



## **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: 4-8-20

Name of District: EPBP Laker Schools

Address of District: 6136 Pigeon Rd. Pigeon, MI 48755

District Code Number: 32050

Email Address of the District: bkeim@lakerschools.org

Name of Intermediate School District: Huron 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: 4-8-20

Name of District: EPBP Laker Schools

Address of District: 6136 Pigeon Rd, Pigeon, MI 48755

District Code Number: 32050

Email Address of the District Superintendent: bkeim@lakerschools.org

Name of Intermediate School District: Huron ISD

Name of Authorizing Body (if applicable):

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

- g. 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-CD.***

District/ PSA Response:

Laker Schools will implement foundational and supplemental learning activities in the form of web-based learning, hard copy materials, and personal activities. We will utilize common platforms (Google Classroom, Seesaw, and Zoom) for communication, distribution, and interaction between teachers and students. The District is providing mixed media delivery of instruction via devices and wifi access options, and physical materials.

- h. 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 engage students in various ways, including Google Meet, Zoom, email, phone calls, and letters to ensure that they remain connected and supported in their learning.

Teachers in grades DK-5 will connect with their students throughout the week to provide instruction and support. In addition, teachers will make a personal connection with their students at least once each week to check on their general wellbeing.

Teachers in grades 6-12 will connect with the students in their hourly classes to provide instruction and support as needed. They will also check email and other contact platforms daily to see if there are questions or concerns expressed by students and parents and will respond to all inquiries within 24 hours. In addition, each JH/HS teacher will make personal connections with each student in their 1st hour classes at least once each week to check on their general wellbeing.

Teachers should document all personal contacts made with students and families.

If the wellbeing of a student is in question, a referral should be made the building principal.

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

District/ PSA Response:

Laker Schools will take a Mixed Media approach to ensure that all students have access to learning.

In general, teachers will provide 2-3 days of foundational learning activities that focus on new learning and reinforcement of prior learning related to specific subject areas. It is recommended that teachers use learning formats that require thoughtful response, rather than those prone to web-based cheating programs or answer sharing among students.

Teachers will also provide supplemental learning activities that build on foundational concepts in the form of projects, problem-based activities, investigations, and challenges. Teachers are encouraged to build connections to real-world applications, situations, and current events. Such activities may be developed by teachers individually, by grade level teams and departments, or by building.

Teachers may offer additional skill-building activities, such as IXL, No Red Ink, Khan Academy, and AR for students or parents who are seeking enrichment opportunities.

Daily learning activities should fall within the time guidelines offered below:

- \* K-1 total learning time of 45 minutes daily + physical activity and creative play
- \* 2-3 total learning time of 60 minutes daily + physical activity and creative play
- \* 4-5 total learning time of 90 minutes daily + physical activity and creative play
- \* 6-12 total learning time of 3 hours daily, including periodic breaks for physical movement

Students in current online programs such as E2020, as well as those in Dual Enrollment, will continue with their course activities as required by the provider. Times listed above may not apply.

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

District/ PSA Response:

Laker Schools will utilize Skyward, Google Classroom, Seesaw, and Google Meet, digital uploads, and physical exchange to manage and monitor student learning.

Grading for 4th Marking Period will be completed on a credit/no credit basis. There will be options for students who want or need a traditional letter grade.

There will be no daily due dates for student work. All assigned work in a given week will be due by Sunday evening at 8pm, unless additional time is specifically given by the instructor. For assignments or projects spanning multiple weeks, a weekly progress check is required to ensure participation, provide feedback, and award credit for that portion of the work.

For work turned in, teacher feedback and credit will be given as promptly as possible and no later than Friday of the following week. For assignments spanning multiple weeks, feedback on progress will be given by Wednesday of the following week to ensure that the student has the guidance needed to remain on track for completion.

For more frequent feedback (within 24 hours), parents and students are encouraged to contact their teacher by email or other media with their questions or concerns.

k. Please attach a budget outline estimating additional expenditures associated with the Plan and sources of revenue to pay for those expenditures.

District/ PSA Response:

\$8,500 for mobile hotspots (40)  
\$400/mth for hotspots data plans (\$10 each)  
\$1,000 for US mail exchange  
\$1,000 for Seesaw school license  
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\$10,500 + \$400/mth for hotspot data

1. 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:

Laker Schools involved all stakeholders through a process of emailing, virtual staff meetings, advisory briefings, administrative in-person planning sessions, and other forms of communication.

This Continuity of Learning Plan is intended to address all students, both general and special education, much like the MI Curricular Standards are intended for all students. For individual students with a disability, for whom the CoL Plan does not adequately address needs, the district will create individualized student contingency plans or will amend the IEP.

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

District/ PSA Response:

Laker Schools will use School Messenger email distribution to each family, school website, social media postings, and Google Classroom / Seesaw.

- n. Please provide an estimate of the date on which the district will begin implementation of the Plan, which must be no later than April 13, 2020.

District/ PSA Response:

We plan to begin implementation the week of Monday, April 13, 2020.

- p. Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act 10-107 of 2010, as amended, MCL 16.107 to 16.110, and Career and Technical Preparation Act, 2010 PA 100, as amended, MCL 16.107 to 16.110, in completing the courses during the 2019-2020 school year.

District/ PSA Response:

Laker Schools will continue to provide devices and internet access options to those dual enrollment students who need them.



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

District/ PSA Response:

Laker Schools is providing meal distribution for all families through the federal Meet Up & Eat Up program. A full week's breakfast and lunch packages are offered each Wednesday morning for pick-up at the school.

gg. 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:

Laker Schools will continue to pay all school employees throughout implementation of the Plan.

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

District/ PSA Response:

Laker Schools will evaluate participation and work completion through Google Classroom, Google Meet, and Skyward systems. We will also monitor the pick-up of materials and devices as needed.

gi. 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-gp.

District/ PSA Response:

Laker Schools will make available the services of our School Counselors, School Social Worker, Student Services Coordinator. We will also provide additional support through collaboration with the Huron ISD and community-based agencies as needed.

gj. 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 hoho-gl or any executive order that follow it.

District/ PSA Response:

Laker Schools will take advantage of the disaster relief child care services currently being offered at the Huron ISD as needed.

Optional question:

gk. Does the District to adopt a balanced calendar instructional program for the remainder of the hogp-hoho school year? Does the District plan to adopt a balanced calendar instructional program for the hoho-hohg school year?

District/ PSA Response:

No, the District does not intend to adopt a balanced calendar. We may, however, consider an earlier return to school for the 2020-21 school year.

Name of District Leader Submitting Application: W. Brian Keim

Date Approved: April 9, 2020

Name of ISD Superintendent/Authorizer Designee: Date

Submitted to Superintendent and State Treasurer: Confirmation

approved Plan is posted on District/PSA website: