



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: 4/14/2020

Name of District: Hancock Public Schools

Address of District: 501 Campus Drive

District Code Number: 31010

Email Address of the District: spatchin@hancock.k12.mi.us

Name of Intermediate School District: Copper Country Intermediate School District

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: 4/14/2020

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Email Address of the District Superintendent: spatchin@hancock.k12.mi.us

Name of Intermediate School District: Copper Country Intermediate School District

Name of Authorizing Body (if applicable):

In accordance with Executive Order 2020-35 a Plan must include all of the following parts:

1. Please describe the methods the district will use to provide alternative modes of instruction other than in-person instruction and a summary of materials each pupil and the pupil’s parents or guardians will need to access meaningfully the alternative modes of instruction included in the Plan. If the Plan relies on electronic instruction, the Plan must ensure to the extent feasible that pupils have access to a connected device capable of accessing the electronic instruction and must not penalize a pupil for the pupil’s inability to fully participate.

“Alternative modes of instruction” means modes of pupil instruction, other than in-person instruction, that may include, without limitation, partnerships with other districts or intermediate districts or community colleges or institutions of higher education, use of vendors, use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a hybrid of multiple modes of learning that still promote recommended practices for social distancing to mitigate the spread of COVID-19.

District/ PSA Response: The district plans to use a hybrid model of instruction using hard copy instructional packets and online learning platforms. For those students that have internet access, but don't have a device, devices will be made available through a weekly checkout

program. Students without internet access will have access to similar instructional materials through a weekly instructional packet. All students will need access to materials such as paper, pencils, and crayons, which will be made available to families that don't have them. All students will have access to grade-level/course textbooks as needed to complete their work.

Our teachers and staff have already begun monitoring student's engagement through our activity packet distribution that began the first week of our school closure. This plan enhances what we are doing adding, emphasizing increasing student engagement as our education team continues to learn and further develop & enrich our blended distance learning strategy.

Student engagement will be measured by participation through completion of assignments and activities provided by our educators. This engagement will earn progress to the next grade level.

Students attending Barkell Elementary will be assessed on their engagement in the learning activities being provided by our dynamic team. Teachers will be providing feedback on activities and assignments turned in physically or virtually, returning them to students to aide in their growth and development. Our educational team will work with students and their parents as we continue to develop this blended distance learning experience focused on student engagement.

Hancock Middle School and High School students will be assessed by their level of engagement in activities and assignments being provided by their teachers. Semester 2 will be completed as follows:

- a. Teachers have reached out to students to complete outstanding Quarter 3 assignments or activities by Friday April 17 as communicated. This quarter was completed Friday March 13, our last day before the closure. Grades will be assigned as the quarter was completed before the closure.
- b. In Quarter 4, students will need to complete 60% of the activities or assignments to earn a Pass for the quarter. Failure to complete 60% of the activities or assignments by the last day of school being June 10, will earn an Incomplete, which will remain on their record until they successfully achieve 60% participation requirements. This will earn them satisfactory progress to the next level.
- c. Students earning a Pass for Quarter 4 will have the opportunity to increase Quarter 3's grade by up to 1 grade level increase.
- d. Students earning passing grades in Quarter 3 and earning a Pass in Quarter 4 will move forward to the next grade.

Seniors will follow a separate program. Seniors will be completing a portfolio as a final assignment in order to graduate. This can be done in physical or virtual format following stated guidelines which include an updated resume.

The Hancock Public School team is dedicated to providing an engaging learning experience for our students to finish the school year learning. We are committed to ensure every student progresses to the next grade level prepared to be successful in their next grade level learning experience.

2. Please describe the methods the district will use to keep pupils at the center of educational activities, including outreach to continue building relationships and maintain connections, and to help pupils feel safe and valued.

District/ PSA Response: Teachers will be expected to make contact with every student at least one time during the week. This may be done through the use of technology (for those that have access) such as Google Meet or other forms of virtual meeting or through weekly phone calls, with assistance of school support staff if needed. For students with technology access, teachers will also make sure to communicate multiple times each week through the instructional platform (Google Classroom, SeeSaw, Schoology, Moodle, etc.), with an emphasis on continuing to build relationships and maintain connections. If students do not have access to technology, teachers will include weekly notes to students in their instructional packet and mailed postcards 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.

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

District/ PSA Response: For those students without technology, the main mode of delivery will be through hard copy instructional packets. This will be supplemented with phone conferencing to support instruction. The instructional packets will be delivered during meal pick-up, or meal delivery for those requesting the service. Packets will be mailed to the student if schools are not able to make contact with parents/guardians.

For students with technology content will be delivered through the online platform such as Google Docs, email, and other social media sites (Facebook, Remind, etc.). Teachers will be accessible for synchronous instruction multiple times per week and asynchronous instruction through pre-made videos multiple times per week. Each teacher will decide on methods of delivery to use based on their pedagogical preferences.

Maximum amounts of instructional time for each grade level as referenced in the MAISA Quick Start Guide <https://docs.google.com/document/d/1j2qRSZ7XWd2r9EQmw67wunhvfRxbrqR0zEsQINKBDB8/edit> (under considerations) will be considered during instructional planning. Teachers are working in grade level teams, tailoring their instruction to the grade levels they are instructing just as they did in a traditional instructional format. With this new blended format from a distance, teachers are focusing on delivering activities that encourage individual self-motivated engagement.

