

Continuity of Learning and COVID-19 Response 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 in order to continue to receive state aid for operations. Although schools are closed and not providing in-person instruction, teaching and learning must continue. Michigan educators have been called to provide our students with continued learning.

There are varied states of readiness to provide continuity in learning among districts. Even within districts of multiple school sites, there are varied states of readiness. It is expected that schools will provide instruction at a distance using a variety of methods that meet local needs, including printed materials, phone contact, email, virtual learning, or a combination to meet student needs. We should avoid assuming that continuity in learning can only occur through online means.

While many educators have been providing distance learning opportunities, the Governor's Executive Order ([EO 2020-35](#)) requires all schools to begin providing learning opportunities for all students no later than April 28, 2020. Districts who are able to begin their plans earlier are encouraged to do so.

Each District shall submit a single completed Assurance Document, Budget Outline, and Continuity of Learning Plan to its Intermediate School District. Each Public School Academy shall submit a completed Assurance Document, Budget Outline, and Continuity of Learning Plan to its Authorizer. A single Application should be filed for the district rather than multiple applications for individual schools within a district. The following items are required for the application which may be submitted beginning April 8, 2020:

1. Assurances Document
2. Continuity of Learning Plan
3. Budget Outline

Continuity of Learning and COVID-19 Response Plan

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.



**DB-TC Continuity of Learning and COVID-19 Response Plan
Assurances**

Date Submitted: April 14, 2020

Name of District: Dollar Bay-Tamarack City Area Schools

Address of District:

District Code Number: 31100

Email Address of the District: norlandc(at)dollarbay.k12.mi.us

Name of Intermediate School District: Copper Country ISD

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

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.

DB-TC Continuity of Learning and COVID-19 Response Plan

Date Submitted: 4/14/20

Name of District: Dollar Bay-Tamarack City Area Schools

Address of District: 48475 Maple Drive, PO Box 371, Dollar Bay, 49922

District Code Number: 31100

Email Address of the District Superintendent: norlandc(at)dollarbay.k12.mi.us

Name of Intermediate School District: Copper Country 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 to meaningfully provide 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.*

Dollar Bay-Tamarack City Area Schools will use a hybrid model of instruction, including both online components and hard copy instructional materials. Elementary teachers will provide instruction primarily using physical materials, enhanced and supported by online components for those students/families with access. The district will provide pencils, crayons, scissors, glue, dice, etc. to families lacking such supplies. High school/middle school teachers will provide instruction using primarily online platforms and modes of communication. School Chromebooks will be provided to students who need them. The school wifi extends out to the streets bordering the school so people can drive up and download needed materials. Weekly instructional packets will be made available to those who require them due to lack of internet connectivity or device.

All students will be provided what is needed to participate in remote learning in at least one way; no one will be penalized for not being able to access all methods of participation.

The school website is the go-to location for information regarding remote learning for all students (and their families), K-12.

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.*

Students are at the center of DB-TC's continuous learning plan. A primary goal of the plan is for teachers to make and facilitate connections with and between students. Teachers will make contact with every student at least once a week (by phone, email, Google Meet, Google Classroom, etc.). Weekly "Google Meets" will take place following a regular schedule, once per class per week, and students will be encouraged to share, or ask a question, to ensure they feel a part of the group. In addition, teachers and paraprofessionals will make phone/voice calls to check on students, offer assistance, etc. Teachers will also connect with students via online platforms. K-6 will use Seesaw, Middle/High School will use Google Classroom. Teachers will also write letters or postcards to students. Maximum amounts of instructional time for each grade level as referenced in the [MAISA Quick Start Guide](#) (under "Considerations") will be considered during instructional planning.

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

In K-6, teachers will assign work to students via an instructional packet that will include all required work for the week. The first page will be a complete grid of all assigned work, broken down by day, including web links to related or recommended activities from Specials teachers and the classroom teacher. They will be picked up by parents on Mondays, 7:30 a.m.-1:30 p.m., during established food pick-up hours. If families are unable to pick up their packets, the school will deliver or mail them. Almost all parents have cell phones, so K-6 student work will be submitted via Seesaw, an app. Those who do not have that ability may return completed paper-pencil work. Once-weekly online video conference sessions through Google Meet will be held, but students who cannot access their session at the "live" time may watch the recorded version later. Some teachers will pre-record video lessons using Seesaw or Google Meet to then share with students.

For 7-12, teachers will mainly assign work through Google Classroom, as our students and teachers are familiar and comfortable with this platform. Families without a computer may borrow a Chromebook from the school. Both Chromebooks and phones can be used to access the virtual class sessions through Google Meet. Some teachers will assign group projects to students that they will complete using Google Meet. Some will provide videos of their lessons to students that they will create using the Google Meet "record" feature. Families without internet may park near the school, where the internet signal has been turned up, in order to download assignments and communications, etc. However, the school will provide hard-copy packets to middle/high school students, if needed.

