



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
 - Budget Outline

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

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

Keep Students at the Center

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

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

Design Learning for Equity and Access

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

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

Assess Student Learning

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

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

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

Date Submitted: **4/13/2020**

Name of District: **Pickford Public Schools**

Address of District: **333 S. Pleasant St. Pickford, MI 49774**

District Code Number: **17090**

Email Address of the District: **angelan@eupschools.org**

Name of Intermediate School District: **Eastern Upper Peninsula ISD**

Name of Authorizing Body (if applicable): **N/A**

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

Districts should submit a single district plan that relates to all of their schools.

The applicant hereby provides assurance it will follow the requirements for a Plan for the remainder of the 2019-2020 school year:

1. Applicant assures that all student learning will take place under the direction of a teacher of record for each student enrolled in the district.
2. Applicant assures that it will continue to pay school employees during the balance of the 2019-2020 school year under the same terms and conditions established prior to the school closure order period.
3. Applicant assures that the Plan was developed in collaboration with district administrators, school board members, teachers, and local bargaining units.
4. Applicant assures that food distribution has been arranged for or provided for eligible students.
5. Applicant assures coordination between applicant and Intermediate School District in which the District/PSA is located to mobilize disaster relief child care centers.
6. Applicant assures that to the extent practicable the District/PSA will in good faith provide students with IEPs/Section 504 Plans the opportunity to participate in learning consistent with existing plans.
7. Applicant assures that Continuity of Learning and COVID-19 Response Plan, Assurance Document, and Budget Outline will be posted immediately following approval to the District’s/PSA’s website.

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

The goal of a Continuity of Learning Plan and COVID-19 Response Plan is to ensure that each District or Public School Academy is providing, to the best of its ability, each student with alternative modes of instruction to help them stay on pace in their learning. This application recognizes that there is no “one-size-fits-all” solution; multiple means of engaging students and supporting families may be necessary that may vary by grade level, school building, or student population served.

For the purposes of the Plan, “district” refers to school districts and public school academies.

Date Submitted: **4/13/2020**

Name of District: **Pickford Public Schools**

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District Code Number: **17090**

Email Address of the District Superintendent: **angelan@eupschools.org**

Name of Intermediate School District: **Eastern Upper Peninsula ISD**

Name of Authorizing Body (if applicable): **N/A**

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-19.

District/ PSA Response:

An online family survey was utilized, with follow-up contacts via phone, to determine the number of families in our district that have internet in their home. Wifi access is available outside of the building using the EUP Community network, but families may not have reliable transportation to allow for travel to the school. Based on the survey results, Pickford Public Schools will use a hybrid mode of instruction that will include both hard copy instructional packets and online learning platforms (including Google Classroom, Google Hangout, Class Dojo, Zoom, IXL, Prodigy, Moby Max, MVU, Odysseyware, Spelling City, etc.). Students in grades 3-12 all have a district owned device assigned for their use. These devices were sent home on the last day that students attended in-person instruction or have subsequently been passed out during meal distributions. Grade level instructional packets will be provided to students in grades 3-12 who do not have access to internet connectivity in their homes. The district is also working on a plan to provide these materials via flash drive to minimize transmission of paper copies. Grade level instructional packets will also be sent for all students in grades K-2 to supplement online instructional materials and activities. Devices will be provided to families of K-2 students upon request. All students will need access to basic school supplies (paper, pencils, crayons, etc.), which will be provided to families that do not have them. All students have access to their grade level/course textbooks as needed to complete their assigned activities. A preliminary roll out of our “remote” alternate instructional plan took place during the week of April 6th-10th with good feedback from students, parents, and teaching staff.

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:

Teachers have been given the expectation that they are to check in with their students one to two times per week. They also will maintain 4 hours per week of “Office Hours” during which they can arrange meetings with students and families upon request. Check-ins may be completed using technology, for those who have access, such as Zoom, Google Hangout, or other approved videoconferencing platforms. For students with online connectivity, teachers will also make sure to communicate multiple times each week through the approved instructional platform (Google Classroom or Class Dojo) with an emphasis on continuing to build relationships and maintain connections.

