methods for holding students accountable for participation and learning**

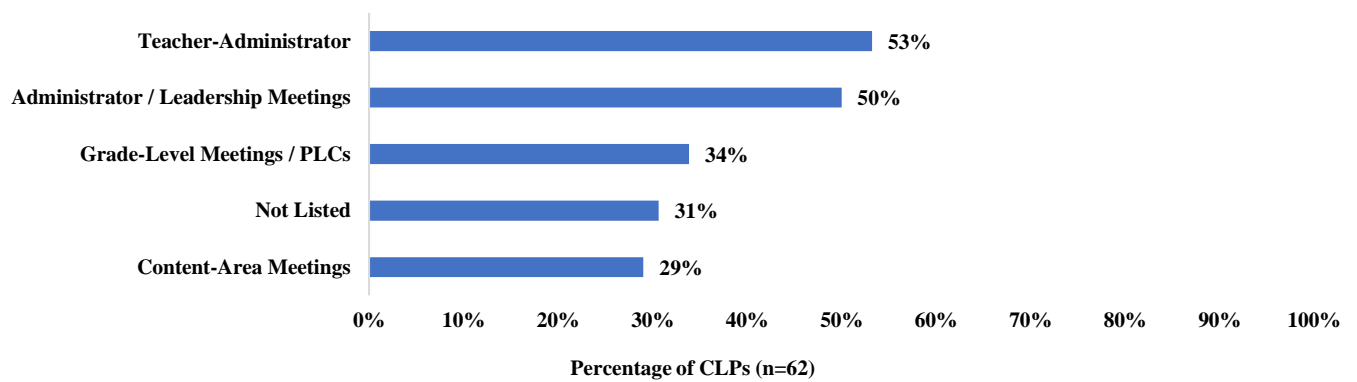


*Note: Percentages do not equal 100 percent due to some districts citing multiple methods for holding students accountable.  
Source: Authors’ analysis of GYSU CSO provided CLPs.*

**Staff collaboration will occur between teachers and administrators or during leadership team meetings**

Districts report school staff will engage in multiple methods to collaborate around monitoring student learning (See Table A2, Row 20). Figure 19 suggests collaboration will primarily occur between a teacher and administrator (53 percent) or during leadership team meetings (50 percent). Monitoring student learning will also occur in grade-level meetings or professional learning communities (34 percent) and content-area meetings (29 percent). Finally, approximately 31 percent of districts did not list how staff might collaborate around monitoring student participation and learning. This could impede districts efforts to proactively communicate with students falling below participation and learning expectations.

**Figure 19: Methods of staff collaboration**



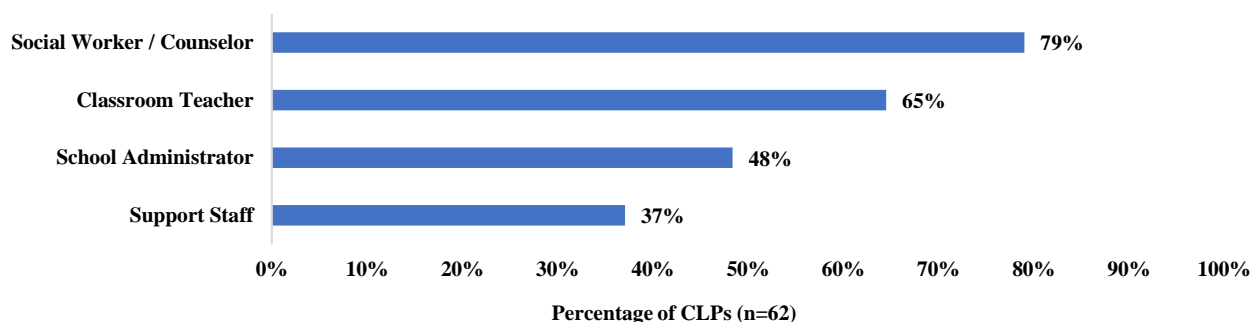
*Note: Percentages do not equal 100 percent due to some districts citing multiple methods for staff collaboration.  
Source: Authors’ analysis of GYSU CSO provided CLPs.*

## How will districts support students' mental health and well-being?

### School social workers, counselors, and classroom teachers are most likely to support students' mental and physical health.