Teachers will check in with students regularly to be sure they have what they need.

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

Most of our students will submit their work electronically, through Seesaw for K-6 and Google Classroom for 7-12. This is the preferred method of receiving work. For students without technology access, learning packets will be collected each Monday during food pick-up hours. Teachers will review the submitted work and provide comments to students either online, which would happen frequently, or through returned packets for those without tech access in the home, which would happen once a week. In addition, teachers will discuss completed work with students over Google Meet, email, or phone.

A simplified grading system will be used, and records will be kept by teachers. In 7th-12th grade, students who turn in assigned work at a satisfactory level will be awarded a credit for the course.

Dollar Bay Seniors who have met their Michigan Merit Curriculum requirements will be considered "done" as of the end of the second trimester if that is their (and/or their parents') preference. Seniors who wish to complete the course content of any of their DB courses may do so. Seniors enrolled in CTE or dual enrollment or other non-traditional courses will continue those classes based on the requirements of those programs.

5. *Please attach a budget outline estimating additional expenditures associated with the Plan and sources of revenue to pay for those expenditures.*

Purchase of learning supplies such as paper, pencils, crayons: \$1,200

Printing costs (paper and machine copy cost): \$0 (already budgeted)

Mailing costs: \$350

Personnel time for printing, preparing and delivering: \$0 (already budgeted for paying staff)

Fuel cost: \$1,600

Cost of online instructional platform: \$0 (using free platforms)

Anticipated cost due to damage of district Chromebooks: \$1,800

Sources: General Fund/State Aid

6. *Please describe the manner in which district administrators, board members, teachers, and any representatives of teachers collaborated in development of the Plan.*

Administration held virtual meetings with K-6 and 7-12 faculties to share information and gather feedback. The learning plan template, and then the proposed district continuous learning plan was shared with school board members who were invited to give feedback. Additional modes of communication with district employees, students, families regarding COVID-19, the school, and the learning plan included text messages, "Remind" messages, emails, document sharing, district info alerts using phone, text, and email, website updates, letters, and surveys. The plan will be continually assessed by district administration and teachers to ensure it is meeting the needs of students and families.

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

Text and email alerts, website “News” updates. Teachers will convey relevant information about the plan to students using Google Meet class sessions.

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.*

Tuesday, April 14, 2020

9. *Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act 160 of 1996, as amended, MCL 388.511 to 388.524, and Career and Technical Preparation Act, 258 PA 2000, as amended, MCL 388.1901 to 388.1913, in completing the courses during the 2019-2020 school year.*

All Gogebic Community College and Finlandia University dual enrollment students are following college guidelines for their individual programs. All CTE students will be following the CCISD learning plan for the remainder of the school year. Specific plans will be directly communicated to these students on an individual basis and as needed.

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

Food distribution has been underway since the first Monday of the closure, and will continue through the remainder of the school closure. All families requesting food in advance are able to obtain it by picking it up Mondays 7:30 a.m. to 1:30 p.m. Home-bound families are eligible for free delivery, which also takes place on Mondays.

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.*

All professional staff (salaried) and support staff (hourly) will continue to be compensated at their usual rate through the remainder of the school year. Teaching duties continue, though in a changed format. Most support staff duties have been/will be modified significantly. Social distancing practices are followed when staff must be in the building, and, in most cases, scheduled “in-house” hours have been reduced.

12. *Describe how the district will evaluate the participation of pupils in the Plan.*

Teachers will monitor engagement and will communicate about this engagement with administration. Teachers will continue to keep records of attendance (at “live” online class sessions) and student work. Regular faculty meetings will take place to discuss student engagement and related topics.

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.

For students already receiving mental health support through either general education 31n mental health providers or special education school social workers, educators, students or parents can contact providers to schedule individual teletherapy sessions. Mental health providers have been reaching out to the students on their caseloads since the beginning of the crisis and are continuing to provide services through electronic means. School Social Work services for special education students will be outlined in the Contingency Learning plans.

For students with new mental health needs, new referrals may be made through the existing referral process and mental health providers will do their best to meet the needs of newly referred students. During the closure, parental consent via email for both counseling services and Medicaid billing is allowable. Once the closure has ended, district personnel will work to obtain copies of referral forms and consent to treat/medicaid forms with signatures and forward them to the ISD.

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.

At this time, Dollar Bay-Tamarack City Area Schools facilities and personnel are not needed to provide emergency childcare. If this is requested by the Copper Country ISD, DB-TC will mobilize to do our part to make this happen.

Name of District Leader Submitting Application: Christina Norland

Date Approved: April 14, 2020

Name of ISD Superintendent/Authorizer Designee: George Stockero

Date Submitted to Superintendent and State Treasurer: April 16, 2020

Confirmation approved Plan is posted on District/PSA website: Yes