



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 7, 2020

Name of District: Public Schools of Calumet, Laurium & Keweenaw

Address of District: 57070 Mine Street, Calumet, MI 49913

District Code Number: 31030

Email Address of the District: cdavidson@clkschools.org

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 7, 2020

Name of District: Public Schools of Calumet, Laurium & Keweenaw

Address of District: 57070 Mine Street, Calumet, MI 49913

District Code Number: 31030

Email Address of the District Superintendent: cdavidson@clkschools.org

Name of Intermediate School District: Copper Country 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-19.

District/ PSA Response:

The Public Schools of CLK will provide two (2) methods for providing an alternative mode of instruction.

Traditional Students

1. **Electronic Instruction:** Using our Learning Management Systems teachers will create and facilitate a digital learning environment for students pre-K-12. All students in grade 9-12 will have their laptops to participate in learning. Families with students in grades pre-K-8 will have the opportunity to check out the necessary number of Chromebooks from the school needed for their students' learning. Families with poor or no internet connectivity will have two options, (1) utilize the drive-up Wifi provided by the school, or (2) opt for learning packets.
2. **Learning Packets:** Families with connectivity barriers or just a preference for hard copies of learning can request learning packets as an alternative to electronic instruction. These packets will follow the electronic instruction and will be available for pick-up starting every Wednesday in our main entrance vestibule. All necessary precautions have been made to ensure social distancing at the pick-up location. Packet pick-up will be monitored by school staff to measure participation and generate a list of families not participating so we can make contact with them to develop a plan to break down any barriers preventing their participation.

Participation for all traditionally enrolled students will be based upon the overall average of the learning assignments/activities turned in. Following the traditional grading system, 4th marking period Credit ("CR" for grades 9-12) or a Pass ("P" for grades preK-8) will be awarded to students with an overall average of 60% or better. Students earning less than an 60% will receive an Incomplete ("I"). We have decided to take this approach so that grade point averages are not impacted, and students that do not, or cannot, participate in the learning will have extended opportunities to earn a Credit or Pass to replace the Incomplete.

Virtual Students

1. CLK students enrolled in online learning will have no alternatives provided. Their instructional programming was not interrupted as a result of the closure and all expectations remain.
 2. Students enrolled in our shared-time program will also continue with their non-essential online course content. The only alternative made is the cancellation of any of the optional face-to-face to learning activities that are a part of some of their courses.
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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:

Principals & Office Staff: maintaining district phones and email for parent requests for learning method, and working with teachers to identify students/families that have not been responsive to initial learning effort.

Teachers: creating and facilitating a digital learning environment through the use of our Learning Management Systems (LMS), and providing feedback to students via LMS, email, or phone.

Paraprofessionals: providing weekly contact and check-in's with our at-risk and special education students. Check-in's are for academic support, providing accommodations, as well as maintaining positive relationships with our students throughout this alternative learning period. Paraprofessionals are taking on roles as liaisons between the students and teachers, coursework, and administrators. They are also preparing the learning packets to reduce the number of staff required in the building to put them together for pick-up.

School Social Workers & Counselor: providing weekly check-in's with the students on their caseloads, along with any students identified by office staff, paraprofessionals, or teachers as needing emotional support during this time. Utilize available SEL and community resources to support our students and keep them as safe as possible while they are not with us.

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

District/ PSA Response:

1. Electronic Learning: teachers will provide a digital learning environment with instruction and learning activities using our Learning Management Systems. The school will provide technology devices to any families that need them, as well as drive-up Wifi for those with limited or no internet.
2. Learning Packets: will contain hard copies of learning activities for families without the ability to access technology for electronic learning. These will be available for pick-up Monday-Friday from 6:30 AM - 3 PM, with new packets available every Wednesday. This will breakdown the technology barrier for families. Families with transportation issue will be identified and additional measures will be taken to get these learning packets to them. The Public Library dropbox will be used for the return of completed packets. Completed packets will be collected weekly from the dropbox and placed in a garbage bag for an incubation period before being distributed to teachers for grading.
3. Special Education Teachers and Paraprofessionals: will provide assistance, resource, and accommodations to the best of their ability for at-risk and special education students to better access learning.

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

District/ PSA Response:

1. Electronic Learning: Teachers will be able to monitor student activity and learning through the Learning Management Systems.

2. Learning Packets: To maintain a safe and healthy school environment for employees learning packet material will not be collected from the dropbox weekly and placed in a garbage bag. In the meantime student activity will be monitored based on record of families that pick-up the learning packets from the delivery locations. Student learning will be monitored at a later time when there is a reduced chance of disease spread.

3. Weekly Contact & Check-in's: Paraprofessionals, special education staff, and some office staff will monitor student learning based upon their weekly phone calls with students, packet pick-up and return, and student activity in the learning management system.

4. School Administrators will work with and support teachers and support staff in this new learning environment by providing professional learning opportunities to meet areas of weakness, and reinforce efforts to get students engaged in the learning plan.

