



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: 4/13/20

Name of District: Elm River Township School District

Address of District: 3999 E. Winona Rd., Toivola, MI 49965

District Code Number: 31070

Email Address of the District: www.elmriver.school

Name of Intermediate School District: Copper Country Intermediate School District

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: 4/13/20

Name of District: Elm River Township School District

Address of District: 3999 E. Winona Rd., Toivola, MI 49965

District Code Number: 31070

Email Address of the District Superintendent: gstockero@copperisd.org

Name of Intermediate School District: Copper Country Intermediate School District

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:

The students will receive instructional material in two main ways. First, instructional packets will be delivered to the entry way or garage of each student's home every Monday between 4:00 and 4:30 pm. Completed work will also be picked up at this time. Secondly, students will utilize the on-line program, IXL, to provide access to information across every content strand in the core curriculum in Language Arts, Math, Science, and Social Studies.

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:

Each student will have at least two assigned time slots per week to meet with their teacher through Messenger with Facetime. Other questions and concerns will be met through Messenger as needed and/or additional Facetime will be scheduled.

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

District/ PSA Response:

Instructional packets will contain copies of directions and examples to guide each student and/or parent with the skill being taught/reviewed. The IXL program also provides samples for each skill being introduced along with several questions pertaining to that skill. Answers are provided along with an explanation for each incorrect answer.

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

District/ PSA Response:

All work that is picked up will be evaluated for completeness and quality. Incomplete work will be sent back at the next scheduled drop off. Specific skills that are not understood will be re-taught during the student's scheduled Facetime with the teacher and may or may not be sent back to be re-done at the teacher's discretion. Skills covered on the on-line IXL program will be monitored remotely by the teacher. Every login, amount of time on-line, subject area worked on, number of questions correctly answered, areas of difficulty, etc... can be monitored. The teacher will assign the content areas and content strands to be covered independently by each student. Content strands found to be difficult or not sufficiently completed will be reviewed during the student's next Facetime meeting and may be re-assigned at the teacher's discretion.

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:

No additional expenditures exist since wages, benefits, workbooks, texts, and the on-line program have already been budgeted and/or paid for. There will only be an additional expense for materials that are copied to be sent home. But that expense is minimal since we only have four students. With the four students, there are only three drop off/pickup areas needed since two of them are brothers. In addition, one of those students is our cook's son, so the cook is doing the pick up/drop off for him. The only two pick up/ drop offs remaining happen to be on the bus driver's way home, so he has no additional need for time and/or gas.

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:

At a staff meeting on April 6th, our school board president met with the teacher, business manager, cook, bus driver/custodian, and parapro. Expectations for each employee were discussed and each person was enabled to give input toward the Plan moving forward. Since then, better ideas and improvements have been discussed and added to the Plan.

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

District/ PSA Response:

Each parent/guardian has been called by the teacher to discuss the Plan and to get their input on how to best serve their children. Modifications have been made to the Plan due to parent input. Our business manager has also been texting and will continue to text updates and schedule reminders. Notes from the teacher may also be included in each pick up packet.

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/ PSA Response:

Implementation of the Plan began on April 13th.

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:

N/A

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

District/ PSA Response:

Three of our four students are School of Choice from the Ontonagon Area Schools. The parents/guardians are already receiving breakfast and lunch every Tuesday and Thursday from this neighboring district. Likewise, our one in-district student is receiving the same services through the Adams Township Schools.

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:

At the April 6th staff meeting, our board president made it clear to everyone about the continuity of pay, modification of work schedules, and modification of duties as needed.

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

District/ PSA Response:

Parents/guardians have already selected and approved at least two weekly Facetime meetings between their child and the teacher. Additional meetings will be scheduled as needed. Through these meetings, the work picked up, and the on-line monitoring, the teacher will evaluate each student's progress toward fulfillment of the curriculum. If a student is not progressing or responding in an appropriate or sufficient manner toward fulfilling the curriculum, the parents will be immediately called by the teacher. The specific reasons for the lack of progress will be documented and likewise shared with the parents/guardians. Hopefully, working as a team, the teacher and parents will get the student back on track.

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:

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 shutdown, parental consent via email for both counseling services and Medicaid billing is allowable. Once the shutdown 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.

District/ PSA Response:

The Elm River Township School District will make available any and all of its resources at the request of the Copper Country ISD to support children and/or families in need. This includes anything from medical masks/cleaning supplies to bus transportation.

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:

Name of District Leader Submitting Application: Bruce R. Matson, Teacher/Administrator

Date Approved: 4/16/20

Name of ISD Superintendent/Authorizer Designee: George Stockero, Superintendent

Date Submitted to Superintendent and State Treasurer: 4/17/20

Confirmation approved Plan is posted on District/PSA website: 4/21/20