



## **Continuity of Learning and COVID-19 Response Plan (“Plan”) Application Template**

As a result of COVID-19 and the closing of school buildings for the 2019-2020 School Year, school districts must submit a Continuity of Learning and COVID-19 Response Plan (“Plan”) in order to continue to receive state aid for operations. Although schools are closed and not providing in-person instruction, teaching and learning must continue. Michigan educators have been called to provide our students with continued learning.

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

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

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

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

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

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

### **Keep Students at the Center**

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

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

### **Design Learning for Equity and Access**

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

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

### **Assess Student Learning**

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

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

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

Date Submitted: April 13, 2020

Name of District: L’Anse Area Schools

Address of District: 201 North 4th Street L’Anse, MI 49962

District Code Number: 07040

Email Address of the District: stollefson@laschools.us

Name of Intermediate School District: Copper Country ISD

Name of Authorizing Body (if applicable):

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

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

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

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

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

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

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

Date Submitted: April 13, 2020

Name of District: L’Anse Area Schools

Address of District: 201 North 4th St. L’Anse, MI 49962

District Code Number: 07040

Email Address of the District Superintendent: stollefson@laschools.us

Name of Intermediate School District: Copper Country ISD

Name of Authorizing Body (if applicable):

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: Students in K-12 will receive instruction through a combination of online learning and paper packets. It is recommended that students in K-5 receive about 1.5 hours a day of instruction/work, 6-8 receive 2 hours a day, and 9-12 receive 3 hours a day.

Packets will be sent home on food distribution days, school buses, and/or email. All households were surveyed as to internet accessibility and those without internet are being provided connectivity through Verizon Jetpaks which will be distributed the week of April 13th. Chromebooks have been assigned to all students in grades K-12 and will be distributed by April 17th. Students experiencing temporary internet connectivity issues will be provided alternative paper packets and/or will not be penalized for inability to participate. Students will need access to materials such as paper, pencils, crayons etc. which will be available if requested. Hardcopies of needed textbooks will be distributed to students if needed.

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 will work with an emphasis on continuing to build relationships and maintain connections. Teachers will be expected to make contact with every student at least one time during the week. Many teachers will be creating Google Classrooms and/or hold meetings using Google Meet. Teachers and paraprofessionals will be reaching out to parents and students by phone, email, or online meetings to check on how students are doing and what additional help is needed. Paraprofessionals will be assigned to a grade level and will assist teachers in individual help as guided by the teachers. Paraprofessionals will use google meet and phone calls to connect. Teachers will report any student safety concerns to the guidance counselors who will make contact with the student to provide additional support or get in touch with personnel to provide more support.

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

District/ PSA Response: Each teacher has completed a Grade Level or Individual Class Plan. Teachers will be using a variety of resources to deliver instruction including the following: live lessons viewed online, pre-recorded lessons, websites, packets, telephone, email and purchased programs such as Odeyseyware and Moby Max. Paper packets and other needed resources will be picked up at the same time as food or will be delivered by school employees or US mail.

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

District/ PSA Response: Teachers in grades K-5 will use a credit/no credit system rather than letter grades. Teachers will monitor their students' learning by reviewing the materials they have completed and giving feedback. Learning packets will be collected each week during meal delivery, sent back to teachers through email or online platforms or picked up by school transportation staff. Struggling students will be given additional support through the use of paraprofessionals and teacher support. If students were passing on March 11, 2020 they will be promoted to the next grade or graduate. If a student in 6-12 was not passing on March 11th, they will need to score high enough on the 4th quarter work to average out to a 61% or higher for the semester to receive credit for the class. Students in grades 6-12 will be graded on their completed

work. Students will often be graded on participation. Credit and GPA's will be determined after the 4th Quarter. There will be additional help provided from classroom teachers, at-risk paraprofessionals, and Title VI paraprofessionals. Special education teachers and aides will communicate with other teachers and families to assist their students. For students using an online instructional platform, teachers will monitor student access and assignment completion frequently within the instructional platform. Teachers will provide feedback to students on assignments through the instructional platform as they are completed. Teachers will differentiate instruction within the platform to meet each student's needs.

