



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 13th, 2020.

Name of District: Chassell Township Schools

Address of District: 41585 US Highway 41, Chassell, MI 49916 : P.O. Box 140

District Code Number: 31050

Email Address of the District: spahns@cts.k12.mi.us : Steve Spahn – Superintendent/Principal

Name of Intermediate School District: Copper Country 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.

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 13th, 2020

Name of District: Chassell Township Schools

Address of District: 41585 US Highway 41, Chassell, MI 49916 : P.O. Box 140

District Code Number: 31050

Email Address of the District Superintendent: spahns@cts.k12.mi.us

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: As suggested by the Governor’s Order, Chassell Township Schools will use remote learning as much as possible. All teachers will use Google Classroom for online instruction when the Learning Plan is approved. Several of them already are using

Google Classrooms and have been using various resources to supplement and aide instruction for quite some time. We recently conducted a survey to determine internet capability and device availability for online learning. With the devices our families own along with the chromebooks in the school, our students will be able to access what they need to online. For those families that do not have the internet at the time of the Learning Plan approval, we plan to provide paper copies of the work assigned. We are currently working with these families so they can have internet access. In the meantime work will either be mailed or picked up by the families (two of the families are picking up food from the school weekly). Students will not be penalized if they do not have the internet or if their home internet struggles. Plans have been made for students to be able to access their textbooks.

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: Our teachers will be available every weekday to our students at least through email and through Google Hangouts with a lot of the teachers. They will be available through several different means, depending on what the students have available to them. Our school is small and so we are all like family. The students are always at the center of education activities and are valued. During the beginning of the closure our teachers all made short videos of themselves saying all kinds of nice things to our students. This was then compiled by one of our all star teachers into a video that was sent to all the families. That makes a student feel safe and valued.

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 deliver instruction through Google Classroom, Zoom meetings and short videos among others methods. One of our teachers recently sent the entire staff a video she made of herself with BombBomb.com/education. Teachers will be available through Google Classrooms and also will be communicating through Google Hangouts and by using Zoom and email and by phone and whatever other methods they discover. They have been incredibly proactive since school was closed on March 12th. Teachers will be having office hours during their prep hour where they will be available to their students.

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

District/ PSA Response: Teachers plan to make available on Monday the work that is expected to be done for the week. Teachers will monitor student access and assignment completion throughout the week within Google Classroom. Teachers will provide feedback to students on assignments as they are completed. Teachers will alter instruction to meet each student's needs. Teachers will do whatever it takes, including the creation of videos simulating standing in front of the classroom. Feedback may also be provided in the form of phone conversations or email as needed.

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: At this time we are not sure we will have any additional expenditures. We are still working with two families regarding getting them technology to be able to access the internet. The total expense for this should be under \$500. We are looking seriously at purchasing some additional chromebooks since some of our older ones are having problems and we would not want students having problems with them at home. We would purchase 30 of them at a cost of \$180 each = \$5400. The license for each one would cost \$23.50, for 30 = \$705. We have been looking at a cart for approximately \$500. If all these expenses were incurred we would be spending \$7,105. We will use Title money for these purchases if and when they occur.

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: As soon as the template was available, it was forwarded to all board members, teachers on staff and employees with administrative responsibilities. Board members had the opportunity to comment on any specific aspect of the template, and there has been two staff meetings with the teachers and teacher aides to ensure everybody had an opportunity to provide input.

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

District/ PSA Response: As soon as the plan is approved, it will be posted on the school website. In addition, an email from the Superintendent/Principal will be sent to all parents. The Parent Email list has a contact for all families except for two. One of those families will be contacted through email and a phone call will be made to the other family (they do not have an email contact).

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 Learning Plan will be submitted to the ISD Superintendent very early Monday morning April 13th, and we will implement the plan as soon as it approved. Hopefully on April 13th. Currently, all teachers have materials ready and available for students.

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: We do not have any students that are dual enrolled.

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

District/ PSA Response: Our district has been providing food to families weekly since the closure and will continue to do so until school is in session or until the originally scheduled end of the school year. For families that have requested, we have been providing food supplies for breakfast and lunch for a week for each of their children. There have been two families that have asked for only lunch and not breakfast, although one of those families is now receiving supplies for both breakfast and lunch.

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: Our staff has been paid through the entire closure period as they would have been if school was in session. Employees have been helping with duties not related to their regular work schedule, like cleaning out lockers. Also, they will help distribute chromebooks to families after our Learning Plan is approved.

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

District/ PSA Response: Teachers will use the Google Classroom platform to monitor student participation and completion of work that is assigned. Teachers will communicate with students and their parents (if need be) if the students are not keeping up with assignments that are made available weekly. Continued lack of involvement of the students will result in a communication from the Superintendent/Principal.

Here is our grading plan. Students will have time to make up work missing from the 3rd marking period and will have a final grade for that quarter. During this closure period, assignments will be graded like usual and depending on what a student has in the 3rd marking period their grade will go up or down to result in a semester grade as follows:

Go up one grade step for work that is between 60-80%.

Go up two grade steps for work that is between 80-100%.

Go down one grade step for work that is between 30-60%.

Go down two grade steps for work that is between 0-30%.

As an example, if a student ends up with a C+ for the 3rd marking period, their semester grade will be a B, B-, C or D+ depending upon which of the 4 percent regions they perform at during the closure period for a particular class. If a student is passing at the end of the 3rd marking period they cannot fail the semester.

We have discussed work load for our students, and teachers have agreed to follow recommendations provided for this remote learning period. They are as follows:

Kindergarten: 30 to 90 minutes per day.

1st and 2nd grade: 45 to 90 minutes per day.

3rd through 5th grade: 60 to 120 minutes per day.

6th through 8th grade: 90 to 180 minutes per day total (all classes combined).

9th through 12th grade: 120 to 210 minutes per day total (all classes combined).

These recommendations are totals for the whole day for all school work and are not meant to be the total amount of time a student is on the computer.

With regard to seniors, if they were on course to graduate and were passing everything as of March 12th, they are done with school except for their Senior Project. Seniors that were not on course or were not passing or both can work with their teachers and the administration to get to a point where they can graduate.

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: We run the Chassell Panther Cub Preschool in our school building and we have communicated with Copper Country ISD personnel on this topic. They know we are willing and able to help with child care in any way necessary.

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: No for the 2019-2020 school year and no for the 2020-21 school year.

Name of District Leader Submitting Application: Stephen Spahn, Superintendent/Principal

Date Approved: April 13, 2020

Name of ISD Superintendent/Authorizer Designee: George Stockero

Date Submitted to Superintendent and State Treasurer: April 15, 2020

Confirmation approved Plan is posted on District/PSA website: Yes