

**Continuity of Learning and COVID-19 Response Plan (“Plan”)
Assurances**

Date Submitted: April 14, 2020

Name of District: Onaway Area Community School

Address of District: 4549 M 33

District Code Number: 71-050

Email Address of the District: rfullerton@oacsd.com

Name of Intermediate School District: Cheboygan Otsego Presque Isle ESD

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.

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Name of Intermediate School District: Cheboygan Otsego Presque Isle ESD

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:

Learning Management Platforms * K-1 will use Google Classroom as a supplement to physical packets provided to students * 2-12 will use Google Classroom All students will have the opportunity to engage in virtual instruction developed by grade-level teachers. This instruction will be available beginning April 14, 2020 via Google Classroom. The goal of this work is to provide continuous learning opportunities for students to practice existing skills and be introduced to new skills that will prepare them for learning upon their return to school. While students will not be penalized for lack of work completion, participation is strongly encouraged and will be supported through frequent check ins with students and parents. Teachers will provide students/families with explicit instructions on how to access the LMS platform and understand how they can participate in learning. Every student will be presented with short increments of prepared instruction followed by an opportunity to engage with learning. The scope and sequence of instruction/learning should be similar across grade-level teams or courses of the same content. The level of application or demonstration of learning will vary depending on the content and developmental level. For young learners, content and application may involve providing suggestions and opportunities for families. For students who do not engage in online learning by Thursday of each week, teachers are expected to check in with parents to determine how to best support the student. If technology access is the barrier, the teacher will provide weekly take-home work. Work can be shared via email with parents who have access to a printer or emailed to the Principal by noon on Friday for distribution on Monday. This distribution will be done by delivery using para pros or bus drivers. Mail will be utilized. If not available and if necessary, home delivery will take place. The take-home work option will be available beginning Monday, April 20.

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:

The following questions will be used to guide the planning for learning: • Reasonable: What can reasonably be achieved by students/families at home during this time? • Accessible: Will the instructional materials and resources be accessible to all learners? • Appropriate: Will the learning targets presented be achievable for all students with the resources provided? Considerations • Take into account student and family circumstances (basic needs, adult supervision, health restrictions, etc.) • Not all stakeholders are used to online learning • Many students struggle to self-manage their time and schedule independently • Not all students will have strong internet connections • Some households will have multiple children impacted at different grade levels. • Voice and video feedback is extremely valuable to students • Monitor morale and workload of students, adjust as needed

Daily: Post a short “good morning” video by 8:30 to check in and let the students see you • Create a short daily checklist of exactly what students should do each day

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

District/ PSA Response:

Daily: • Post a short “good morning” video by 8:30 to check in and let the students see you
• Create a short daily checklist of exactly what students should do each day Weekly: • Email parents a general update at least once a week (copy Mindy/Marty on this email) • Send your schedule home (office hours and quiet hours) in a weekly email (this could be included in your general update, above) • Track student progress to ensure participation and check-in with students if students are struggling or non-participatory For students who do not engage in online learning by Thursday of each week, teachers are expected to check in with parents to determine how to best support the student. If technology access is the barrier, the teacher will provide weekly take-home work. Work can be shared via email with parents who have access to a printer or emailed to the Principal by noon on Friday for distribution on Monday (distribution method TBD). The take-home work option will be available beginning Monday, April 20. Tips: • Don't try to mimic an actual school day (see daily guidelines by grade level) • Video is encouraged as much as possible • Video lectures should not exceed the length of a mini-lesson • Try to promote both on and off line learning • Grading and attendance will not be required - provide some form of feedback for all work completed • Maintain a healthy work/life balance • Keep lines of communication open between all departments and consult with your administrator regarding any concerns • Develop a plan with your grade level/content area partner(s), as well as your building administrator, to address how instruction will continue if you become sick or need to care for a loved one Special Education Maximum online Instructional Minutes. Additional time may be assigned for “off-line” work for ELA, math, science or social studies, not to exceed 15 minutes. Independent reading expectations and enrichment options are allowed beyond the 30 minutes of instruction. Monday Provide individualized instruction and/or accommodations Tuesday Call Parents and Students for check in. Wednesday Communicate changes and assist with needs for accommodations and modifications Thursday Provide individualized instruction and/or accommodations Friday Provide individualized instruction and/or accommodations During the extended school closure, special education staff will be expected to aid in the delivery of quality education to students on their caseloads. Your google classroom may look different than your teaching colleagues'. Due to the nature of individualized services in special education, decisions in conjunction with parents and district representatives will need to be made for each student to reasonably and appropriately access instruction. For example, students with IEPs who are in general education 80% or more of their school day may need less specialized instruction to access remote learning than a student who spends the majority of their school day in a self-contained setting. Below are the established non-negotiables and guidelines for delivering remote instruction. Staff will be expected to maintain regular communication with parents and students throughout the closure. General Expectations • Google Classrooms will remain updated. Students may receive individualized packets, with google classrooms being used to provide links to supplementary online learning platforms. • Links to special education teachers' pages will appear on the classroom teachers' pages. • Special education teachers will be in contact with each collaborating general education teacher weekly to inform general education teachers of accommodations and modifications and assist with development for individual students on your caseload. • Communicate with all parents of students with IEPs by April 17th. • During the week of April 13-17, check in with families to identify needs for students based on initial access

