



## **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: 9 April 2020

Name of District: DeTour Arts and Technology Academy

Address of District: 202 South Division Street, DeTour Village MI 49725

District Code Number: 17903

Email Address of the District: rvaught@eupschools.org

Name of Intermediate School District: Eastern Upper Peninsula ISD

Name of Authorizing Body (if applicable): Lake Superior State University

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: 9 April 2020

Name of District: DeTour Arts and Technology Academy

Address of District: 202 South Division Street, DeTour Village MI 49725

District Code Number: 17903

Email Address of the District Superintendent: rvaught@eupschools.org

Name of Intermediate School District: Eastern Upper Peninsula ISD

Name of Authorizing Body (if applicable): Lake Superior State University

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:

At DeTour Arts and Technology Academy we will be conducting our distance learning via: online learning opportunities such as; Google Classroom, Hangouts, Zoom meetings, Facetime, email, Edgenuity, IXL, eSpark, Moby Max, MIVU, Odysseyware, Duolingo, Spelling City, etc. We may also use videos, flash drives, instructional packets and/or hybrids of multiple modes of learning. We are currently working to secure 15 hotspots from AT&T through our ISD and will have them in short order. In the meantime, our staff has prepared packets for the students to use with paper/pencil.

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, since the 16 March 2020 have been in regular communication, and logging such interactions, with their charges via telephone calls, email, USPS mail, Zoom meetings, Google Classroom, Hangouts, Facetime, FlipGrid, and Weekly Readers. They have been reporting to me that they have been able to maintain positive relationships and enrichment activities and Social Emotional Learning exercises with their students.

I have personally reviewed each of our Senior's transcripts and compared it to their IDPs, 3rd Quarter grades and current schedules. I have called each of them and spoken to each of them and provided them the information needed for them to successfully fulfill their requirements to pass their MMC required classes and graduate on track, as was expected prior to the Executive Order.

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

District/ PSA Response:

Having the vast majority of our students having one to one devices at home, as we had sent them home with them on Friday 13 March, we have been able to deliver content to most of them via email, Google Classroom, Zoom meetings, Hangouts, Facetime, and FlipGrid. For those who lack connectivity, we have been working with the EUPISD to provide hotspots to those in need. Through the EUPISD, we may also be purchasing additional tablets to act as hotspots for those who lack connectivity. For those who haven't been able to access connectivity to this point, we have provided packets of instructional materials via USPS, or hand out at food distribution.

Regarding students with IEPs/504s, etc. we are developing, with the EUPISD a Student Contingency Learning Plan, in which we are developing a checklist to make sure that our students are reached and receive their accommodations. Steps 1: The special education teams will meet with their Special Education Supervisor to individually assess the needs of each student(delivery method, necessary training for families, etc) Step 2: Teams will designate a person to contact the family to determine the service delivery method to be used(one contact to families for all services so as to not overwhelm families). 1) Designated person will make an initial contact with the parent to obtain parent input regarding all special education services. 2) Methods to contact parents: a) iPhone Privacy instructions: Go to settings, choose phone app, scroll to bottom-show my caller ID-toggle off. b) Landline Privacy: Dial \*67 prior to dialing the parents phone number to block your phone #. c) Using Google Meet to make phone calls. d) Using Skype for Business on your cell phone. 3. General Considerations: a) Be mindful of family circumstances and what fits their needs. b) Parents have been thrown into the role of a teacher without any training. Many parents may be working from home. (a) Some will be worried about paying bills, and education is the furthest thing from their mind. We are still developing more...it is a work in progress.

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

District/ PSA Response:

Each staff member will be responsible for their individual classes and use their scoring rubrics to monitor student engagement and learning. We will continue our 3rd marking period until the end of the semester thus allowing for those who may have been struggling prior to 16 March, to recover and retain credit, while also allowing for new standards that would have been taught in the 4th Marking period to be addressed.

DeTour 2019-2020 Semester 2 Grading Policy

DeTour Area Schools and DeTour Arts and Technology Academy will continue to have "a focus on keeping children emotionally and physically safe, fed, and engaged in learning" as our first priority during this period of distance learning (MAISA). To achieve this, we will continue to provide meals, contact and support from teachers, and other services which may be required. With student needs in mind, we have established the following guidelines for providing instruction and grades for the remainder of the year. Please understand that work is expected to be completed by each of our Raiders.

DATA K-5/Drummond K-6

Standards Based Policy:

Report card assessment scores will be updated to reflect student performance as of March 13. +

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:

Technology Costs:

Mobile hotspots and technology/software upgrades/flash drives. Costs associated with replacing and/or repairing devices.

Costs may vary based on connectivity:

Costs associated with printing materials to send home; envelopes/stamps/labels; delivery of instructional materials if parents are not able to make it to food distribution.

Additional possible costs to the district: \$4,000-\$5,000.

These are the identified anticipated expenditures thus far and possible currently appropriated general spending categories: General Fund, Title I, 31A and Fund Balance.

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 a district, we have had several staff Zoom meetings to determine the direction we wanted to go and how to grant credit for our students. The meetings were attended by every single teacher in the district as well as secretaries. I had presented them with several different models that we had seen from other districts as well as the survey from MASA and with guidance from MDE. I have been in regular contact with our board members describing the process by which we will move forward with our distance learning platform and asked for their input and insight.

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

District/ PSA Response:

We will be promoting our distance learning platform via USPS mail sent home to each family, via Facebook to the community, and print media from our local paper. Our staff will be notifying students via Google Classroom, Zoom, Hangouts, Facetime, school email, etc. The plan will be posted to our DeTour Arts and Technology Website once approved by LSSU and MDE

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:

Our plan is to begin implementation on Monday 13 April, although our staff has been providing documented enrichment activities on regular intervals since 16 March 2020. We are currently working on our 180 compliance plan considering that we have used only 6 Act of God Days, and 4 of our Professional Development half-days. We are working closely with the EUPISD to verify our compliance.

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 have been working closely with both Lake Superior State University and our currently enrolled Early College students and they have been conducting their classes via on-line prior to the Executive Order. I have personally spoke to each student and each of them does have connectivity currently. There has been no change or adjustment to their delivery or reception of instruction.



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

District/ PSA Response:

We will continue to serve meals, as we have been, on the Monday of each week to provide breakfast and lunch through that given week, up to the end of our school year which is set for 4 June 2020. The distribution occurs from 0900-1200 on Mondays for those who are able to come to a pick up point behind our school building, outside of the cafeteria, and those picking up have been advised to practice social distancing. For those who have transportation issues, we have use our transportation department to do drop-offs at the homes of our students. The food is left on the porch/door knob, etc. and the deliverer will knock on the door and depart prior to the family getting the food in order to continue social distancing. We promote food distribution via individual phone calls, Facebook Messenger, email and our district Facebook page. We too have received a grant from Meijer Corporation to help, offset a portion of the costs to provide meals.

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 our staff members, as we had budgeted for them to be employed through the end of the school year. Our staff may have different roles than their normal, whereas our bus drivers may be tasked with food and educational packet delivery. Our custodial staff is continuing to clean the buildings and assisting our maintenance staff in making repairs to those things that would otherwise had to be done in the summer months.

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

District/ PSA Response:

Our teaching staff will continue to reach out to and conduct 2-way communication with our students and will differentiate their evaluation based on the ability of their students to participate and skill level.

#### DeTour 2019-2020 Semester 2 Grading Policy

DeTour Area Schools and DeTour Arts and Technology Academy will continue to have “a focus on keeping children emotionally and physically safe, fed, and engaged in learning” as our first priority during this period of distance learning (MAISA). To achieve this, we will continue to provide meals, contact and support from teachers, and other services which may be required. With student needs in mind, we have established the following guidelines for providing instruction and grades for the remainder of the year. Please understand that work is expected to be completed by each of our Raiders.

#### DATA K-5/Drummond K-6

##### Standards Based Policy:

Report card assessment scores will be updated to reflect student performance as of March 13.

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:

We have already been using and will continue to use our contracted services counselor to address issues via teletherapy as we are made aware of them or indicators are recognized. We will also be using the current services provided by our incredible ISD 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:

If the situation dictates that we need to provide resources for a childcare facility as prescribed by our local ISD, we will fully cooperate and assist in any way that we can.

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, we will not develop a balanced(year-round) calendar instructional program for the remainder of the 2019-2020 school year, nor will we plan to adopt one for the 2020-2021 school year. We have used only 5 of our "Act of God" days for the year so a waiver of additional days is not needed, but if need be, we can do so(for the 8th, 9th, 10th of April). We have used only 5 of our 6 scheduled professional development days. We have not used a total of 24 days between 16 March and 13 April, therefore we will be able to finish our school year on schedule to release on 4 June 2020

Name of District Leader Submitting Application: Robert W. Vaught

Date Approved: 13 April 2020

Name of ISD Superintendent/Authorizer Designee: Mr. Christopher Oshelski-CSO Executive Director

Date Submitted to Superintendent and State Treasurer: 13 April 2020

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