The CLP asked districts to describe how they will provide mental health supports to students affected by the COVID-19 prompted state of disaster. Districts, on average, cited approximately three staff members who will support and monitor students' mental and physical health (See Table A2, Row 26). Figure 20 displays the extent to which various school staff members were referenced as supporting students' mental and physical health. Social workers or counselors (79 percent) and classroom teachers (65 percent) were most frequently cited across CLPs. In addition, school administrators (48 percent) and support staff (37 percent) were also indicated as individuals supporting and monitoring students' mental and physical health. While less frequently cited, some CLPs included Special Education or 504 Teachers, school nurses, school psychologists, or well-being committees.

**Figure 20: Staff Members monitoring and supporting students' mental and physical health**

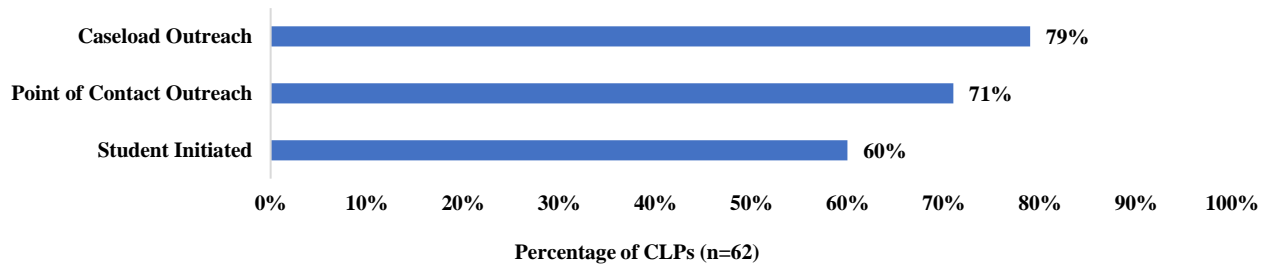


*Note: Percentages do not equal 100 percent due to some districts citing multiple personnel supporting students' mental health.  
Source: Authors' analysis of GVSU CSO provided CLPs.*

### School staff- or student-initiated outreach will identify student mental- or physical-health concerns

CLPs also described how districts will identify student mental- or physical-health concerns. Districts, on average, identified approximately four processes they would implement in support of students' well-being (See Table A2, Row 28). Figure 21 suggests outreach from caseload managers (e.g., school social workers or counselors) or points of contact assigned to communicate regularly with students (e.g., classroom teachers or support staff) were most frequently cited as methods to identify students' mental- or physical-health concerns. Moreover, Figure 21 indicates that students are also encouraged to address well-being concerns with any staff members with whom they regularly communicate.

**Figure 21: Process for identifying mental- or physical-health concerns**

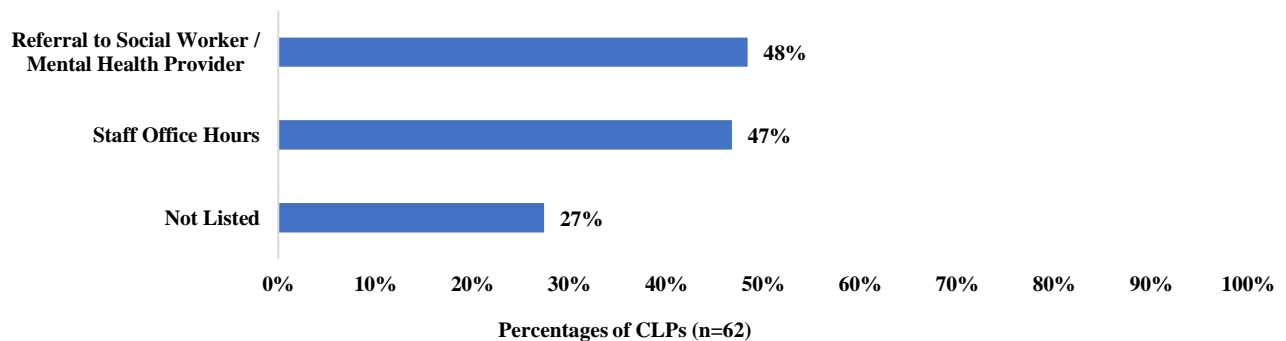


*Note: Percentages do not equal 100 percent due to some districts citing multiple methods for identifying mental- or physical- health concerns.  
Source: Authors' analysis of GVSU CSO provided CLPs.*

**Districts will address mental health concerns with social worker or provider referrals and staff office hours**

Districts referenced approximately two resources to support students' mental-physical health (See Table A2, Row 27). Almost half of CLPs described providing students with referrals to school or district social workers or external mental health providers (See Figure 22). Moreover, approximately 47 percent of districts described providing staff office hours to support students' well-being. Specifically, several CLPs described how social workers, classroom teachers, and administrators would conduct virtual office hours to discuss students' mental and physical-health concerns. Less frequently cited resources included providing students with online well-being resources, online activities (e.g., games or activities focused on physical health), intensive student support networks, or webinars. Finally, it is important to note that almost a quarter of CLPs did not describe the resources, supports, or processes a district or school would provide in support of students mental- or physical-health.

**Figure 22: Resources to support students' mental- and physical-health**



*Note: Percentages do not equal 100 percent due to some districts citing multiple mental- or physical-health supports.  
Source: Authors' analysis of GVSU CSO provided CLPs.*

## What other core features are included in the continuity of learning plans?

### Most districts provided staff with professional development prior to CLP implementation

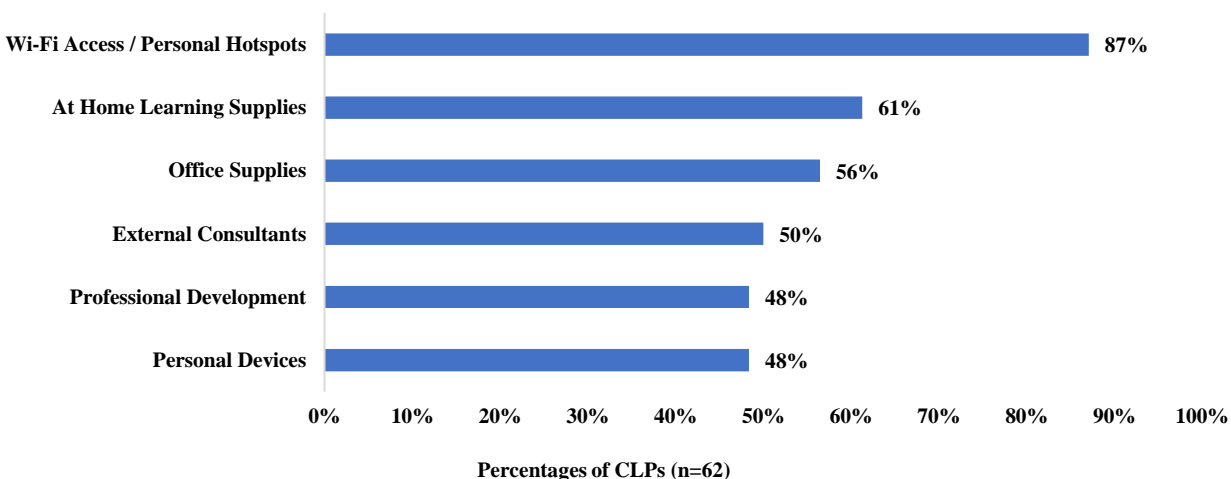
While not a required component of the CLP, several districts described the professional development or supplementary coaching teachers participated in prior to CLP implementation. Approximately 58 percent of districts provided school staff with professional development (PD) or supplementary coaching prior to CLP implementation. PD and coaching mostly focused on facilitating virtual learning, supporting students mental and physical well-being, and student engagement.

Finally, it is possible 58 percent of districts underestimates the *actual* percentage of districts offering pre-implementation PD. Given that this is not a required question, it is likely other districts offered PD but did not explicitly state this in their CLP application. For instance, several districts did not reference providing PD but included it as a line-item in the proposed budget.

### CLP budgets focus on building the infrastructure to support implementation of distance learning

District budgets outlined expenditures associated with the CLP. Districts listed approximately five items to support schools' implementation of distance learning (See Table A2, Row 21). As presented in Figure 24, the most frequently cited budget items focused on building the infrastructure to support implementation of distance learning. These items included purchasing Wi-Fi access or mobile hotspots for students and families (87 percent), supplies (e.g., paper, pencils, crayons) to support students' home learning (61 percent), supplies for production of materials listed in the CLP (56 percent), and personal devices for students and families (48 percent). Additional expenditures included partnering with external consultants or vendors to support development and implementation of the CLP (50 percent), and staff professional development targeting areas listed in the CLP. Other items less frequently cited in budgets included purchasing student assessments, facility cleaning, food service labor, and protective health equipment.