For those without access to internet, check-ins will occur through weekly phone calls. Teachers will include notes in instructional packets that focus on building relationships and making connections. Intervention and At-Risk staff are making additional contact with students who do not have home internet connectivity via handwritten letters, notes, and cards sent through the mail. Our 3In Social Worker has made phone calls to students/families on her caseload as well.

Our K-12 Guidance Counselor has created a survey for parents, staff, and students in grades 3-12 to use to reach out to her if they would like to have her contact them.

Additionally, she has posted social-emotional resources and outreach activities on our district sponsored social media accounts.

Our high school principal and our counselor have already met virtually or on the phone with most of the members of the Senior class to review 3rd Quarter grades, class schedules, and EDPs. Meetings with remaining Seniors class members are scheduled for this week. During each meeting, a plan is made to help ensure that each of these students accomplish what is necessary for successful completion of any remaining MMC graduation requirements so they can graduate on track. Continuing support is also being provided to promote and college access and other postsecondary plans for our seniors. Individual student progress will be monitored weekly by our HS principal and our counselor.

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

District/ PSA Response:

As previously mentioned, students in grades 3-12 have school assigned devices available for their use. These devices were sent home on Friday, March 13th. Loaner devices are available to be distributed as needed to any student in grades K-12. Content will be delivered using technology via approved instructional platforms (Google Classroom and Class Dojo), email, and other sites approved for student use that provide skill practice and reinforcement. Teachers will be accessible through both synchronous and asynchronous (pre-made video) instruction multiple times per week for whole class, small group, and individual students.

For students who do not have home internet access, we have been working with the EUPISD to provide them with hotspots. The main mode of delivery at this point has been through the use of hard copy instructional packets. These packets will be supplemented with phone conferencing to support instruction. Instructional packets will be delivered during meal delivery and pick-up. Students who do not participate in the meal program will receive their packet in the mail.

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

District/ PSA Response:

Each teacher will be responsible for their individual classes and use whatever rubrics and pacing guides they have established to monitor student engagement and learning. Teachers will review learning packet pages that are submitted, as well as assignment completion and submission within the instructional platforms, and provide feedback. Instruction will be differentiated and additional examples, opportunities, and supports will be provided for any student who needs them. A revised grading policy which is based on "credit vs. incomplete" is currently in development, and opportunities to recover and retain credit will be provided for those students needing them.

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:

Technology Costs (device repair/replacement, mobile hotspots, flash drives)	\$7500
Printing Costs (paper, toner)	\$1000
Mailing (envelops, stamps, labels)	\$3000
Purchase of instructional supplies/materials (books, pencils, crayons, etc)	\$1500
Subscriptions (online platforms, websites, teacher resources)	\$500
Anticipated Source – General Funds	\$13500 (total)

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:

All stakeholders have had opportunity to be involved in the development of the plan. Building administrators held district level planning meetings and also participated in regional meetings with other administrators from EUPISD districts. Models and examples from other districts, as well as state level guidance from MDE and MASA, and remote learning guidance and best practices from other states were studied by administrators and shared with staff.

A full staff meeting was held on March 27th to get input and discuss initial plan elements. Elementary (K-5) and Secondary (6-12) level teams met on March 31st and again on April 7th/8th to address the more specific needs of these grade levels. The district superintendent has provided weekly updates to members of the Board since the beginning of he mandated closure period. The district “Continuity of Learning Plan” will be shared with all members of the Board to allow opportunity for input before it is submitted to the EUPISD for approval.

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

District/ PSA Response:

We will communicate a summary of Continuity of Learning Plan elements in a mailing to all parents/families. The plan will be sent in its entirety through email to all families who have access. It will be posted on the district website and district social media platforms. To ensure that everyone is aware that the plan has been developed, approved, and released, a phone call will go out to all parents through our School Messenger system. Hard copies of the entire plan will be made available for families upon request.