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:

- Hotspots (12) \$1/hotspot + \$20/hotspot/month data plan
- Student Device Warranty (approx. 300 devices)..... \$26/Chromebook for 6 month ADP warranty for elementary devices
- Administrator & Staff Professional Development approx. \$3,000- \$6,000
- Radio Announcements \$400

Totals

- Hotspots =	\$ 732.00	(General Fund/Title Funds)
- Chromebook Warranty =	\$7,800.00	(General Fund)
- Professional Development =	\$3,000 - 6,000	(General Fund/Title Funds/At-Risk)
- Radio Announcements =	\$ 400.00	(General Fund)

TOTAL = \$11,932.00 - \$14,932.00

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 met multiple times per week via Google Meet to develop the plan details.

Teachers were provided the opportunity to share input with administrators at the building level. They were also provided a draft copy of the plan to review and offer input.

Board Members were provided a copy of the plan to review and offer input.

Input from all above stakeholders was compiled into the final submitted Continuity of Learning Plan.

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

District/ PSA Response:

Notification to pupils and parents or guardians was sent via the following media platforms:

- 1) email

- 2) district website

- 3) learning management systems

- 4) district's digital sign

- 5) radio announcement

- 6) phone calls to families not responding to the above methods

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 Public Schools of CLK began planning our "At Home Learning Plan" during the first two weeks of the school closure. Starting the week of March 30, 2020 we began meeting with teachers and support staff to roll out the learning plan and provide them with the resources necessary to start planning and creating course/grade level content. Week 1 Learning Activities started with Digital learning available to students April 6th, and packets available April 7th and April 9th. Support staff and office staff spent several days the week of April 6th contacting

families to make sure they were all aware of how they could access the At Home Learning materials. We also advertised on the radio, website, email, and learning management systems. All building level learning plans have been posted on our website since the inception of our At Home Learning.

When the Governor released details of EO 2020-35 we retooled to transition from our At Home Learning Plan to the required Continuity of Learning Plan. Implementation of our Continuity of Learning Plan will begin Monday, April 13, 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:

We do not have any students participating in dual enrollment. CLK Schools operates a concurrent enrollment Early College program in collaboration with Gogebic Community College. Some of our high school instructors also serve as adjunct instructors with the community college and had to quickly roll over to online learning to meet their requirements. Our teachers, administrators, and office staff have continued to support and work with these students through this transition which took place as early as the week of March 23rd. This swift action allowed these students to continue progressing with their college courses to have the opportunity to earn both the high school and college credit necessary.

Career and Technical Education will continue as alternative learning in accordance with the Copper Country ISD's Continuity of Learning Plan.

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

District/ PSA Response:

The Public Schools of CLK has been offering free meals to our students since guidelines were initially released by the MDE. We make two deliveries per week using two school buses to deliver meals to identified locations throughout our school district and beyond. This will continue through the remainder of the school year per current guidelines. Enrollment in this service will remain open to families throughout the remainder of the school year.

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 Public Schools of CLK continues to pay regular wages and salaries to all district employees throughout the duration of the school closure. Employees have had working conditions change as a result of the closure, but continue to provide critical and meaningful service toward the implementation of the Plan and necessary operation of school facilities and business operations.

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

District/ PSA Response:

The Public Schools of CLK will evaluate pupil participation in the following ways:

- 1) pupil activity in the learning management systems
- 2) pick-up and return of learning packets
- 3) participation in weekly check-in's

Grades 9-12 will earn a Credit (CR) or Incomplete (I) based on their participation. Criteria for CR will be an overall average of 60% or better on their course work throughout the remainder of the school year. Less than 60% will result in an I and these students will be provided additional time and opportunity to complete the course(s) for a CR. This will ensure that there is no negative impact to students GPA as a result of their lack of, or inability to, participate in the learning plan.

Grades 6-8 will earn a Pass (P) or Incomplete (I) based on their participation. Criteria for a P will be based on an overall average of 60% of better on their course work throughout the remainder of the school year. Less than 60% will result in an I and these students will be provided additional time and opportunities to complete the course(s) for a P. No student will be recommended for retention based on their lack of participation in this learning plan.

Grades preK-5 will earn a Pass (P) or Incomplete (I) based on their rate of participation. Students actively participating in weekly learning activities will receive a P. Students showing little to no participation will receive an I. No student will be recommended for retention, SAT, or other services based on their participation in the learning plan. We will do all we can with support staff to engage students, but those that do not participate will not be penalized in any way.

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:

School Social Workers & Counselor will do their best in these circumstances to maintain connectivity with students on their caseload, and offer support and service to those students in need. They will also support new students identified by other school staff as needing support. Resources and professional development will be available to help them adapt to this new way of supporting our students.

31n staff employed by the Copper Country ISD are providing a weekly radio show featuring a story that highlights a critical character feature that is necessary to effectively deal with traumatic events. Students will be able to call or email with questions or issues they are experiencing that are related to the story, and counselors will be available to respond and support the students.

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 Public Schools of CLK operate a licensed child care program. It is currently not in operation at this time since all school staff are able to work from home (with the exception of food service and maintenance staff) and there is no need for child care. If a disaster relief child care center was needed in our area we would make all child care and any other necessary staff available to meet the need of our local health care providers.

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

Name of District Leader Submitting Application: Christopher M. Davidson

Date Approved: April 13, 2020

Name of ISD Superintendent/Authorizer Designee: George Stockero

Date Submitted to Superintendent and State Treasurer: April 14, 2020

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