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

District/ PSA Response: For students without technology access, learning packets will be collected each week during meal delivery/pick-up or drop off at our schools district library drop box. Teachers will review the learning packet and provide feedback to the student during their weekly phone call, virtual meeting, or email. Learning packets with written feedback will be

returned to the student once assessment is completed and returned to the student as part of the packet pick up program cycle. Feedback from the teacher will include differentiated work as needed, along with examples to support student learning. An example of this may be providing a student that is struggling with double-digit subtraction additional practice and several written examples with the steps. A phone call would also be used as a follow-up if needed.

For students with technology, teachers will monitor student access and assignment completion on a daily basis within the instructional platform. Teachers will provide feedback to students on assignments through the instructional platform as they are completed (or on a daily basis). Teachers will differentiate instruction within the platform to meet each student's needs.

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 District will have additional expenditures due to the school closure for the remainder of the year. Additional expenditures include postage (\$2,500), copying costs (\$250), school supplies (\$250), student/staff technology needs (\$7,500), personnel time to assemble and deliver student packets (\$2,500), maintenance and upkeep of technology being signed out to students (\$13,500), and contracted costs to deliver educational packets to students who don't pick them up on a weekly basis (\$1,000).

Additional costs will be covered with revenue from General Fund/State Aid and Title I funding where applicable.

6. Please describe the manner in which district administrators, board members, teachers, and any representatives of teachers collaborated in development of the Plan.

District/ PSA Response: All stakeholders were involved in the development of the plan. Building administrators met with their building teachers for initial input and development ideas when the packet program was created, with feedback among teachers content continues to evolve. They then met in grade level/content area teams to address the needs of each grade or content area, focusing on creative ways to inspire non-face-to-face student engagement in the curriculum/activities. Building administrators brought this information back to district level administrators to collaborate. Before finalizing the plan feedback was sought from board members.

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

District/ PSA Response: The plan will be communicated through a letter and email to each family. We will alert families to the communication through radio announcements and text using our PowerSchool system. The plan will also be posted to the district website and other social media platforms as well. To ensure that everyone is aware that the plan has been developed and released a phone call message will be sent to all parents using our PowerSchool system.

Weekly communications through these same mediums will occur to continually highlight new material and stories of success of previous lessons/activities.

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: Monday April 14, 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 have been working with the provider to determine next steps. We have ensured 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. Our school counselor continues to follow up with students on a timely basis to monitor any needs they might have to ensure we support them in completion of their course.

For students in CTE programs we will work with the ISD CTE Director as well as state level CTE directives to ensure our students have the ability to complete these courses. When needed the district will ensure the student has the necessary resources.

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

District/ PSA Response: Our current food distribution system functions as follows:

- Parents are alerted to how to sign up for our food service program through a series of communication mediums in an ongoing basis including:
 - o Emails each week to parents/guardians with details of how to register
 - o Radio spots are being conducted each week on our local stations
 - o Text messages are being sent to parents alerting them how to sign up
 - o Our school website has a special COVID-19 sections with directions
 - Our distribution system combines food package pick up with activity packet pick up. We also deliver both to those families requesting that service.
 - Changes in our distribution systems are communicated using all the mediums above. We are also calling parents involving the distribution when they are not home or do not show up for pick up and make alternative arrangements with them on a case by case basis.
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: Our district continues to pay all staff and teachers that are directly employed by our school district. We are repurposing many of their roles as needed to accomplish the public service priorities of food distribution and continuing education based on the orders of our Governor Whitmer. As we move forward we will make adjustments to these assignments as our directives change to meet fluid crisis conditions.

12. Provide a description of 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. 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.).

There is no penalty for non-participation in the learning program we are producing. We will have a log of participation by each student in content standards being taught through this blended learning program, this will help us identify areas we will need to revisit when face-to-face instruction resumes.

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: For students already receiving mental health support through either general education 31n mental health providers or special education school social workers, educators, students or parents can contact providers to schedule individual teletherapy sessions. Mental health providers have been reaching out to the students on their caseloads since the beginning of the crisis and are continuing to provide services through electronic means. School Social Work services for special education students will be outlined in the Contingency Learning plans.

For students with new mental health needs, new referrals may be made through the existing referral process and mental health providers will do their best to meet the needs of newly referred students. During the shutdown, parental consent via email for both counseling services and Medicaid billing is allowable. Once the shutdown has ended, district personnel will work to obtain copies of referral forms and consent to treat/medicaid forms with signatures and forward them to the ISD.

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 follows it.

District/ PSA Response: The Copper Country Intermediate School District assembled a comprehensive list of daycare providers, their capacity to provide daycare, and how many open

slots they had available to accept new children. They then checked with local hospitals and other essential personal providers to 1) share these resources, and 2) check to see if these vital personnel's day care needs were met. They found their needs were being met.

Hancock Public Schools have communicated with the BHK Child Development program to partner in developing this program at Barkell Elementary school if so requested by the Copper Country Intermediate School District. If the need for daycare for essential personal arises we are prepared to support this effort.

Optional question:

15. Does the District plan 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: Our District will not be adopting a balanced calendar for the 2020-2021 school year. We had gotten an approved waiver from MDE to begin instruction before Labor Day for the 2020-2021 school year. We plan to start instruction before Labor Day as previously planned.

Name of District Leader Submitting Application: Steve Patchin - Superintendent of Hancock Public Schools

Date Approved: April 14, 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