



## **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: 4/13/2020

Name of District: Copper Country ISD

Address of District: 809 Hecla Street, Hancock, MI 49930

District Code Number: 31000

Email Address of the District: gstockero@copperisd.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: 4/13/2020

Name of District: Copper Country ISD

Address of District: 809 Hecla Street, Hancock, MI 49930

District Code Number: 31000

Email Address of the District Superintendent: gstockero@copperisd.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:

This plan is for the CCISD Learning Center, CTE and Preschool Special Education. The district plans to use a hybrid model of instruction using hard copy instructional packets and online learning platforms including Google Classrooms and Moodle. For k-12 special education students that have internet access, but don't have a device, devices will be made available. Students without internet access will have access to instructional materials through a weekly/biweekly instructional packet. Most packets will be delivered by bus drivers and paraprofessional staff to the students home on a weekly basis for special education and a biweekly basis for CTE. For preschool special education, packets will be emailed or sent by mail depending on family preference. All materials that students need 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. Students will not be penalized for an inability to fully participate.

Update 5/6/2020: This plan also covers the Early On program for Houghton, Baraga, and Keweenaw counties which is operated by the CCISD. For Early On, families are participating in virtual meetings and teletherapy when possible with all service providers including Speech Therapists, Occupational Therapists and Physical Therapists. Families are also receiving activities via email, U.S. mail, and delivery.

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 make contact with every student at least one time during the week. This may be done through the use of 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, with an emphasis on continuing to build relationships and maintain connections.

If students do not have access to technology, teachers will include weekly notes to students in their instructional packet that focus on building relationships and maintaining connections.

Updated 5/6/2020: Early On families are being contacted via the mode the family has identified (virtual meeting, telephone, text, email). We are meeting the number of contacts as determined by each child's Individual Family Service Plan.

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

District/ PSA Response:

For those students without technology, the main mode of delivery will be through hard copy instructional packets. This will be supplemented with phone conferencing to support instruction.

The instructional packets will be delivered weekly. Packets will be mailed to the student or delivered to their home.

For students with technology, content will be delivered through the online platform, email, and other social media sites (Facebook, Remind, etc.). Teachers and paras will be accessible through email and phone contact to provide support and answer questions and instruction through pre-made videos weekly for some classrooms.

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

District/ PSA Response:

For students without technology access, learning packets will be collected each week/biweekly during delivery/pick up and some will be mailed back. Teachers will review the learning packet and provide feedback to the student during their weekly phone call, virtual meeting, or email. Learning packets will be returned with written feedback with the following packet. Feedback from the teacher will include differentiated work as needed, along with examples to support student learning. An example of this may be providing a student that is struggling with double-digit subtraction additional practice and several written examples with the steps. A phone call would also be used as a follow-up if needed.

For students with technology, teachers will monitor student access and engagement on a within the instructional platform. Teachers will provide feedback to students on assignments through the instructional platform as they are completed. Teachers will differentiate instruction within the platform to meet each student's needs.

CTE Grading for the remainder of 2019/2020 school year

Third quarter grades will be based on what students were earning up until March 11th. Seniors who were not passing as of March 11th will be given an opportunity to complete coursework to raise their grades to passing. Fourth quarter will be Pass/Incomplete based on completion of at least 60% of the material.

\*\*L'Anse is still requiring 4 th Quarter grades so CTE Teachers will record grades.

\*\*Calumet has indicated Seniors are done as of March 11th . Learning opportunities for those students who want to continue learning will be provided.

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:

Budget would include:

Mailing costs (envelopes, postage)-\$1000

Technology--Chromebook covers, possible replacement for loaned devices--\$3000

Personnel--additional staff time for summer labs \$27,703

Sources:

Special education funds  
General funds  
CTE

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:

All stakeholders were involved in the development of the plan. Building administrators met with their building teachers for initial input. They then met in teams to address the needs of each team. Administrators brought this information back to collaborate. Board members have been informed throughout the process. Weekly email updates were sent to all staff during the shutdown and a Google Meet was held and attended by over 100 staff, administration and board members.

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 through a letter to each family. The plan will also be posted to the district website and other social media platforms as well. To ensure that everyone is aware that the plan has been developed and released a phone call message will be sent to all parents.

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:

April 14, 2020

Early On: 5/6/2020

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:

Not Applicable

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

District/ PSA Response:

All students have the option to receive meals from their resident district. Families have been contacted to make them aware of this and information has been shared so families can register for meals if they wish to. Some local districts are delivering the meals and some districts have scheduled pick up times.

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 paying employees. Paraprofessionals will assist teachers with individual student follow-up or phone calls, copying of instructional packets, material delivery, recording of videos for Google Classroom, etc. Bus drivers and paraprofessionals will deliver and pick up packets on a weekly basis.

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

District/ PSA Response:

If a student does not have access to technology, teachers will keep track of which students are completing the weekly instructional packets. They will also need to keep a log of all communication with students and parents.

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

Inconsistent completion and/or communication with a parent or student will be raised to the principal level to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections (DHHS, Behavioral Health, etc.). For CTE students, we will also seek support in connecting with them from their local school administrator or counselor.

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.

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 CCISD is receiving information from essential workers and providing a list of open child care centers to essential workers. At this time there are still openings in our community so we do not have a need to open a disaster relief child care center. We have three potential options within our district to open disaster relief child care which include Calumet, Hancock and Chassell.

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:

We do not plan to adopt a balanced calendar instructional program for the 2020-2021 school year.

Name of District Leader Submitting Application: Kristina Penfold, Director of Special Education

Date Approved: April 14, 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