



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

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.

Assurances

Date Submitted: Wednesday, April 8, 2020

Name of District: Tahquamenon Area Schools

Address of District: 700 Newberry Ave. Newberry, MI 49868

District Code Number: 48040

Email Address of the District: www.taschools.org

Name of Intermediate School District: Eastern Upper Peninsula 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.

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: Wednesday, April 8, 2020

Name of District: Tahquamenon Area Schools

Address of District: 700 Newberry Ave. Newberry, MI 49868

District Code Number: 48040

Email Address of the District Superintendent: sprice@taschools.org

Name of Intermediate School District: Eastern Upper Peninsula 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-CD.

District/ PSA Response:

The district plans to use a hybrid model of instruction using hard copy instructional packets, video lessons and online learning platforms. For those students that have internet access, but don't have a device, devices will be made available at time of food distribution, pick times via drive thru at the school, or by appointment. Students without internet access will have access to instructional materials through an USB jump drive that contains video lessons for students to watch and then instructional packets that coincide with the lessons. All students will need access to materials such as paper, pencils, and crayons, which will be made available to families that don't have them. All students will have access to grade-level/course textbooks as needed to complete their work.

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 be expected to contact every student at least twice a week. This may be done using technology (for those that have access) such as Google Meet 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.

Primary focus will be on physical, social and emotional well being of students. Teachers will be documenting their connections with students with a brief summary. Teachers can develop closed FB pages where information and discussions can take place. Teachers will be stressing that students keep in contact with fellow students via text, through parents, phone calls, and written letters.

Seniors will need to complete 60% of the work that is assigned from April 20, 2020 to May 15, 2020. The work only needs to be completed and turned in to receive credit. Work will be accepted up to June 9, 2020 which is the end of the 2019-2020 school year. High school principal, guidance counselor will be assisting teachers with contacting seniors to ensure that all seniors complete this and receive their high school diploma.

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

District/ PSA Response:

Teachers will put all content and video lessons on a shared drive per grade level or course hour. The content here will be uploaded into Google Classroom for those that have internet capability. Students who do not have internet capabilities will receive a USB jump drive with the same content on it as Google Classroom. Paper packets will be available for all students. Packets, jump drives and computers (if needed) will be distributed during food distribution times at all those locations in district. Another time will be scheduled prior to April 20, 2020.

Teachers will be talking with students twice a week to assist with answering questions they have. Teachers will interact with students on the online platform by chat and written comments of assignments.

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

District/ PSA Response:

Students without technology access, learning packets or assignments will be collected each week or for sure starting Monday, May 4 during meal distributions at our six locations. A drop off box will be outside of the school for certain days and times. (Wednesdays 9-11 a.m. more to be determined)

Teachers will be assisting students and providing feedback through their twice a week contact with students. Teachers will have access to their teachers via email or phone during office hours that are each week Monday – Friday 11:00 a.m. to 12:00 p.m. Each teacher will also have an additional hour that will be posted to their students.

Interventionists for math and reading are contacting those students that were on their caseloads prior to the closure of school.

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

Purchase of computers for students and staff. Title I and/or Title IV

15 Dell 3500 touch \$614.00each \$9210

50 Chromebooks for students \$179.00/each \$8950

50 Chromebook management license \$24.00/each \$1200

1 Apple IMAC \$1049.00

USB jump drives \$4/each x 315 (one per family) \$ 1260

Printing of materials and mailings. Title IV and/or Title I

4 cents/sheet to a printing company – estimated \$5.000

Postage \$ 6500

Envelopes - \$400

Booster – Title IV or federal assistance \$400/each = \$1600

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:

District administrators, board members and teachers were involved in the development of this plan. Building administrators met visually with their building teachers gave a basis of ideas and then teachers gave their input by grade level and content. Modifications were made. Special board meeting was held where initial thoughts were given out and their input was sought.

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 out in a letter to each district family. The plan will also be posted on the district web page www.taschools.org. SwiftK12, district messaging system will be used in text and web formats. The letter will be posted on the district Facebook page.

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:

This plan will go into effect on Monday, April 20, 2020.

Number of days prior to March 13, 2020 – 125

Used 5 days for snow days + 5 = 130

1 extra snow day to use - +1 = 131

5 days of staff professional training days – +5 = 136

13 days – COVID-19 forgiveness – +13 = 149

Days April 20-June 9, 2020 (Memorial day off) - +31 = 180 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 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.

Students were contacted to make sure they had devices and internet to continue their dual enrollment courses during the closure. Contact has been made with those students regularly to make sure of their needs.

Students in CTE programs, we will work with the ISD ,CTE person 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/ PSA Response:

TAS is continuing food distribution through June 6, 2020 unless otherwise advised by the state. Distribution will happen once weekly on Mondays starting Monday, April 20, 2020. Food distribution was started the week of March 16, 2020. Our distribution has six locations due to the size of our district. Sites are: Newberry – at the school, Hulbert Township Hall, Lakefield Township Hall, Curtis Township Hall, Germfask Township Hall, and four-mile corner (Duffy's motel). Newberry site is by car drive through. All other sites delivery is by school bus.

Five breakfasts and five lunches are given to each child 18 years or younger and to those 26 years and younger who have a disability.

Communication goes out via SwiftK12 (school messaging system) by email and text. Posted on district Facebook page.

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:

District will continue to pay employees per contract of each union and individual employees. Custodians are cleaning the building and keeping disinfected as teachers use the building. Paraprofessionals are being used for copying, packet stuffing, and computer and packet distribution.

Cafeteria employees are working to provide food meals.

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

District/ PSA Response:

Students without access to technology, teachers will keep track of completed work turned in. They will also keep a log of all communication with students and parents.

Students who have access to technology, teachers will use the instructional platform to monitor student engagement and completion of assignments. They will also keep a log of communication with students and families.

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:

The district will have teachers who are reaching out to students and families twice a week ask about needs of the student or family. Those students under school counselors or social workers will contacted by those appropriate individuals. Teachers were encouraged to add social emotional activities to their lessons.

Teachers will contact building guidance counselors if they have concerns about a student or family. The second point of contact will be the building principals.

Weekly newsletter contains social emotional articles and activities for families provided by ISD Social Worker.

14. Please describe how the district will support the efforts of the intermediate district in which the district is located to mobilize disaster relief childcare centers as described in Executive Order 2020-26 or any executive order that follow it.

District response:

The district has informed the ISD that they have space for childcare if needed.

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: Stacy Price, Superintendent/9-12 Principal

Date Approved: 4/8/2020

Name of ISD Superintendent/Authorizer Designee: Angie McArthur, EUPISD

Date Submitted to Superintendent and State Treasurer: 4/13/2020

Confirmation approved Plan is posted on District/PSA website:

