



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 9, 2020

Name of District: Iron Mountain Public Schools

Address of District: 300 W. B Street Iron Mountain, MI 49801

District Code Number: 22010

Email Address of the District: sardinaj@imschool.org

Name of Intermediate School District: Dickinson Iron Intermediate School District

Name of Authorizing Body (if applicable): N/A

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 9, 2020

Name of District: Iron Mountain Public Schools

Address of District: 300 W. B Street Iron Mountain, MI 49801

District Code Number: 22010

Email Address of the District Superintendent: sardinaj@imschools.org

Name of Intermediate School District: Dickinson Iron Intermediate School District

Name of Authorizing Body (if applicable): N/A

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:

North Elementary (EK-4) will utilize a variety of modes of instruction based on student needs. The primary mode will be electronic instruction, (examples include but not limited to, Google Classroom, EPIC, ABC Mouse, and many others), with learning packets as a viable option upon parent request or if a student is unable to access electronic instruction to the fullest extent. North Elementary will provide Chromebooks to students in need of a device, and the district will work to provide wifi capabilities to those families in need of that service, as well.

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:

North Elementary (EK-4). Teachers will be expected to make an effort 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 Zoom, Google Classroom, emails or any other form of virtual meeting or through weekly phone calls. For students with technology access teachers will also make sure to communicate multiple times each week through the instructional platforms Google Classroom, Weebly and zoom or any other online forms of communication, 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. We will encourage relationships between students by having students write letters to classmates and returning them with their weekly instructional packet. Those letters will be mailed to students by the school.

(5-12) 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 meeting or through weekly phone calls. For student with technology

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

District/ PSA Response:

North Elementary (EK-4). 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 during meal distribution days and times, which occurs two times per week.

For students who do not participate in our meal pickup plan, packets will either be mailed to the students home, delivery to the home by one of our support staff personnel, or arrangements made with parents to pick up the instructional material at a designated time and place at a district facility.

For students with technology, content will be delivered through the online platforms, (including, but not limited to, Google Classroom, EPIC, ABC Mouse, Reading Eggs, Moby Max, Happy Numbers, Music First and Music First Jr., Mystery Science) email, and other social media sites (Facebook, Remind, etc.). Teachers will be accessible multiple times per week.

(5-12) 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 during meal pick up and delivery. For students who do not participate in our meal pickup plan, packets will either be mailed to the students home, delivery to the home by one of our support staff personnel, or arrangements made with parents to pick up the instructional material at a designated time and place at a district facility.

For students with technology, content will be delivered through the online platform (Google Classroom), email, and other options based on the need of the pupil. Teacher will be accessible through multiple forms of synchronous and asynchronous instruction multiple times per week.

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

District/ PSA Response:

(EK-12) For students without technology access, learning packets will be collected each week during meal pickup/mail delivery. Teachers will review the learning packet and provide written feedback to the student during their weekly phone call 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, such as Google Classroom. 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

Educational Assistants will aid in the monitoring of pupil learning. They will be included on any online conversations/zoom meetings, as well as having times to contact students that may need additional support. EA's will be used to provide students with additional support, which will include instructional support as well as SEL support, and other whole child support systems.

Shared time program will utilize Community Experts and teachers of record, who will meet with

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 Iron Mountain Public Schools budget for this Model would include:

[Purchase of learning supplies such as notebooks, folders, pencils, crayons, calculators, etc]

[Printing costs associated with making packets of instructional materials- paper, copy machine cost such as toner]

[Mailing costs such as envelopes, postage]

[Cost associated with distributing packets to families who do not have a means to pick up or drop off instructional materials (transportation related costs, such as fuel and mileage, also personnel costs for creating materials and delivering)]

The COL Plan includes virtual learning, which requires parents/students to have reliable technology. To accommodate the requests the district received regarding this, the district needed to purchase 100 Chromebooks for distribution primarily at the elementary level. Including the device purchase, is the related licensing fee per device. 100 Dell Chrombooks 3100, \$17,900 total (\$179.00/per device) and Chromebook Management Licenses \$2,350 (\$23.50/per license). Total \$20,250.

The added expense is being financed through reallocated Title and Literacy funds.

Sources:

General Funds

Title I

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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. The superintendent worked with Board of Education members in determining questions, concerns, and comments about the plan. The superintendent took this information and met with the district leadership team on several occasions to discuss these matters and the plan specifically. Building administrators then met with their staff including teachers and support personnel for initial input, concerns, and suggestions for the plan. Building administrators then developed a focus group (Continuity of Learning Plan Committee) and began addressing specific needs at each grade level and content area. As the plan was developed, information was shared between groups for feedback. Once the plan was finalized, IMEA officers reviewed the plan one final time and agreed to implement. The final plan was submitted to the BOE.

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

District/ PSA Response:

The Continuity of Learning Plan will be communicated by a letter from the Superintendent to the parents and community and posted on the district website. The Superintendent will also create a Swift K-12 phone blast to all parents notifying them that the plan is posted on the district website. The Superintendent will also include the plan as an attachment in an email to all parents who have supplied the district with a valid email address. The plan will also be posted on other social media outlets such as the district Facebook page.

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:

Iron Mountain Public Schools will begin its Continuity Of Learning Plan on Tuesday, April 14, 2020 pending ISD approval. We will use 13 Emergency days and 5 planning days along with our instructional days to end on June 4, 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:

The district will work with other instructional agencies such as Bay College for dual enrollment and the DIISD Tech Center for Career and Tech Ed students. Students enrolled in these programs will continue to be enrolled in these programs and will be given the time and resources they need to successfully complete their courses. Grading, resources, time-lines, and other decisions will be made in conjunction and in a collaborative manner to ensure student success.

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

District/ PSA Response:

Iron Mountain Public Schools will continue to follow its current food distribution program. We have set up one centralized pick-up location (Central Middle School cafeteria/kitchen). We have created a food distribution calendar with pick-up days and times and have communicated this calendar with all families via phone blasts, email, text messaging, social media, and district website.

Currently, we are distributing food for those in need on Monday's and Thursday's between the hours of 9am - 11am. Parents can come to the Central Middle School cafeteria and pick up both breakfast and lunch meals for their children. Monday distribution days include meals for Monday-Wednesday. Thursday distribution days include meals for Thursday - Sunday.

Through phone outreach, email, surveys, and texting, we have reached out to all families and have identified those families who are unable to pick up food during the specified dates and times. In those instances, meals are delivered to the homes by our support staff personnel such as EA's and success coach.

Any changes to the distribution schedule due to unforeseen circumstances or directives from other agencies will be communicated through all the available means listed above such as social media,

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:

Iron Mountain Public Schools will continue to pay school employees through the remainder of the 2019-2020 school year. School employees may engage in work similar to their normal duties when school was in session, or they may be redeployed and asked to do other meaningful work with the framework and context of the Continuity of Learning Plan.

All teachers will resume a "mixed method" of instruction to include hard copy instructional materials and virtual learning.

All support staff including Educational Assistants, Teacher of Record, Community Experts, will be helping teachers prep for hard copy instructional materials, responsible for coordinating pick-up and drop-off of these instructional materials, will be assigned students both gen ed and special ed to make phone or email contact, and will hold "office hours" to hold a virtual resource room to offer help to students who are able to connect virtually. For those students who cannot connect, phone contact and email contact will have to be used.

Food Service workers will continue with the meal distribution and help in dropping off meals to families who can not make it to the distribution times.

School Nurse, success coach, counselors, will all be available to contact families to assist with Social Emotional needs, health and wellness needs, and support for learning connected to this plan.

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. Additional support agencies may be sought to make these connections (DHHS, Behavioral Health, etc.).

Additionally, our teachers will log in to PowerSchool (student information system) and mark a "C" in the attendance section of PowerSchool for each student on the day they make contact with that student. Contact may be in the form of email, phone call, student login to virtual instruction, or instructional material pickup/drop-off.

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 survey all parents to determine their students current mental health, social/emotional, and health and wellness needs. Based on those survey results the school counselors, school nurse, school success coach, principals, etc. will reach out to individual students and families to determine what the need is. The Counselor and Success Coach will help connect the family to outside agencies to help meet their needs when the situation arises.

During the teachers and EA/TOR/CE contact with parents and students during the week, they will ask for these additional needs. If a need is presented to the teacher, the teacher will contact the principal and the principal will determine who the appropriate support staff personnel are and ask for 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:

IMPS is working with the DIISD and monitoring the need for child care centers. In the event a child care center is needed to provide this service to essential workers and families, IMPS will work to provide this programming.

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:

As of the time of this writing, the district does not plan on implementing a balanced calendar for the remainder of the 2019-2020 school year. Additionally, as of the time of this writing, the district does not plan on adopting a balanced calendar for the 2020-2021 school year.

Name of District Leader Submitting Application: Jerome J. Sardina

Date Approved:

Name of ISD Superintendent/Authorizer Designee: Jennifer Huotari

Date Submitted to Superintendent and State Treasurer: April 9, 2020

Confirmation approved Plan is posted on District/PSA website: <http://www.imschools.org/covid-19.html>