

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: 4-9-20

Name of District: Marquette Area Public Schools

Address of District: 1201 West Fair Ave., Marquette MI 49855

District Code Number: 52170

Email Address of the District: wsaunders@mapsnet.org

Name of Intermediate School District: Marquette Alger RESA

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: 4-9-20

Name of District: Marquette Area Public Schools

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District Code Number: 52170

Email Address of the District Superintendent: wsaunders@mapsnet.org

Name of Intermediate School District: Marquette Alger RESA

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:

The Marquette Area Public Schools intends to offer a hybrid alternative learning plan that is not dependent on a single medium but provides flexibility to students and families in how they receive curriculum. MAPS will use existing student email, existing faculty-created Google Classroom sites, Zoom, Bloomz, Remind, School Messenger, OdysseyWare, Michigan Virtual and hard copy homework and workbook packets in which to communicate learning standards and curricular offerings.

Materials necessary for delivery will include multiple platforms as well. Physical materials needed will be supplied through a scheduled pick-up time for parents and will be an alternative for families residing in areas with little or no connectivity. The district will provide both a device and internet connection if available by location for those in need.

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:

MAPS have, and will always, put student needs first. Each teacher, counselor, social worker, speech therapist, psychologist, instructional program aide and administrator will be required to communicate with their students several times a week through a variety of communication tools. An emphasis has been placed on the students' and family's wellbeing as a first priority. Are they fed, clothed, warm, and have access to social support? Once that is determined to be stable, then the focus can shift to education and learning.

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

District/ PSA Response:

MAPS will use existing student email, existing faculty-created Google Classroom sites, Zoom, Bloomz, Remind, School Messenger, OdysseyWare, Michigan Virtual and hard copy homework and workbook packets in which to communicate learning standards and curricular offerings.

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

District/ PSA Response:

The district has conducted a survey so that it knows how to reach and connect with every student. Chromebooks are being disseminated to all who don't possess an adequate device in their household. Internet connectivity will be provided to those who live in an area where reception is possible but don't have the financial means to acquire it. Workbooks and homework packets will go out to our youngest students and to those who live in an area where internet access is unattainable. The district has set up seven hotspot locations for free Wi-Fi access for our entire community in parking lot areas for drive-up access. Teachers will use formative

assessment, office hours to answer questions through Zoom, and check in check out strategies by teachers and special ed staff.

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:

<u>Additional Expenditures</u>	<u>Revenue Source</u>
Additional FTE for IT Dept. savings)	\$250 per week Gen Fund (Monies captured from sub savings)
Purchase of Wi-Fi Hotspots	\$2,000 (Captured from Title I grant)
Paper and supplies	\$1,200 Gen Fund (captured from supply accounts)

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:

Through Zoom, phone calls, and online contact points of administrators to teachers and staff; Board of Education phone conversations with the Superintendent; department leaders and union representative meetings via Zoom have all created active participation in the development of delivery methods, concerns for student needs, partnerships for grade level content across elementary buildings and team approaches to subject matter including grading, evaluation, student well-being and fun experiences to engage students.

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

District/ PSA Response:

The district is communicating the plan through School Messenger, email, Facebook, and posting on the district website. This has been the accepted platform for all communications so we have confidence we are reaching our school families.

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:

The district intends to begin offering a structured alternative learning plan beginning April 15th and ending June 10th. This would include a curriculum to cover all regularly scheduled school calendar days. We will allow for extremely limited staff access to buildings for any required preparation or copying that is planned ensure readiness.

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:

All students enrolled in Michigan Virtual, Middle College, and Dual Enrollment have, and will continue, to be assigned a teacher that communicates with the student on progress, challenges, successes and necessary timelines.

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

District/ PSA Response:

Our food service personnel have been rock stars in packaging and delivering meals to all students eighteen years and younger for our entire community. This is based on Federal summer food service guidelines under the Unanticipated School Closure information from MDE. A schedule has been developed that takes us through June 10th, the last day of school. Additionally, a local non-profit organization, titled JJ Packs, has been packaging and delivering food to students to cover weekend meals.

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:

Yes, the district is compensating staff at their normal rate and scheduled posted hours through the end of their normally scheduled work year. If, and when, the Stay Home/Stay Safe executive order is lifted a Letter of Agreement has been signed giving the district leeway to deploy staff to perform necessary work that will ensure our readiness for a summer school program or fall start up. Staff working under the Stay Home/Stay Safe order are still clocking in and we are documenting these hours worked through True Time.

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

District/ PSA Response:

Teachers and aides are required to log student contacts, provide feedback on work and assignments, document packets being distributed, and log all phone calls and email correspondence. Students who aren't showing participation will be individually contacted and encouraged to participate. Middle and High school students will receive a progress report of where they stood before the pandemic. Students will be graded for the semester on a pass scale. Those students who were failing at the time of closure and choose not to participate in the alternative learning plan will be recommended for remediation.

Seniors who were on pace to graduate will do so. Seniors who were failing or behind in studies will be allowed to make up work for credit so that they can graduate on time.

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:

Our school social worker, school psychologist and counselors are reaching out to students who may be affected and also holding virtual office hours so that they may be contacted by those in need. The district has shared a variety of contacts and resources available in the local community through email, social media, and direct contact. The middle and high schools will continue to use IBoss to flag any students who search “suicide” and follow up with families directly. The district’s partnership with the County Health Department Social Worker is remaining open via online office hours for additional support,

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 follows it.

District/ PSA Response:

MAPS will make available any one of its buildings to support a child care center. MAPS will also support the RESA by promoting “Help Me Grow”, disseminating social support materials, and otherwise collaborating with the RESA, Healthcare System, County Health Dept. and City to support efforts to eradicate COVID-19 or support all those on the front lines.

Optional question:

15. Does the District plan 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, the district intends to move forward with a negotiated calendar, offer a comprehensive optional summer school program, and build in more remediation and support systems for students to achieve success in the next school year.

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

Name of District Leader Submitting Application:

William B. Saunders, Superintendent

Date Approved: 04/14/20

Name of ISD Superintendent/Authorizer Designee:

Deborah Veiht, Superintendent

Date Submitted to Superintendent and State Treasurer: 04/17/20

Confirmation approved Plan is posted on District/PSA website: 04/20/20