



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 6, 2020

Name of District: Rogers City Area Schools

Address of District: 1033 W. Huron Ave. Ste. B, Rogers City, MI 49779

District Code Number: 71080

Email Address of the District: nicholas.hein@rcashurons.org

Name of Intermediate School District: COP-ESD

Name of Authorizing Body (if applicable): Rogers City Board of Education

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 6, 2020

Name of District: Rogers City Area Schools

Address of District: 1033 W. Huron Ave. Rogers City, Mi 49779

District Code Number: 71080

Email Address of the District Superintendent: nicholas.hein@rcashurons.org

Name of Intermediate School District: COPESD

Name of Authorizing Body (if applicable): Rogers City Area Schools Board of Education

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:

District/ PSA Response: All teachers will evaluate their core standards to determine what information will be included in their packet to address the 4th marking period for each student. All teachers will include a cover letter that will include contact information including the option for parents to contact them virtually or by phone. Teachers may include online supplementation. Teachers will deliver the highlights of their course. Student work should be individualized; work will be delivered so as not to overwhelm parents and students. Packets will be individualized and workload will be age appropriate for the remainder of the quarter. Packets will be prepared for student pick up by April 20, 2020.

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:

Each student will receive an Individualized packet, teachers will maintain office hours weekly and upon request, the school success worker will make contact phone calls to at-risk students, teachers will send out postcards to each student

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

District/ PSA Response:

Material will be printed in packets, online learning may be provided for supplementation, teachers will maintain office hours weekly and upon request, textbooks and other material will be made available

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

District/ PSA Response:

Students are encouraged at a minimum to contact their teachers weekly with concerns and struggles. Teachers will also make efforts to contact students on a weekly basis as well to manage and monitor their learning. This will allow the teacher to assess the progress and learning needs of the student. Parents will be encouraged to also contact teachers with concerns. All teachers, upon the start of the 20-21 school year, will assess students' pre-existing knowledge including the content from the final 19-20 school year quarter. Teachers will provide feedback via phone or technology when feasible.

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:

\$10,000 in paper and operating equipment, \$2,000 mailing services, \$10,000 in textbook damages from excessive home use, \$0 new sources of revenue

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:

Both building principals met with representatives of teaching staff from both buildings to develop the Plan. Information was communicated to the Superintendent who in turn, communicated the information to the School Board President

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

District/ PSA Response:

All school children will receive a formal letter, the alert system will be utilized, and the school social media page will be updated

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 no later than April 20, 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:

Assistance to pupils enrolled in postsecondary dual enrollment courses: This is from Nancy Seguin, Dean of Students at Alpena Community College. Currently students enrolled in dual enrollment courses are all registered with Alpena Community College.

Alpena Community College had devised the following updated plan with all classes starting remotely as of Wednesday, March 18, 2020.

? All courses will resume in a remote format on Wednesday, March 18. Students will receive information from their instructors via ACC email and Blackboard.

? ACC students should complete their remote course offerings at their home or other locations.

? All online classes have continued as scheduled.

? You will soon be receiving an email from Darrin Lightner with additional information that will allow your students to successfully complete their courses (i.e. Testing, Tutoring, Help Desk and Internet access options).

? If possible, please forward Darrin ' s email to your student ' s high school email account and we as well are sending Darrin ' s email to their ACC student email account.

? We are going to be attempting to contact all of your students by phone and tell them they need to be checking their student ACC email accounts regularly for instructor information starting today.

? We are anticipating completing the remaining semester on time via remote access.

The RCHS Counseling staff will be checking with Mr. Lightner from ACC to monitor the current progress of current dual enrollment students. Rogers City High School students participating in the Spring 2020 dual enrollment courses e-mail addresses have been forwarded to Mr. Lightner.

Dual Enrollment registration for the 2020-2021 school year is currently in progress.

? Students have been contacted via the RCHS email or telephone.

? Students are provided with course selections and registration attachment in their email

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

District/ PSA Response:

Rogers City Area Schools will continue to offer free breakfast and lunches for all children 18 and under. The district will contact all the free/reduced students to make them aware of this free meal service.

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:

All staff that is on a 2 week, full-time pay schedule will continue to be paid according to their contract

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

District/ PSA Response:

Student participation will be evaluated in the Plan via a brief survey upon the return of school owned materials at the planned end of the academic school year. Students will also be monitored weekly as communication allows during teacher office hours. In addition, student learning will be evaluated at the beginning of the 2020-2021 school year.

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:

Thunder Bay Community Health services will be allowed in the building as permitted to facilitate their services, access to the school success worker and guidance counselor, all students will have access to contact with all staff

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 building will be made available for the needs of the Education Service District to mobilize disaster relief child care centers as deemed 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:

This is yet to be determined until the calendar committee has the opportunity to meet

Name of District Leader Submitting Application: Nicholas C. Hein

Date Approved: April 9, 2020

Name of ISD Superintendent/Authorizer Designee: Jamie R. Huber

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

Confirmation approved Plan is posted on District/PSA website: 4/10/2020