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:

Mailing Costs - envelopes, labels, postage = \$5000

Online Platform Costs - Additional Odysseyware Licenses & PD = \$2600

Verizon JetPacks (12) = \$1000

Home internet bills for employees without it = \$400

Replacing and repairing lost or damaged or missing chromebooks after home deployment (estimate 5% of devices will need this) = \$7000

Bag Sealer Equipment to seal bags for food program = \$550

Sources - General Funds and Title 1 and food service fund

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

District/ PSA Response: All stakeholders were involved in the development of the plan. The principal, superintendent and other administrators met with teachers for initial input using the Go to Meeting format. Elementary grade levels met and developed proposed learning plans. Teachers in grades 6-12 developed proposed plans for individual classes they taught and many discussed the plans with their other grade level coworkers. The principal and superintendent collaborated before finalizing on the plan. Feedback was sought from a board committee. The superintendent gathered feedback from teacher representatives and considered that in the final plan draft. A shared document with the learning plan template questions/sections was shared at a teacher meeting and teachers and administrators were invited to add comments and suggestions. There were several phone call and email conversations between the principal and some individual teachers regarding the plan.

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

District/ PSA Response: The plan will be communicated through a letter to families using the Skyalert system. The plan will also be posted on the district website and school Facebook page. Individual grade level letters will be sent home in K-5 from teachers. Teacher letters will also be sent to parents in grades 6-12. Teachers will utilize g-mail groups for grade levels to inform students of their plans. The local newspaper will also have a notice regarding the plan and parent letters being posted on the school website.

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: The implementation of the plan would begin on April 17, 2020 with students. Staff will be using 5 days prior to that as official planning days.

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: Students in dual enrollment courses have been required to continue meeting with their online classes are required by the institute that they are attending. For CTE programs we will work with the ISD CTE Director to ensure our students have the ability to complete these courses. When needed the district will ensure the student has the necessary resources.

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

District/ PSA Response: The district is providing food for a daily healthy breakfast and lunch on a weekly basis. A google form has been shared on our Facebook page and website that allows parents to sign up for food. Staff have been sending messages through REMIND as well to let them know that the option is there. Paraprofessionals are reaching out to parents who were not initially receiving food and checking in to see if they need anything. If food is needed, staff will help families find where to sign up or they can just sign them up for them online. Food distribution is on Wednesdays from 11-1. If a parent is unable to pick up food, arrangements will be made for delivery by a district employee. School kitchen staff under the direction of the school Food Service Director operate the program. Employees maintain social distancing and other recommendations during the COVID-19 time. Baraga-Houghton-Keweenaw Head Start is the fiscal agent for the grant to fund the cost of the food and our school pays the people who work it. Communication regarding the program is accomplished through social media, local newspaper, parent list serve and the CCISD sharing the information also.

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: The District will be paying employees to complete various tasks. Paraprofessionals have been assigned to assist students at various grade levels. Each paraprofessional will work under the direction of a teacher. Teachers will communicate students'

needs to each paraprofessional and develop schedules for paraprofessionals to reach out to students. Special education paraprofessionals will work under the direction of the special education teacher to support students. Schedules will be provided with staggered start times for custodial staff, kitchen staff, office staff and transportation staff. Bus Drivers will be used to deliver food, technology or instructional materials to students as needed. Office staff will assist with technology, food and instructional materials distribution at designated times outside the school entrance. All employees have been offered work for their normally scheduled hours and will be paid for that time.

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

District/ PSA Response: Teachers will keep track of which students are completing the weekly instructional packets or participating in online sessions. Teachers and paraprofessionals will also keep a log of all communication with students and parents. Teachers will also be monitoring student wellness. Inconsistent completion and/or communication with a parent or student (after teacher and parapro attempts to make contact) will be reported to the principal, assistant principal, director of student services and counselor so that they can develop a plan to reach out and connect with the family. Teachers providing online instruction will use the instructional platform to monitor student engagement, and completion of assignments.

13. Please describe how the district will provide mental health support to pupils affected by a state of emergency or state of disaster prompted by COVID-19.

District/ PSA Response: The district has sent out letters and emails to parents and students who were receiving services prior to the shut down. Contact information has been given and ISD providers have been reaching out. While teachers are making contacts they will monitor and assess the needs of students and families. If a need is presented that is concerning to the teacher, it will be reported to the building counselors who will make the necessary follow-up. Parents and students will be informed in the letter regarding the plan to reach out to counselors if there is any suspected need or concern. 31N counselors and special education social workers will continue to support our students also. These behavior specialists will help connect the families to outside agencies to help meet their needs. The principal will hold regular meetings with teachers to identify any additional students or families in need. Telehealth may be used when available for students that have technology.

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: Our school superintendent will be in communication with the ISD superintendent regarding school staff who are willing to work in the childcare program. Our building will be made available for this 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: No. No. A main issue with having students in our buildings in the summer months is lack of air conditioning. It is an older building and certain areas become very uncomfortably warm during those months making such a calendar not desirable.

Name of District Leader Submitting Application: Susan Tollefson

Date Approved: April 13, 2020

Name of ISD Superintendent/Authorizer Designee: George Stockero

Date Submitted to Superintendent and State Treasurer: April 15, 2020

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