**Figure 24: Budget items listed in districts' CLP**



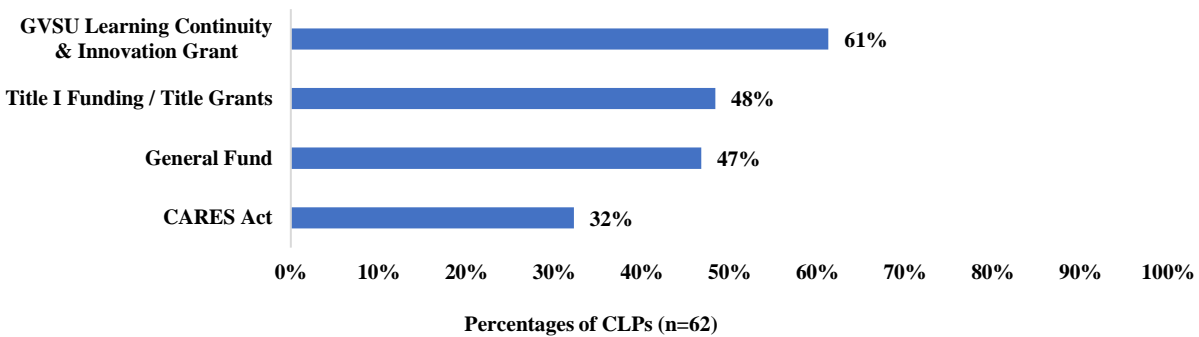
*Note: Percentages do not equal 100 percent due to some districts including multiple budget items.  
Source: Authors' analysis of GVSU CSO provided CLPs.*



## GVSU Learning Continuity and Innovation Grant will primarily support districts' distance learning plans

Districts will use approximately two sources of funding to support distance learning plans (See Table A2, Figure 22). Figure 25 indicates over 60 percent of districts will use funding from the GVSU Learning Continuity and Innovation Grant. Other sources of funding included Title funding and grants (48 percent), districts' and schools' general funds (47 percent), and the CARES Act (32 percent). While less frequently cited, districts also leveraged school foundations, At Risk funds, and national school lunch program.

**Figure 25: Funding sources to support distance learning**

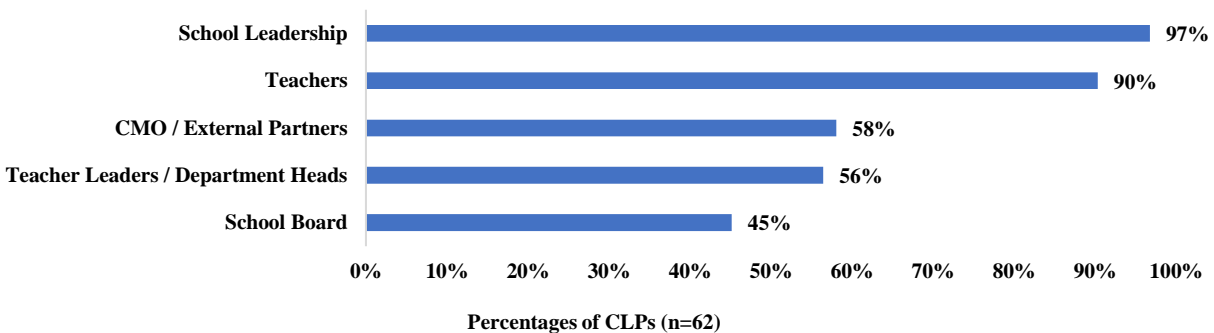


*Note: Percentages do not equal 100 percent due to some districts including multiple sources of funding.  
Source: Authors' analysis of GVSU CSO provided CLPs.*

## School leadership and teachers were primary contributors to CLP development

Districts, on average, engaged approximately five stakeholder groups in CLP development (See Table A2, Row 23). Figure 26 indicates school leadership (97 percent) and teachers (90 percent) were the primary contributors to CLP development. Other stakeholders contributing to CLP development included charter management organization (CMO) and external partners (58 percent), teacher leaders or department heads (56 percent), and school board members (45 percent). School boards were largely consulted for feedback after initial development of the CLP.