to remote learning. • Throughout the week of April 20-24, develop, with input from parents, an appropriate and reasonable service plan. • Be sure to check in with parents/students weekly to gain information on needs for access and instruction for the remainder of the closure. • Communicate any changes in needs to general education teachers. • Document all successful and unsuccessful contacts and instructional time. Include notes regarding specific communication and instruction. • Set office hours (2 per day + 1 for individual appointments and/or checking on students 1:1) and quiet hours. Let parents know that they can also make an appointment to talk with you. IEP Expectations • Beginning April 13th, IEPs will be scheduled via EdPlan and held remotely according to their annual due dates. • If you had IEPs that were untimely due to school closure, please ensure these are held by April 24th. • Be flexible. Should state mandates change and require updates to IEPs, we will make adjustments accordingly. • Use remote etiquette ○ <https://www.presencelearning.com/top-5-tips-for-leading-an-iep-meeting-remotely/> • Please use the following considerations: ○ Take into account compliance in order to be wise about why/how/when to deviate from traditional IEP due to current circumstances ○ Focus on what's reasonable and appropriate given the current, unique circumstances for each child/situation. ○ Discuss and document reasonable/appropriate accommodations that help students with IEPs access learning ○ If necessary, discuss various input/output modalities to the extent possible. ○ If necessary, discuss virtual behavioral consultation to parents to support work completion. ○ Document decision-making and communication with parents/staff when requirements cannot/should not be implemented exactly as written

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

District/ PSA Response:

ELEMENTARY Maximum online Instructional Minutes. Additional time may be assigned for "off-line" work for ELA, math, science or social studies, not to exceed 15 minutes. Independent reading expectations and enrichment options are allowed beyond the 30 minutes of instruction. Monday 30 min. Math 15 mins. Art Tuesday 30 min. of ELA 15 min. Of P.E. Wednesday 30 min. of Math 15 min. Art Thursday 30 min. of ELA 15 min. P.E. Friday 30 min of Science or Social Studies MIDDLE AND HIGH SCHOOL Maximum online instructional minutes. Additional time may be assigned for "off-line" work, not to exceed 30 min. per class per day. Independent reading expectations and enrichment options are allowed beyond the 30 minutes of instruction. Monday 30 min. Math 30 min. ELA Tuesday 30 min. Science 30 min Soc. Studies Wednesday 30 min. Math 30 min. ELA Thursday 30 min. Science 30 min Soc. Studies Friday 30 min of Electives Weekly: • Email parents a general update at least once a week (copy Mindy on this email) • Send your schedule home (office hours and quiet hours) in a weekly email (this could be included in your general update, above) • Monitor student progress to ensure participation and check-in with students if students are struggling • Call parents on Thursday whose child does not check in or participate during the week to see if they need hard copies of the work for the following 2 weeks. If they have access to a printer, email pdf documents directly to the parent. If not, send to Mindy by noon on Friday for distribution. • Each student must have at least one personalized response per week (phone call/email/response through Google classroom) regardless of whether or not they have posted work. Document communication (successful communication or not) and share with the building administrator. • All daily lessons should be similar for teachers in each grade level. Check in with your grade level partner prior to developing the next set (2 weeks) of lessons.