8. Please provide an estimate of the date on which the district will begin implementation of the Plan, which must be no later than April 28, 2008.

District/ PSA Response:

We hope to continue implementation of our current system “officially” on Monday, April 13th with an approved plan. In the absence of a plan, our staff has been providing enrichment and skill practice activities on regular intervals since March 16th and working within the parameters of an unofficial district developed “remote learning plan” since April 6th.

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:

We have been working closely with Lake Superior State University and the coordinator of the Early College program to ensure that EC and on-campus dual enrolled students have been able to continue their courses without issue. Our guidance counselor has checked in on all students who are taking dual enrollment coursework (online or in person) on a weekly basis since the mandated closure period has begun. All of these students have internet connectivity, so accessing their courses has not been an issue.

Our students who are enrolled in Career and Technical Education course through the Sault Area Career Center have received instructional packets from their program instructors. We will continue to work with the director of the SACC to ensure that our students have the ability to complete these courses. When needed, the district will ensure that the student is able to access necessary resources provided by the Career Center.

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

District/ PSA Response:

Under the Unanticipated School Closure SFSP guidelines, the District will continue to provide both breakfast and lunch for children enrolled in the program. The District will post on our website and Facebook page the guidelines and contact information to enroll children in the program. Administrators and guidance counselor will review class lists and lists of students identified as “At-Risk” and recommend outreach to families who are not currently enrolled in the program. Every Tuesday staff will prepare seven days’ worth of meals and parents/guardians will have the choice to pick up or have them delivered via a bus route. A Facebook post and School Messenger call will both go out prior to the buses departing to notify parents that the meals are ready. This process will continue through June 2nd to ensure that meals are provided through the end of our school year, which is scheduled for June 11th.

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:

We will continue to pay our staff members as we had budgeted for them to be employed through the end of the school year. Some staff are being repurposed to complete essential tasks in other areas. For example, instructional and special education paraprofessionals have helped with food packaging and bus drivers have assisted with food and instructional packet deliveries. Office staff, paraprofessionals, and interventionists will potentially assist with both monitoring small group and 1 to 1 virtual instructional sessions with students, as well as doing weekly student check-ins and mentoring.

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

District/ PSA Response:

Teachers will track completion of instructional packet and online platform learning activities. Teachers will also monitor student wellness and engagement. They will keep a log of communication with students and families and share those digitally with their building administrator. Inconsistent communication with parents or task completion by students will be raised to the principal or counselor level to develop a plan to connect with the student and family. Additional support agencies (DHHS, Hiawatha Behavioral Health, etc.) may be leveraged to help make these connections.

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:

The district has and will continue to survey parents (students in grades 6-12) to determine current mental health needs. Based on those results, the counselor, social worker, or administrator(s) will reach out to individual students and families to offer assistance. The counselor and social worker will help to connect the family to outside agencies when necessary. While teachers are making weekly contacts, they will monitor and assess the needs of students and families. If a need is presented to the teacher, the teacher will elevate that need to the principal or counselor to make the necessary follow-up. The principal(s) will hold weekly meetings with teachers to identify any additional students or families in need. Teletherapy may be utilized when necessary and available for identified students.

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

District/ PSA Response:

If our district is asked by our EUPISD to provide resources for a childcare facility, we will fully cooperate and assist in any way we can. We have identified two rooms in the building that would be able to be used for such a purpose.

Optional question:

15. Does the District 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:

We do not currently have plans to adopt a balanced calendar for either the remainder of 2019-2020 school year or for the 2020-2021 school year. Our plans may change as we receive further information and as there are further developments regarding the COVID-19 pandemic in the state of Michigan.

Name of District Leader Submitting Application: **Angela M. Nettleton**

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website: