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: 04/10/2020 and resubmitted 4/16/2020

Name of District: Dickinson-Iron Intermediate School District

Address of District: 1074 Pyle Drive, Kingsford, MI 49802

District Code Number: 22000

Email Address of the District: wwarmuth@diisd.org


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: 04/10/2020 and resubmitted 04/16/2020

Name of District: Dickinson-Iron Intermediate School District

Address of District: 1074 Pyle Drive, Kingsford, MI 49802

District Code Number: 22000

Email Address of the District Superintendent: wwarmuth@diisd.org


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 District plans to use a hybrid model of instruction using hard copy instructional packets and online learning platforms. The DIISD will provide a device for students that have internet access, but don't have a device at home or provided by their local school district. Students without internet access will have access to instructional materials through a weekly instructional packet. Students will need access to materials such as paper, pencils, and crayons, which 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. No families will be harmed by the inability to participate. Our plan covers all of our special education students, technical education students, GSRP (which includes our subrecipients West Iron Schools and Forest Park Schools), and Early On students. Each department as well as GSRP and Early On have more specific plans but entail at minimum all the items listed within this plan for their age groups.

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 Hangout or other forms of virtual meetings 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 (Google Classroom, private Facebook groups, virtual recordings, Remind app, other technology platforms that indicate student progress and allow for direct feedback, such as Freckle, Education.com, Readworks, Storyboard, etc.), 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. For those without internet access, Teachers will be expected to call a parent weekly and leave a message or discuss ways the school district or teacher can help. We will encourage relationships between students by having students use their private social media platforms for messaging, platelet, student emails, and google classroom messages.

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 using the U.S. mail service to student homes and allowing students to send completed work either via a provided postage-paid envelope to our building or by sending via electronic means to their teacher. We may also use our buses to pick up or drop off materials to families if that is available.
and convenient. For students with technology, the content will be delivered through the online platform, email, and other social media sites (Facebook, Remind, etc.).

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 and will be delivered using the U.S. mail service to student homes and allowing students to send completed work either via a provided postage-paid envelope to our building or by sending via electronic means to their teacher. We may also use our buses to pick up or drop off materials to families if that is available and convenient. Teachers will review the learning packet and provide feedback to the student during their weekly phone call, virtual meeting, or email. Learning packets with written feedback will be returned to the student the next week. 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 assignment completion on a daily basis within the instructional platform. Teachers will provide feedback to students on assignments through the instructional platform as they are completed (or on a daily basis). Teachers will differentiate instruction within the platform to meet each student's needs.

   PowerSchool will be used to record "c" for contact for students in the system.

   Our staff will continue to work with GSRP families and local schools on the plan for transitioning GSRP students to Kindergarten. There will be a year-end review with parents. Early On will follow all year end activities as they planned.

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: The budget would include the Purchase of learning supplies such as paper, pencils, crayons, etc. Printing costs (paper and machine copy cost) Mailing costs (envelopes, postage) Personnel time for printing, preparing and delivering Fuel cost- mileage. Cost of the online instructional platform and any related software/websites if applicable. We anticipate utilizing our buses, staff, increase our copying, increase our technology, Chromebook purchases, supply packets for home use . The additional costs will be approximately $46,000 paid for by the sources listed below.

   Sources: General fund, Special Education, and Technical Education funds - state aid, flow-thru, added cost, 31n, and early literacy.

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 also met in grade level/content area teams to address the needs of each grade or content area. Building administrators brought this information back to district-level administrators to collaborate. Before finalizing the plan feedback was sought from board members. Union representatives also collaborated with our process.

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

District/ PSA Response: The plan was communicated through a letter to each family. The plan will also be dispersed through email to those that have access. The plan will be posted to the district website and other social media platforms as well. We have also asked our local schools to include communication that is related to our technical education center in their correspondence.

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: We will be starting classroom activities on April 14, 2020, for all students. The district used the 13 days as authorized by the State Of Emergency by Governor Whitmer and will use the additional 5 days authorized for professional development. Therefore, the district is in line to end their school year as planned on June 5, 2020, fulfilling the state-mandated 180 days of instruction.


District/ PSA Response: For our students in dual enrollment courses, we will be working with the provider to determine the next steps. We will ensure that the students have the appropriate materials and support to complete those courses. The students will be given the option to convert their high school grades to credit or no-credit if the local school would allow. For students in CTE programs, we will work with the state-level CTE directives to ensure our students have the ability to complete these courses. When needed the district will ensure the student has the necessary resources. The college has communicated the requirements of these classes to the students.

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

District/ PSA Response: We have worked with our local schools to provide additional numbers of the special education and early childhood children that would pick up at their local school distribution. We have posted the times and locations of these food distributions on our website.
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: We will continue to pay all staff and are redeploying their job duties. We have created a document with the expectations of every employee. Administrators will be in contact with staff, students, State organizations, and local school districts to continue the smooth operations of their department and our ISD. Teachers will work as detailed in the COL to ensure the best education possible during this time. Ancillary staff will provide remote instruction through the use of an online platform and also, by creating learning packets for students without online access. Staff will provide SEL resources, consultation, and targeted support where requested. Literacy coaches will provide early literacy resources, consultation, and targeted support as requested. GSRP, Aides, Leads, Para pros will work with families, teachers, and directors to ensure good communication, support, and delivery of classroom materials. Clerical staff will perform normal job duties in a remote setting or in the office as needed. Custodial/Maintenance will work in our buildings to provide a safe environment. Business office staff will work with the superintendent, department directors, and all other staff in regards to finances and human resources including the continuation of normal job duties, whether remotely or on-site as needed. Technology staff will assist all staff with technology needs and work remotely or on-site as needed.

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 or counselor level to develop a plan to connect with the student and family. PowerSchool will be used to enter contact for students in our system.

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: The district will work with our local districts to determine their current mental health needs as well as students that have already been identified. Based on those results the behavior specialist (31n, SSW, counselor, principal, etc.) will reach out to individual students and families to determine what they may need. The behavior specialist will help connect the family to outside agencies to help meet their needs. While teachers are making weekly phone calls they will monitor and assess the needs of students and families. If a need is presented to a technical education teacher, they will elevate that need to the local school staff to make the necessary follow-up. If a need is presented to a special education teacher, they will elevate that need to the SSW to make the necessary follow-up.
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: Our ISD has worked with the local daycares and essential workers to make sure they have been matched with a facility. We have also worked with other agencies and our local schools in preparation for additional needs.

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: At this current time we will continue with the days planned and approved with our union contracts which also satisfies the executive order as outlined.

Name of District Leader Submitting Application: Wendy L. Warmuth

Date Approved: 04/10/2020 and resubmitted 4/16/2020

Name of ISD Superintendent/Authorizer Designee: Wendy L. Warmuth

Date Submitted to Superintendent and State Treasurer: 04/10/2020 and resubmitted 4/16/2020

Confirmation approved Plan is posted on District/PSA website: www.diisd.org