



## **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 8, 2020

Name of District: Negaunee Public Schools

Address of District: 200 Croix Street. Negaunee, MI. 49866

District Code Number: 52090

Email Address of the District: dan.skewis@negauneeschools.org

Name of Intermediate School District: Marquette-Alger Regional Educational Service Agency

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: April 8, 2020

Name of District: Negaunee Public Schools

Address of District: 200 Croix Street, Negaunee, MI. 49866

District Code Number: 52090

Email Address of the District Superintendent: dan.skewis@negauneeschools.org

Name of Intermediate School District: Marquette-Alger Regional Educational Service Agency

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:

*Negaunee Public Schools will use a variety of methods when providing alternative modes of instruction other than in-person instruction. We have had students and parents take three different surveys letting us know if they have internet access at home. If a student/parent has internet access, we have researched whether they have a strong enough signal/speed in order to stream videos. If a student has strong enough internet service, he/she will receive instruction from their teacher via Google Classroom, Hippo Video, Google Meet and Zoom.. When online instruction begins, teachers will load pre-recorded lessons every Monday morning. The students will click on the link in Google Classroom to watch the lesson(s). Due to the availability of space within our Google license, teachers will actually record the lessons using Hippo Video. Once the recording is complete, Hippo Video will create a link to the video on their site. This link will be copied and pasted onto the teachers' Google Classroom. Two different times during the week, our teachers will have "office hours." This will be done in a live format using either Google Meet or Zoom. Students will receive an invitation from their teacher and can participate in a question and answer session. Two one-hour sessions are required for each teacher. Students will turn assignments in to their teacher electronically. In most situations, students will share their assignments with the teacher through Google Classroom.*

*If a student participates in on-line instruction, they must have internet service capable of streaming live video. If they do, they will also need access to an electronic device (computer, tablet, Chromebook, etc.). We have offered students to "check-out" Chromebooks from our District. They signed a waiver prior to checking them out. The Chromebooks have security installed, so there won't be any issues with inappropriate sites. As of April 9, we have distributed over 500 machines.*

*If a student does not have Internet at home, they will receive instruction via learning packets. Teachers will create packets of information (notes from the lesson, assignments, etc . . .) for the students. These will be delivered by our school buses every Monday morning. Students will have the week to work on the assignments. Students will also be encouraged to call the teacher with questions during the office hours the teacher has set aside. These weekly assignments will be due the following Monday. An instructional aide, who will be riding on the school bus, will collect the finished homework at the same time the new packet is given. Teachers will then grade the assignments once they have received them. If a student does not have internet access, but they do have a computer at home, they will receive a flash drive in their packet with the recorded lessons on them. By having the flash drives, students will be able to view the lesson in the same way an on-line student can.*

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:

*Due to our teachers already establishing solid relationships with their students, the transition to online learning shouldn't hamper this in any way. Students will be able to interact with their teachers through email, Google Meet, Zoom meetings and phone conversations. In addition, our guidance counselors will also be reaching out to students who they met*

*regularly with prior to the school closure. If we feel students are struggling with this new mode of instruction, our guidance counselors, principals and assistant principals will be reaching out to students and parents. It is our hope that our students continue to reach out to teachers. I am confident our staff will be doing the same in return.*

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

District/ PSA Response:

*As stated in question #1, we will provide both online instruction for those that have the technology at home to be able to participate, and we will also provide packet learning for those that are not able to participate in on-line learning. Our Special Education teachers and 504 supervisors have already reached out to the students on their caseload to reassure them that they will have as much support as they need. Our therapists have already reached out to students as well, relaying this same message. Once instruction begins, our Special Education staff will be reaching out daily to students. For students who have on-line capabilities, Zoom meetings will be prevalent and accommodations will be given using this tool. If a student is participating in packet learning, phone calls will be made to accommodate our students with special needs. Assignments will also be modified so the 504 and special education students will have more success. We currently have 45 students in and Early Childhood Special Educations (ECSE) classroom. These are three and four-year-old students. These students, along with a parent, will receive frequent communication (multiple times/week) from their teacher and therapists. We will provide students with therapy via Google Meet or Zoom. Our special education director will also communicate with this PreK population frequently.*

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

District/ PSA Response:

*As stated in the previous three questions, the district will be using a variety of methods to instruct, along with manage and monitor learning by pupils. If a student is struggling with assignment completion, both the teacher and assistant principal will reach out to the student's home to make sure the student is feeling comfortable. If the student is struggling, we will bring in a guidance counselor to get the student refocused. This will also be done with individual Google Meet and/or Zoom meetings to re-teach. If a student isn't able to use Google Meet or Zoom, then we will make phone calls to assist in any way we can. Final grades will be determined with either a pass/incomplete grade. We will update student grades in PowerSchool, no differently than we've done in the past, so students and parents have an idea of how they did on an assessment. However, in the end, because of the different accessibility levels and parent participation, we feel it is most fair to give pass/incomplete grades. By doing so, it will not impact a student's grade point average or class rank. Our staff will do everything possible to ensure all students pass the 2<sup>nd</sup> semester. We truly don't*

*see this being a problem, as we will be both flexible and accommodating to those students who need extra time/service.*

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*

*Hippo Video License ~ \$600 (General Fund)*

*Flash Drives ~ \$360 (General Fund)*

*Zoom License ~ Unknown at this time. Estimated price \$600 (General Fund)*

*Terminal Service Setup ~ \$5,400 (Vocational Education Monies)*

*Repair Costs for Chromebooks ~ We won't know the exact amount until Chromebooks are returned, but we anticipate spending approximately \$1,000 on repairs. (Either General or Sinking Fund)*

*Personnel Costs ~ This is unknown at this time, due to us not knowing the number of students who will need packet learning. Even though our hourly employees are being paid, if they volunteer to stuff packets, deliver the packets or driving the bus, they can earn compensation time to be used at a later date. We are estimating sub costs we will incur; once the employee uses the comp time, to be in the ballpark of \$1,000 (General Fund or if allowable Title I Funds for support staff)*

*Total Budget: \$9,000*

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:

*Prior to the initial closure, district administrators met for four hours the morning after Governor Whitmer's announcement was made. We wanted to make sure we had a plan for our students before they left the building for three weeks (Spring Break was figured in for us). Students and parents were allowed to check out Chromebooks and were encouraged to participate in online programs. This was not required. Students were also asked to clean out their lockers/desks prior to leaving so we could do a thorough cleaning of lockers. The district administrators have been in daily communication for the last three weeks creating our plan. The School Board has also weighed in on the plan. Electronic meetings have been held with different board committees and recordings of administrative/teacher meetings have*

*been provided to School Board members. Teachers who are members of our School Improvement Teams have also played a vital role in putting our plan together. In addition to SIT members, teachers who have excellent technology skills have been leaned on for training of other staff. Community members have also been involved, particularly those with virtual teaching backgrounds. Early on, we relied on the opinions of these professionals to guide us during our initial steps.*

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

District/ PSA Response:

*There are several methods we will use, but the primary ones are Google Classroom, Facebook, Zoom and School Messenger phone messages. All three principals will have their own Google Classroom account. Students will be able to access these and read about any announcements, adjustments to the plan, etc... Teachers will also be able to use Google Classroom and Zoom to notify pupils, parents and guardians. Up to this point, due to on-line instruction not starting, yet, we have notified students and parents using the School Messenger app. This is the same technology we use to notify families of weather cancellations. All students are notified with one recorded message. We have been giving very detailed messages using the app and then posting a link on our webpage that includes the transcript of the call. By doing so, students and parents can go back to the link to re-read the message sent. Facebook has also been used, but we are starting to veer away, as it is difficult to stay on top of all the comments. We are now encouraging students and parents to email teachers and/or administrators with questions. If we feel it is a question, several people should hear the answer to, we will include it on a Q&A document posted on our District webpage.*

*We are keeping our senior class at the forefront of our minds. As we move through the Stay Home, Stay Safe order, there are several options we will consider. The first is having an actual graduation ceremony (once the dust settles) later into the summer. We feel as if all seniors deserve this recognition. If, for some reason, a ceremony is not possible, we will also consider lining up our seniors in our downtown area and have cars drive through honking horns to show their appreciation, or vice versa. The community could be lined up, and our seniors would drive through town with the family members. Some logistics will have to be worked out, but we are confident something like this could be worked out. We have also created yard signs for our seniors to put into their yard, honoring their accomplishments over the last 13 years. Even though we won't have a formal scholarship night, local scholarships will be reviewed and presented to those students who earned them. These will be delivered to their homes and will be noted on our District informational outlets (Webpage, Facebook, District Newsletter, etc. .)*

*High School Senior will also receive Pass/Incomplete grades for work conducted during the school closure time. These grades will not affect the student's overall GPA. Senior students who are on the fence as to whether or not they will be passing the second semester and receiving enough credits to graduate, will be communicated with frequently. We will also*

