



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: Superior Central Schools

Address of District: E2865 M-94 Eben Junction, MI. 49825

District Code Number: 02080

Email Address of the District: bvalima@superiorcentralschool.ort

Name of Intermediate School District: Marquette-Alger RESA

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 8, 2020

Name of District: Superior Central Schools

Address of District: E2865 M-94 Eben Junction, MI. 49825

District Code Number: 02080

Email Address of the District Superintendent: bvalima@superiorcentralschools.org

Name of Intermediate School District: Marquette-Alger RESA

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:

Superior Central will offer alternative modes of instruction through a hybrid method using both online tools as well as “paper/pencil” packets. For those students who have internet access but do not have a device, Chromebooks will be made available. For students with no internet,

we will be mailing home hard copy packets. We recognize the individuality of each teacher and their areas of expertise. Our teachers will utilize online resources (Khan Academy, Study Island, IXL, etc...) when applicable with the understanding that each family's access to technology and connectivity are different. Paper and pencil packets will be mailed home to families who do not have access to technology. Teacher recordings of lessons may also be provided via the internet or flash drives.

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 asked to "check in" with every student either electronically or by phone once a week. Electronic meetings can take place in a Google Classroom, Zoom, or other meeting forums. These class meetings will allow students and teachers to maintain positive connections with the school and each other. In addition, teachers will be provided with feedback from students regarding educational progress and/or concerns they may have during this time.

Each teacher will set virtual office hours allowing students to connect when needed.

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

District/ PSA Response:

We understand that not all students have access to equitable learning. We plan to mitigate that by offering learning that fits the need of each individual student. As a result, as described in #1 and #2, teachers will do what is necessary to reach each student.

While most students in our district (85%) have access to the internet only 16% have access to internet speeds higher than 10 mbs. This means that our families may not have access to an internet connection capable of streaming multiple live events. The live class meetings K-12 will be scheduled at different times during the week.

20% of our students do not have their "own" computer at home or would need to use a parent's work computer to complete learning online. The school will make Chromebooks available for families who may need multiple devices at home.

Contingency Plans will be written for all IEP and 504 Plan students to ensure equal and appropriate access to academic activities. These specialized plans will provide the services that students need during this time. For GSRP students, MARESA staff will be the conduit to make certain these children are included in continuous learning.

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

District/ PSA Response:

Teachers will monitor student learning via weekly check-ins. Class meetings held on Zoom, or the like, will allow teachers the opportunity to check in on academic progress and promote interest in a new topic of learning. Progress of those students who are able to access online resources like Study Island and IXL will be monitored by the teacher. This information will be utilized to direct future content. For students without technology access, learning packets will be discussed during the weekly phone call.

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:

Chromebooks - 100 @ \$165 = \$16,500

Chromebook Cases - 100 @ \$ 19 = \$1,900

Postage - \$2,000

Personnel Costs for copying/ mailing packets

Sources: Title and General 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:

Administration, board members, and teachers met via Zoom to discuss the plan. We then had time to process and discuss with each other during email and follow up Zoom meetings. All stakeholders were involved in developing our plan.

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

District/ PSA Response:

The district will use a district wide phone call to inform parents of the plan. The plan will also be communicated in letter form to each family. The plan will also be published to our website and social media outlets.

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 district estimates that the plan will be implemented beginning Wednesday, April 15, 2020.

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 will work with the college/university to determine their next steps. The district will assist students in dual enrollment courses by providing Chromebooks to access their courses if necessary.

Students in CTE courses will work with the MARESA CTE Director to ensure they have the ability to complete their CTE courses.

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 will continue to work with Alger County Communities that Care organization. AC3 has been preparing non-perishable foods to be distributed weekly containing enough food for the week. The district has also applied for the Meals To You program through the Michigan Department of Education and Baylor University.

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 continue to pay employees while redeploying staff to provide meaningful work in the context of the Plan. Staff may be used to make follow up phone calls, copy packets, etc..

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

District/ PSA Response:

Students will be graded on a pass/fail basis. Students in 12th grade who were failing required courses to graduate (as of March 11, 2020) will be given the opportunity to complete necessary coursework to graduate; this coursework may be online or paper/pencil. While we

realize that we may not have the participation of every student, teachers will continue to reach out and communicate with all parents and students. Teachers will keep a log of student participation in the alternate modes of instruction offered, both for students with technology access and without. Teachers who have inconsistent communication with a student or parent will contact the assistant principal or principal to develop a plan to connect with the family. Additional support agencies may be sought out to make these connections.

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:

Our School Social Worker will continue to be available. The School Social Worker will put together “Weekly Wellness” resources to disseminate through teachers including age appropriate tips and activities for positive mental health. Teachers can still refer students to the School Social Worker to make contact at home, if needed. The School Social worker will directly check in with students whose IEP/504 Plan designates Social Work services. In addition, those students previously seen under 31N.

Superior Central Schools will refer parent that are essential workers, to Help Me Grow <https://www.helpmegrow-mi.org/> to provide access to quality daycare programs. The district is willing to open the building for daycare if the local programs reach daily limits.

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 District will assist MARESA with childcare as able. Any request for childcare will be directed to MARESA.

Optional question:

14. 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:

Not at this time.

Name of District Leader Submitting Application: William T. Valima

Date Approved: April 10, 2020

Name of ISD Superintendent/Authorizer Designee: Deborah L. Veiht

Date Submitted to Superintendent and State Treasurer: April 10, 2020

Confirmation approved Plan is posted on District/PSA website: April 13, 2020