



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: Baraga Area Schools

Address of District: 210 Lyons St. Baraga MI 49908

District Code Number: 07020

Email Address of the District: rsarau@baragaschools.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: Baraga Area Schools

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District Code Number: 07020

Email Address of the District Superintendent: rsarau@baragaschools.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: Baraga Area Schools plans to use a hybrid of multiple modes of instruction in order to reach as many of our students as we can. They include: paper-and-pencil packet work, online learning, virtual instruction videos, telephone communications,

email communications, and project based learning. Students who have internet access, but do not have a device, devices will be made available to them. Students without internet access will be provided instructional materials through weekly instructional packets. All students will have access to grade-level/course textbooks as needed to complete their work.

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: Baraga Area Schools teachers will be expected to contact all of the students in all of their classes once a week. This may be done through the use of technology such as Google Meet or other forms of virtual meetings. Students with internet access can access teachers through Google Classroom, Facebook, Facebook Live, or emails with an emphasis on continuing to build on the relationships they have formed throughout the school year, and to maintain the connections with their students.

Students without access to technology will receive weekly notes from their teachers that will come in their instructional packets of work that they are given. Just as above, emphasis will be placed on building and maintaining relationships with the students. Students will be encouraged to continue their relationships with their classmates.

Students who are unable/unwilling to complete the remote learning work will receive an Incomplete grade and will not be penalized. Once school reopens, staff will work with the students to help them complete the work.

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

District/ PSA Response: The main way that Baraga Area Schools will deliver instruction will be by using technology. Content will be delivered through the online platform, email, and other social media sites (Facebook, Google Classroom, etc.) Throughout each school week, teachers will be available to interact and facilitate classroom discussions, etc., multiple times a week. Some teachers are making pre-made videos that can be accessed by students multiple times and at any time during the week. Office hours for teachers will be during the regular school day, where they will be available for questions or needed supports for students.

Students without technology will be reached with packets and the way that teachers will check for questions and understanding will be either through phone calls or notes that are handed in when the students turn their packet work in.

Baraga Area Schools will do a variety of instructional techniques to educate our students. Here is a link to our webpage that outlines what each grade/teacher expects from our students:

<https://www.baragaschools.org/o/bas/page/covid-19-updates-and-resources--6>

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

District/ PSA Response: Baraga Area Schools Teachers will monitor student access and 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 (weekly for packet work and daily for online learning). Teachers will differentiate instruction within the platform to meet each student's needs. Feedback may also be provided in the form of phone conversations or notes home as needed.

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: **Preliminary covid-19 extra expenditures:**

Take home Tangible packets	\$500.00
Elementary readables	\$500.00
Student materials	\$500.00
Chromebook	
Devices/hotspots	\$7500.00
External building software setup	\$1000.00
Lost or damaged (10%)	\$6000.00
Food distribution	\$3000.00
Total	\$19,000

The district will use general funds. They will also utilize 31a and title money if and where it is allowable

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 Baraga Area Schools Teachers were involved in the development of this plan. Through weekly Google Meets meetings, building administrators have met with building teachers for their initial input, and afterwards, their continued input as things progress. They met in grade level/content area teams to address the needs of each grade or content area.

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

District/ PSA Response: Baraga Area School's teachers have already began to contact parents through email, phone calls, or mailings and will continue to do it throughout the rest of the school year.

- 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: Although Baraga Area School Teachers have already started to get work out to their students, the official start date for this plan will be on 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: For our students in dual enrollment courses we will be working with the provider to determine 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 grade to credit or no-credit.

For the students in the CTE programs, we have already been working with the Copper Country ISD CTE Director and have come up with a plan for them to have the ability to complete the courses they are enrolled in. Those plans, along with all of the plans from the rest of our staff, is currently on our school website. When needed the district will ensure the student has the necessary resources.

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

District/ PSA Response: Baraga Area Schools, ever since the government mandated shutdown, has been providing meals (breakfast & lunch), and will continue to do so, 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: Baraga Area Schools keep paying school employees, such as para pros and other non-professional staff by having them do the following: student follow-up phone calls, copying of instructional packets, material delivery, locker cleaning and cleanout, and other duties that need done around the building.

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

District/ PSA Response: Baraga Area Schools Teachers will use the instructional platform to monitor student wellness, engagement, and completion of assignments. They will 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. Additional support agencies may be sought to make these connections.

Baraga Area Schools will use the pass/incomplete method. Students who were passing their classes before the mandated shutdown will be able to keep that grade. They will be able to improve their grade if they do the work being provided by their respective teachers. Students who were failing a class before the shutdown will need to work with their teachers in order to bring their grade up to the passing level. Second semester Pass/Incomplete grades will be used to assign credit but will not count towards a student's overall GPA.

With Seniors, as an exit ticket so to speak, is for them to complete their senior website/portfolio. This is something that they have done in the past and have been working on throughout the year. It will be due for all seniors by Friday, May 1st and they may turn it in before that to complete their senior year.

Baraga Area Schools suggests the following amount of student work per day:

Pre K & K: minimum of 20 minutes a day, with a maximum of 70 minutes a day.

1-2: minimum of 45 minutes a day, with a maximum of 90 minutes a day.

3-5: minimum of 60 minutes a day, with a maximum of 120 minutes a day.

6-8: Class min of 15 minutes a day, with min of 90 total minutes a day.

Class max of 30 minutes a day, with min of 180 total minutes a day.

9-12: Class min of 20 minutes a day, with min of 120 total minutes a day.

Class max of 120 minutes a day, with max of 270 total minutes a day.

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: Baraga Area Schools will survey all parents to determine their current mental health needs. Based on these results the behavior specialist, counselor, or principal will reach out to individual students and families to determine what they may need. The behavior specialist, counselor, and principal will help connect the family to outside agencies to help meet their needs. When making their weekly phone calls or video chats, teachers will monitor and assess the needs of students and families. If a need is presented the teacher will elevate that need to the behavioral specialist, counselor, or principal to make the necessary follow-up. The principal will continue to hold weekly meetings with staff to identify any additional students or families in need.

Tele-health may be used when available for students that have technology.

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: At this time our community does not demonstrate a need for disaster relief child care. If the need arises we will work with the ISD to support the effort.

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:

Name of District Leader Submitting Application: Tim Scott

Date Approved: April 13, 2020

Name of ISD Superintendent/Authorizer Designee: George Stockero

Date Submitted to Superintendent and State Treasurer: April 16, 2020

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