**Figure 26: Stakeholders involved in CLP development**



*Note: Percentages do not equal 100 percent due to some districts citing multiple stakeholders in CLP development.  
Source: Authors' analysis of GVSU CSO provided CLPs.*

## Limitations

While this study describes how districts will support students' learning and well-being, it does not assess whether CLP core components were implemented as described in the approved plans. Thus, it cannot be inferred that what districts described in the CLPs *occurred* in practice.

## Directions for Future Research

Based upon the results and limitations of study, we offer two recommendations for future GVSU CSO research on CLP development and implementation.

### To what extent were CLPs implemented with fidelity?

Future research should address the extent CLPs were implemented with fidelity. The GVSU CSO could develop a survey assessing implementation of CLP core components across fidelity measures, including adherence, dosage, participant responsiveness, or quality of delivery. Moreover, the CSO could survey all personnel across networks schools to solicit a comprehensive perspective of CLP implementation. Survey data could be used to develop a composite school-level measure of CLP implementation fidelity.

### Does better CLP implementation improve students' academic outcomes?

Beyond an assessment of implementation fidelity, future research could assess the relationship between CLP implementation and academic outcomes. Specifically, GVSU CSO could explore whether school-level fidelity measures are positively associated with pre- and post-COVID changes in students' academic outcomes. Moreover, this line of inquiry might identify CLP components – student access, monitoring student learning, mental health services – associated with improvements in students' academic outcomes.

### Does CLP *design* improve students' academic outcomes?

Finally, the GVSU CSO could consider assessing the relationship between design features of districts' CLP and academic outcomes. Specifically, do districts using hybrid modes of instruction demonstrate greater improvement than districts using a single mode? The GVSU CSO could also explore whether other measures cited in the CLP are positively associated with students' academic outcomes.

## Appendices

**Table A1: Translating coding rubric into Qualtrics survey**

Survey Number	Topic	Category	Sub-Codes
1	Identification	District Name	Open
2	Identification	District Code	Open
3	Identification	CLP Submission Date	Open
4	Alternative Modes of Instruction	How many modalities will instruction occur in?	Single Mode Hybrid Mode Hybrid Mode (Optional)
5	Alternative Modes of Instruction	What online platform(s) will districts use to deliver instruction?	Google Platforms Weebly Dojo External / Curriculum Vendor Site Zoom Teacher Website Grade-Level Website Not Delivering Online Instruction Not Listed Other:
6	Alternative Modes of Instruction	What Google Platform(s) will districts use to deliver instruction?	Google Classroom Google Meet Google Hangout/Chat Google Forms Not Using Google Platform(s) Not Listed Other:
7	Alternative Modes of Instruction	What will remote instruction focus on?	Core Academics/Grade-Level Standards Foreign Languages Social Emotional Wellness Specials (Art/Music/Physical Education) Electives (Debate, Woodshop) Prerequisite Skills for Next Year Not Specified

8	Alternative Modes of Instruction	How will districts deliver instruction?	<p>Other:</p> <p>Instructional Packets  Live Instruction (Virtual)  Pre-Made Teacher Videos  Textbook Reading / Curriculum Materials  Student Assessments  Slideshows / Presentations  Videos/Slideshows (Not Teacher Created)  Not Listed  Other:</p>
9	Alternative Modes of Instruction	What activities will students participate in?	<p>Learning in Context  Worksheet / Skill Builders  Packet-Based Tasks  Technology-Based Tasks  Open-Ended Responses  Selected Responses  Project-Based Learning  Not Listed  Other:</p>
10	Alternative Modes of Instruction	Will the district provide guidance around scheduling learning?	<p>District provides sample or recommended daily schedule  District provides firm or set daily schedule  District provides sample or recommended weekly schedule  Not Listed  Other:</p>
11	Alternative Modes of Instruction	Will the district set deadlines for teachers to upload or post assignments?	<p>Yes  No  Not Listed  Other:</p>
12	Alternative Modes of Instruction	Will the districts set deadlines for students to upload or submit assignments?	<p>Yes  No  Not Listed  Other:</p>
13	Alternative Modes of Instruction	How will districts support students to learn or access instruction?	<p>Provide IEP Aligned Resources  Modified Instruction or Resources</p>