*include their family members in these discussions. Educationally, it is our top priority to insure a 100% graduation rate.*

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 begin instruction on April 15 for our online students and April 20 for our packet students. The reason we are starting earlier for the online students is to work out technological bugs prior to actual instruction, which will begin on April 20.*

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 will provide students who need a device with a Chrome Book if they are dual enrolled at Northern Michigan University. We will also support any of our students who go to the Jacobetti Skill Center at N.M.U. for CTE courses. It is our thought that MARESA's CTE Director will be reaching out in the near future with the status of Middle College. We will make sure supports are in place for these students, as well.*

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

District/ PSA Response:

*Negaunee Public Schools contracts its food service with Chartwells Inc. out of Grand Rapids. Since the onset of the closure, we have provided breakfast and lunch to students throughout the District. Due to the geographical size of our District, we have three pick up points for meals; Negaunee Middle School in town, Negaunee Township Hall in Negaunee Township and the Richmond Township Hall in Palmer. Currently, we have served an average of over 200 meals per day. We will continue in the same manner for the remainder of the school year. Once the school year concludes, we'll roll into our summer food program.*

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 following language has been agreed upon between administration and both of our hourly unions.*

**Support Staff:** *When school is completely canceled, hourly employees will be paid their normal hourly rate regardless of whether they are needed to work or not. Staff who volunteer to work may accrue compensation hours to be used at a later date. An employee can earn 0.5 hours of comp time for every one hour worked, with a maximum limit of ten hours of comp time earned. Excused leave is not accrued during this time. This new language is only effective during the COVID-19 shutdown from April 6, 2020 – June 5, 2020. (This is a revision of a similar LOA we had with our support staff union for the first two weeks of the closure)*

**Custodial:** *As you are aware, Governor Whitmer signed an executive order last week, closing Michigan K-12 schools for the remainder of the school year. In addition to the school closure, we are under a “Stay Home, Stay Safe” order, which was also issued by Governor Whitmer to run from March 24 – April 13. For the remainder of the “Stay Home, Stay Safe” order, our hourly custodians will be required to work 15 hours/week. These 15 hours will be scheduled by your building principal. The additional 25 hours/week a custodian is supposed to work will be paid at the custodian’s normal hourly rate. A cleaning schedule will be given to custodians by the building principal. Custodians can “volunteer” to work more than 15 hours/week during this time. If a custodian does volunteer, he/she will receive 0.5 hours of comp time for every one hour worked, with a maximum limit of 10 hours of comp time. If a custodian chooses not to volunteer, he/she will still receive their normal hourly rate, but will not accumulate comp time. This agreement is not precedent setting and is only in effect from April 6 until the Stay Home, Stay Safe order concludes. After the Stay Home, Stay Safe order concludes, hours will be adjusted and we will begin our summer cleaning schedule. Accumulated comp time can only be used during summer break, Christmas break, spring break or any other day students are not in session.*

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

District/ PSA Response:

*The District will evaluate the participation of pupils in the Plan by homework completion. Due to there not being a requirement to check in with the teacher during the week, we feel the best way to accomplish the evaluation of participation is by the completion of assignments. If students are not turning assignments in on time, our assistant principals will be contacting both the student and parent to see if there can be additional assistance provided in order for the student to be successful. Special Education students, along with our young elementary students, who are not required to do actual assignments, will be evaluated by regular communication with the case load manager and/or classroom teacher. This communication will be documented and, if needed, submitted as evidence of participation.*

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 will do this in a variety of ways. Administratively, we will do regular check-ins with students who may have been emotionally struggling prior to the closure. Guidance counselors will also be doing this. In addition, we will have a “help-line” located on our District Webpage giving families resources to utilize if students (or other family members) need assistance. Finally, we will continue to use the services of Ann Tardiff, who has done an exceptional job for us through the 3IN grant issued by the State.*

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:

*Unfortunately, we are not planning to open up a child care center in any of our school buildings. However, we will direct any families who contact us to the appropriate informational source. This could be MARESA or Marquette Area Public Schools. We will also refer parents, who are essential workers to Help Me Grow at <https://www.helpmegrow-mi.org> to provide address to quality daycare programs. We would also consider opening our facility for daycare needs should the local program reach daily limits.*

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: N/A

Name of District Leader Submitting Application: Dan Skewis, Superintendent

Date Approved: April 10, 2020

Name of ISD Superintendent/Authorizer Designee: Deborah L. Veiht

Date Submitted to Superintendent and State Treasurer: April 10, 2020

Confirmation approved Plan is posted on District/PSA website: April 13, 2020