

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 8, 2020

Name of District: Johannesburg-Lewiston Area Schools

Address of District: 10854 M32 E, Johannesburg, Mi 49751

District Code Number: 69030

Email Address of the District: makowskik@jlas.org

Name of Intermediate School District: Cheboygan-Otsego Presque Isle ESD
(COPESD)

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.

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-CD.

District Response:

Johannesburg-Lewiston Area Schools will provide Alternate Modes of Instruction through implementation of a hybrid model of instruction using hard copy instructional packets and online learning platforms. Surveys of families demonstrated a lack of the option of internet services and weak signal strengths for those without connectivity and/or devices. There was not a lack of devices for those who have internet services. Students without internet access will have access to instructional materials through a weekly instructional packet. The district will send paper packets to each student who needs them and for all k-2nd grade students weekly. Teachers will communicate with students and families weekly to ensure they have all the supplies necessary to support learning at home.

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 Response:

Teachers will be expected to make contact with every individual student at least one time during the week. This may be done through the use of technology (for those that have access) such as Google Hangout or other form of virtual meeting or

through weekly phone calls. For students with technology access teachers will also make sure to communicate multiple times each week through the instructional platform Google Classroom, with an emphasis on continuing to build relationships and maintain connections. If students do not have access to technology, teachers may include weekly notes to students in their instructional packet or through phone calls that focus on building relationships and maintaining connections. We will encourage relationships between students by having students write letters to classmates and creating classroom communications pages online.

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

District Response:

For those students without technology, the main mode of delivery will be through hard copy instructional packets. This will be supplemented with phone conferencing to support instruction. The instructional packets will be mailed to the student.

For students with technology content will be delivered through the online platform, email, and other social media sites (Facebook, Remind, etc.). Teachers will be accessible through online conversations, recorded video, and/or virtual meetings multiple times per week.

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

District Response:

For students without technology access, where appropriate, learning packets will contain an answer key and be reviewed and discussed with the teacher. The teacher will provide feedback to the student during their weekly phone call, virtual meeting, or email. Feedback from the teacher will include differentiated work as needed, along with examples to support student learning. An example of this may be providing a student that is struggling with double-digit subtraction additional practice with the steps. A phone call would also be used as a follow-up if needed.

For students with technology, teachers will monitor student access and assignment completion on a daily basis within the instructional platform. Teachers will provide feedback to students on assignments through the instructional platform as they are completed (or on a daily basis). 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.

Additional Anticipated Expenses:

- Purchase of any learning supplies such as paper, pencils, crayons, etc. (\$500)
- Printing costs (paper and machine copy cost) (\$10,000)
- Mailing costs (envelopes, postage)
 - 9 weeks; 450 students; appx. \$2 per mailing
 - =(\$8,100)
- Personnel time for printing, preparing and delivering
 - Worst case scenario- 10 hours per week, 3 employees, 9 weeks, \$10/hour
 - = (\$3,000)
- Fuel cost- mileage to post office (\$100)
- Increased Technology support costs
 - (\$5,000)
- Device needs (\$2,500)

Total Anticipated Expenditures: \$29,200

Revenue Streams to be used:

- General Fund
 - Teaching Supply
 - ESP Salaries
 - Mileage Reimbursement - Administration
 - Technology Support
- 31a
- Title Funding

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

District Response:

All stakeholders were involved in the development of the plan. Building administrators met with their building teachers for input. They then met in grade level/content area teams to address the needs of each grade or content area. Building administrators brought this information back to district level administrators to collaborate. Before finalizing the plan feedback was sought from board members.

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

District Response:

The plan will be communicated through a letter to each family. The plan will also be dispersed through email to those that have access. The plan will also be posted to the district website and other social media platforms as well. To ensure that everyone is aware that the plan has been developed and released a districtwide alert will be sent.

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, 2020.

District Response:

The District will begin implementation of the plan no later than Monday, April 13, 2020, with instruction beginning April 20th.

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 Response:

For our students in dual enrollment courses we will be working with the provider to determine next steps. We will ensure that the students have the appropriate materials and support to complete those courses. The students will be given the option to convert their grade to credit or no-credit.

For students in CTE programs we will work with the ISD CTE Director as well as state level CTE directives 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 Response:

The district will continue to provide breakfast and lunch programs to all students and families who are interested through the remainder of the school year. Current pick up locations may change as needed by parents. Food Service Director will review qualified students currently not accessing food opportunities and reach out to them. Teachers will communicate with families about the food opportunities.

Any changes to the food service system will be communicated to families through the district's alert system and on the website.

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 Response:

Current contracts with the ESP and EA call for paying of employees. The district will be paying all EA, ESP, and Administrative Contracts, at minimum the base salary for the remainder of the contractual year.

Non-professional staff members may be required to come in and help with the copying, packaging, and mailing of educational packets. Additionally, they may be involved with making phone calls to contact families.

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

District Response:

If a student does not have access to technology, teachers will keep track of which students are completing the weekly instructional packets. They will also need to keep a log of all communication with students and parents. If a student has access to technology, teachers will use the instructional platform to monitor student wellness, engagement, and completion of assignments. They will also keep a log of communication with students and families. Inconsistent completion and/or communication with a parent or student will be raised to the principal or counselor level to develop a plan to connect with the student and family.

Additional support agencies may be sought to make these connections (School Success, DHHS, Behavioral Health, etc.).

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 Response:

Based on teacher conversations with families and previous social work caseloads, the behavior specialist (SSW, School Success, counselor, principal, etc.) will reach out to individual students and families to determine what they may need. The behavior specialist will help connect the family to outside agencies to help meet their needs. While teachers are making weekly phone calls they will monitor and assess the needs of students and families. If a need is presented the teacher will elevate that need to the principal or behavior specialist to make the necessary follow-up. The principal will hold weekly 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 Response:

Currently the district is not hosting any child care center, but will work with COPESD if the need arises.

15. Optional question: 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 Response:

The District will consider all calendar options. Currently, the calendar is a negotiated item and a change to start earlier or move to a balanced calendar would need to be negotiated.

Name of District Leader Submitting Application: Katy Makowski

Date Approved: April 9, 2020

Name of ISD Superintendent/Authorizer Designee: Jamie R. Huber

Date Submitted to Superintendent and State Treasurer: April 13, 2020

Confirmation approved Plan is posted on District/PSA website: April 10, 2020