			Virtual Office Hours Email Questions Interventionist Videos Translated Materials or Resources Not Listed Other:
14	Access Instruction	How will district assess the technology needs of students and families?	Survey students Survey parents/guardians Not Listed Other:
15	Access Instruction	How will the students access instruction?	Physical Materials (Pick-Up or Mailed) School-Issued Device Personal Device Not Listed Other:
16	Access Instruction	How will students access the internet?	Personal or Home Wireless School-Issued Wireless Hotspots Public Wi-Fi Access Publish Wi-Fi Resources School/Instruction Does Not Require WIFI Access Not Listed Other:
17	Keeping Pupils At Center of Attention	How will the district communicate with students?	Phone Calls Virtual Meeting Virtual Office Hours Google Platform(s) Email Surveys Hand-Written Notes or Postcards Pre-Recorded Videos Teacher/Staff Website Grade-Level Website School Website Not Listed Other:
18	Keeping Pupils At Center of Attention	Who will communicate with students?	Building Administration

			Classroom Teacher Support Staff Social Worker SPED-Case Manager 504-Case Manager SEL Support Team Interventionist Not Listed Other:
19	Keeping Pupils At Center of Attention	What will student communication focus on?	Learning Progress Social Emotional Well-Being / Mental Health Goal Setting Food Access Technology Access Family Needs District Continuity of Learning Plan Daily or Weekly Learning Plan / Organization Not Listed Other:
20	Keeping Pupils At Center of Attention	How often will staff communicate with students?	Daily Bi-Weekly Weekly Every Other Week Monthly Never Not Listed Other:
21	Keeping Pupils At Center of Attention	How will the district track student communication?	Staff Communication Logs - Required Staff Communication Logs - Not Required Not Listed Other:
22	Keeping Pupils At Center of Attention	How will the district communicate with parents/guardians?	Phone Calls Virtual Meeting Virtual Community Calendar Email Text Message

			Surveys Teacher/Staff Website Grade-Level Website School Website Social Media Google Platform(s) Class DOJO Auto-Call / Recorded Voicemails Not Listed Other:
23	Keeping Pupils At Center of Attention	Who will communicate with parents/guardians?	Building Administration Classroom Teacher Support Staff Social Worker SPED-Case Manager 504-Case Manager SEL Support Team Interventionist Auto-Call / Recorded Voicemail Not Listed Other:
24	Keeping Pupils At Center of Attention	What will parent/guardian communication focus on?	Learning Progress Social Emotional Well-Being / Mental Health Goal Setting Food Access Technology Access Family Needs District Continuity of Learning Plan Daily or Weekly Learning Plan / Organization COVID-19 Testing Not Listed Other:
25	Keeping Pupils At Center of Attention	How often will staff communicate with parents/guardians?	Daily Bi-Weekly Weekly Every Other Week

			Monthly Never Not Listed Other:
26	Keeping Pupils At Center of Attention	How will the district track parent/guardian communication?	Staff Communication Logs - Required Staff Communication Logs - Not Required Google Forms Not Listed Other:
27	Monitor Student Learning	What aspects of distance learning will the district monitor?	Student Participation or Access Student Learning or Mastery Not Listed Other:
28	Monitor Student Learning	How will districts monitor student participation or access?	Platform Access or Logging On Communication with Staff Assignment Submission or Completion (Tech) Assignment Submission or Completion (No Tech) Gradebook or Student Information System Updates Parent/Guardian Recap Not Listed Other:
29	Monitor Student Learning	How will districts monitor student learning or mastery?	Gradebook or Student Information System Updates Assignment Submission (Tech) Assignment Submission or Completion (No Tech) Parent/Guardian Recap Staff Feedback Not Listed Other:
30	Monitor Student Learning	How will the districts provide feedback or reinforcement to students?	Written Feedback - Virtual Written Feedback - Packet Verbal Feedback Grading Student Conferencing Not Listed Other:
31	Monitor Student Learning	Who will monitor these aspects distance learning?	Building Administration



			Classroom Teacher Paraprofessional/Support Staff Social Worker SPED-Case Manager 504 Case-Manager Interventionists Coaches Not Listed Other:
32	Monitor Student Learning	How will the district report or share participation and learning data with stakeholders?	Weekly Participation Reports Weekly Learning Reports Regular Learning Reports End of Year / End of Distance Learning Participation Reports End of Year / End of Distance Learning Learning Reports Not Listed Other:
33	Monitor Student Learning	How will districts hold students accountable?	Teacher Follow-Up Support Staff Follow-Up School Administration Follow-Up Incomplete No Credit Not Listed Other:
34	Monitor Student Learning	How will staff members coordinate with each other to monitor student learning?	Content-Area Meetings / PLCs Grade-Level Meetings / PLCs Teacher-to-Teacher Teacher-to-Support Staff Coach-to-Teacher Admin-to-Teacher Not Listed Other: Administration / Leadership Team Meeting
35	Monitor Student Learning	How frequently will staff members coordinate to monitor student learning?	Daily Bi-Weekly

			Weekly Every Other Week Monthly Never Not Listed Other:
36	Monitor Student Learning	How will districts monitor teacher participation in distance learning?	Teacher Communication Logs Online Platform Activity Lesson Plan Submission Weekly Coaches Communication Not Listed Other:
37	Staff Support	Will the district provide additional support to staff prior to implementation of distance learning?	Yes Not Listed Other:
38	Staff Support	What type(s) of support will the district provide staff prior to implementation of distance learning?	Supplementary Training / Professional Development Coaching Not Listed Other:
39	Staff Support	What will the support(s) focus on?	Facilitating / Leading Online or Remote Learning Student Mental Health / Well-Being / Trauma Not Listed Other:
40	CLP Budget	What items do districts include in the CLP budget?	Internet Access (Hotspots) Technology Support External Consultants Licenses Curriculum Supplies Teacher Supplies Devices At-Home Learning Supplies Office Supplies Transportation Services Mail Services Micro-Loans Professional Development

			Not Listed Other:
41	CLP Budget	What funding source(s) will district use?	Title I / Title Grants General Fund Section 31A GVSU Grant United Way School Foundation CARES Act Grant Other:
42	CLP Budget	What is the total amount listed in the budget?	OPEN
43	CLP Development & Notification	Which stakeholders were involved in the development of the CLP?	School Leadership Team External Partners School Board Teacher Leaders Learning Coaches Management Company or External Service Provider Parent / Guardians District Administrators Support Staff Teachers Community Partner(s) Not Listed Other:
44	CLP Development & Notification	What process did the district engage in to complete the CLP?	Assess Needs of Parents / Guardians Assess Needs of School Staff Initial Content-Area Meetings Initial-Grade Level Meetings Initial School-Leadership Meeting Initial Schoolwide Meeting Ongoing Content-Area Meetings Ongoing Grade-Level Meetings Ongoing School-Leadership Meetings Ongoing Schoolwide Meetings Distribute Plan with Staff for Feedback Distribute Plan with School Board for Feedback

			Not Listed Other:
45	CLP Development & Notification	How did the district plan to notify parents/guardians of the continuous learning plan?	Email Phone Call Text Messages Social Media Platforms Virtual Learning Platform District or School Website Mail Letter / Plan Virtual Meeting Communication Tool / Robocall Not Listed Other:
46	Date	What scheduled date for plan implementation?	Open
47	Dual Enrollment Assistance	What type of assistance will dual-enrolled or career/tech students receive?	Online Instruction College Counselor Success Coaches School Counselor Tutoring N/A - School does not support dual-enrollment Other:
48	Food Distribution	How will districts continue distributing food to students	Provide information on nearest distribution center Assess Family Needs on Weekly Basis Serve as Food Distribution Site School Bus Distribution Family Referral Not Listed Other:
49	Pay	Will the district continue to pay staff through the remainder of the year?	Yes No Not Listed Other:
50	Mental Health	Who is responsible for monitoring or coordinating mental health support?	Classroom Teacher Support Staff (Paraprofessional, Specials Teacher, Administrative Assistance) Social Workers

		School Administration Case Managers (SPED Teachers, 504 Teachers) Not Listed Other:
51	Mental Health	What resources will districts engage in to support student well-being and mental health? Staff Office Hours Online Activities Referrals Third-Party Vendors Online Resources Not Listed Other:
52	Mental Health	What process will schools engage in to provide mental health resources? Parent / Guardian Contact Point of Contact Outreach Caseload Outreach Student Contact Pre-Existing Practices Referral to Social Worker Referral to Mental Health Service Provider Refer to Online Resources Referral to Community Partner Connect Partners/Providers with Parent/Guardian Connect Social Worker with Parent/Guardian Survey to Assess Student Mental Health Needs Survey to Assess Parent/Guardian Mental Health Needs Not Listed Other:
53	Mental Health	How frequently will districts communicate with students with mental health or well-being concerns? Daily Bi-Weekly Weekly Every Other Week Monthly Never Not Listed Other:
54	Disaster Relief Center	Yes

	Will the school serve as a disaster relief center if needed?	No Not Listed Other:
55	Calendar Support	What calendar options will districts consider for remainder of the year?
		Adopt Balance Calendar Consider Balance Calendar No Changes Summer School / Credit Recovery Summer Reading Program Support Far-Behind Students Not Listed Other:
56	Calendar Support	What calendar options with districts consider for 2020-21?
		Adopt Balance Calendar Consider Balance Calendar No Changes Summer School / Credit Recovery Summer Reading Program Support Far-Behind Students Not Listed Other:

**Table A2: Number of Codes by Category**

<b>Row</b>	<b>Coding Category</b>	<b>Mean (SD)</b>	<b>Min</b>	<b>Max</b>
1	Number of Online Platforms	2.39 (1.11)	1.00	5.00
2	Number of Google Platforms	1.44 (0.69)	0.00	3.00
3	Number of Instructional Foci	2.34 (0.89)	1.00	4.00
4	Number of Modes of Delivery	3.60 (1.66)	1.00	7.00
5	Number of Instructional Activities	3.42 (1.40)	0.00	7.00
6	Number Forms of Support	3.60 (1.22)	1.00	6.00
7	Number of Ways Students Access Instruction	2.53 (0.62)	1.00	4.00
8	Number of Ways Students Access Internet	2.44 (1.10)	1.00	5.00
9	Number of Ways District Communicates with Students	5.42 (1.63)	2.00	9.00
10	Number of Staff Who Communicates with Students	3.68 (1.77)	1.00	7.00
11	Number of Topics Student Communication Will Address	3.58 (1.22)	2.00	7.00
12	Number of Ways District Communicates with Students	5.53 (2.18)	2.00	11.00
13	Number Staff Who Communicates with Parents / Guardians	3.48 (1.75)	1.00	8.00
14	Number of Topics Parent / Guardians Communication Will Address	3.76 (1.80)	1.00	8.00
15	Number of Staff Who Will Monitor Participation and Learning	3.21 (1.46)	1.00	6.00
16	Number of Ways to Monitor Participation	3.87 (1.14)	1.00	5.00
17	Number of Ways to Monitor Learning	2.42 (1.00)	0.00	5.00
18	Number Ways of Providing Feedback	3.31 (0.95)	1.00	5.00
19	Number of Ways Districts Hold Students Accountable	1.82 (0.88)	1.00	4.00
20	Number of Ways Staff Will Coordinate to Monitor Learning	2.23 (1.29)	1.00	5.00
21	Numbers of Items Budget Will Address	4.90 (2.09)	1.00	10.00
22	Number of Funding Sources Used	2.24 (1.26)	1.00	5.00
23	Number of Stakeholders Involved in CLP Development	5.08 (1.38)	3.00	8.00
24	Number of Processes Involved in CLP Development	4.18 (1.12)	3.00	7.00
25	Number of CLP Notification Type(s)	4.92 (1.70)	2.00	8.00
26	Number of Point People Coordinating Mental Health	2.63 (1.19)	1.00	5.00
27	Number of Resources Provided for Mental Health	1.84 (1.01)	1.00	5.00
28	Number of Processes for Identifying Mental Health Concerns	4.31 (1.90)	1.00	8.00

## About This Report

This research was conducted by Basis Policy Research. Basis conducts applied public policy research, primarily in the field of education; provides technical assistance to state departments of education, districts, and schools; and supports policymakers by providing the data they need to make sound decisions.