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:

Total- \$22,114 [Budget Spreadsheet linked here](#)

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:

Complete staff meetings were held via ZOOM to talk through the plan outline. Expectations and documentations were discussed. Building level staff also met via ZOOM to talk through and develop expectations through out the plan. Administrators had multiple face to face meetings and also ZOOM meetings to develop the plan. The plan was reviewed with the Board President to gain board input and support.

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

District/ PSA Response:

Mailings went out to parents. Teachers sent out out notifications to parents and students via their existing communication tools (Class dojo, Remind, etc.) The entire plan will be posted on the District Website.

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:

The plan will begin being implemented on April 14. Some take home work was created during the week of April 6. For those students requiring take home work, full implementation of take home work is expected by the week of 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:

Dual Enrolled students were instructed to follow the instructions and guidelines as they received from their professors and/or colleges. If any devices were needed to carry out online instruction, they were or will be provided as necessary.

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

District/ PSA Response:

During the first week of school closure under executive order, we attempted to call each household within the District. A list of households that wanted school meals delivered was established. Requests were made via the school's social media sights and phone numbers were available for any additional students, besides our own, that wanted school meals delivered. Currently, we are delivering several meals to the local alternative school, Headstart, and also to some families from neighboring districts that happen to be staying within our District. We have established routes that staff and volunteers can deliver meals. We are delivering a weeks worth of breakfasts and lunches in this delivery system each Tuesday. If possible, we are also delivering paper packets for students and if needed, Chromebooks while we are out on these deliveries. Those involved are not making physical contact with the families for their own protection, but are simply knocking and leaving the meals on the doorsteps.

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 District will continue to pay school employees during this closure. As much as possible, staff will be assigned meaningful work to continue the learning process while school is closed under any executive order. Some of this work will include food distribution and also additional cleaning processes during the closure.

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

District/ PSA Response:

Monitor student progress to ensure participation and check-in with students if students are struggling • Call parents on Thursday whose child does not check in or participate during the week to see if they need hard copies of the work for the following 2 weeks. If they have access to a printer, email pdf documents directly to the parent. If not, send to your administrator by noon on Friday. • Each student must have at least one personalized response per week (phone call/email/response through Google classroom) regardless of whether or not they have posted work. Document communication (successful communication or not) and share with your administrator. During the remainder of this semester, no student's grade will be negatively impacted. Every attempt will be made to gain as much participation in this distance learning plan as possible, but the District acknowledges that 100% participation will be exceptionally difficult. The most important piece during this time will be ongoing communication between our staff and our students. Credit will be granted for this participation rather than a letter grade. Any grade that may be issued will be the grade the student would have received through March 13. Students will be allowed to enhance this grade if it is deemed necessary, but nothing will be issued that would potentially harm the student. In most cases, credit will be granted, but not a letter grade.

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 utilize social work and behavior health specialists through Thunder Bay Community Health Center as we have a School Clinic located in our building. They are currently providing tele health supports for our students and are re-directing services to the main clinic located in town. In addition we have a behavior support person on staff (and has other functions) that has been reaching out to students that have on going family struggles. As staff are aware of any issues with students, they are making referrals to our staff or our Thunder Bay social worker if appropriate.

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:

The District has a child care center that will be available if needed. We are always willing and able to work with our ISD partners. Any assistance needed will be provided.

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:

At this point we are focusing on our distance learning. In a typical year our calendar is determined by committee of administration, teaching staff, and support staff and a final review by our Board of Education. The plan is to organize a meeting with staff in the next couple of weeks to determine what our calendar will be for next year. We are certainly considering the option of a balanced calendar for next year, but have not committed at this time.

Name of District Leader Submitting Application: Rod Fullerton

Date Approved: April 17, 2020

Name of ISD Superintendent/Authorizer Designee: Jamie R. Huber



Date Submitted to Superintendent and State Treasurer: April 17, 2020

Confirmation approved Plan is posted on District/PSA website: April 17, 2020