



## **Continuity of Learning and COVID-19 Response Plan (“Plan”) Application Template**

As a result of COVID-19 and the closing of school buildings for the 2019-2020 School Year, school districts must submit a Continuity of Learning and COVID-19 Response Plan (“Plan”) in order to continue to receive state aid for operations. Although schools are closed and not providing in-person instruction, teaching and learning must continue. Michigan educators have been called to provide our students with continued learning.

There are varied states of readiness to provide continuity in learning among districts. Even within districts of multiple school sites, there are varied states of readiness. It is expected that schools will provide instruction at a distance using a variety of methods that meet local needs, including printed materials, phone contact, email, virtual learning, or a combination to meet student needs. We should avoid assuming that continuity in learning can only occur through online means.

While many educators have been providing distance learning opportunities, the Governor’s Executive Order ([EO 2020-35](#)) requires all schools to begin providing learning opportunities for all students no later than April 28, 2020. Districts who are able to begin their plans earlier are encouraged to do so.

Each District shall submit a single completed Assurance Document, Budget Outline, and Continuity of Learning Plan to its Intermediate School District. Each Public School Academy shall submit a completed Assurance Document, Budget Outline, and Continuity of Learning Plan to its Authorizer. A single Application should be filed for the district rather than multiple applications for individual schools within a district. The following items are required for the application which may be submitted beginning April 8, 2020:

1. Assurances Document
2. Continuity of Learning Plan
3. Budget Outline

## **Continuity of Learning and COVID-19 Response Plan (“Plan”) Guiding Principles**

As Districts and Public School Academies complete the Assurances and Continuity of Learning Plans, they should consider utilizing the following principles to guide their work:

### **Keep Students at the Center**

Intentional outreach to continue building relationships and maintain connections. Help students feel safe and valued. At minimum, plan to do the following:

- **Plan for Student Learning:** Build on each student’s strengths, interests, and needs and use this knowledge to positively affect learning.
- **Develop a Weekly Plan and Schedule:** Offer routines and structures for consistency and for the balancing of think time, work time, and play time for health and well-being.
- **Contact Families:** Partner to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority. Provide translations as necessary.

### **Design Learning for Equity and Access**

Plan and deliver content in multiple ways so all students can access learning.

- **Teach Content:** Set goals using knowledge of each student, content area standards, and of Michigan Merit Curriculum.
- **Deliver Flexible Instruction:** Consider how to deliver content depending on tools and resources accessible to each student. Alternative modes of instruction may include use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a combination to meet diverse student needs.
- **Engage Families:** Communicate with families about engagement strategies to support students as they access the learning. Families are critical partners. Provide translations as necessary.

### **Assess Student Learning**

Manage and monitor student learning and plan what’s next for learning including the potential need for summer and supplemental learning.

- **Check Student Learning:** Use a variety of strategies to monitor, assess, and provide feedback to students about their learning.
- **Make Instructional Adjustments:** Use formative assessment results to guide educators’ reflection on effectiveness of instruction and to determine next steps for student learning.
- **Engage Families:** Communicate with families about assessment results in order to inform next steps and the potential for supplemental summer learning. Provide translations as necessary.

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

Date Submitted: April 8, 2020

Name of District: **Brimley Area Schools**

Address of District: **7134 South M-221, Brimley, MI 49715**

District Code Number: **17140**

Email Address of the District: **breattoir@eupschools.org**

Name of Intermediate School District: **Eastern Upper Peninsula 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: April 8, 2020

Name of District: Brimley Area Schools

Address of District: 7134 South M-221, Brimley, MI 49715

District Code Number: 17140

Email Address of the District Superintendent: [breattoir@eupschools.org](mailto:breattoir@eupschools.org)

Name of Intermediate School District: Eastern Upper Peninsula 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:

We will be using a combination of on-line learning and instructional packets. Each instructional packet will correspond with the information that is on-line so no student will be left behind. We are providing two weeks of work at a time, followed by one week of intervention and assistance. Any student who was in need of a device, one was sent home, or a parent picked it up so they could access any on-line learning.

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 use a variety of methods to connect with homes and families. We have set up times for teachers to check in with students each day. These methods may include the following: Email, phone calls, U.S. Mail, Microsoft Teams, Zoom Meetings, Google Classroom. The connections will be used to check on students in general and also to see how the work is going and if assistance is needed.

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

District/ PSA Response:

We will be using various digital platforms as mentioned above, and the corresponding instructional packets. We have also assigned paraprofessionals to students who have an IEP to assist with work completion.

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

District/ PSA Response:

We have assigned check in times for faculty members to meet with students. Some teachers will give a mini-formative assessment (one question or two) to assess understanding. We have a check off system between our elementary parents and their teachers to monitor completion of assignments. Work will be sent back via a digital platform, or packets will be sent back for feedback by our teachers.

Our seniors will continue to work toward completion of their assigned courses in order to meet the MMC requirements, with assistance by their teachers. We will be assigning grades to the coursework completed in order to make sure senior's grade point average stays in tack. Seniors are provided the opportunity to make up work missed during quarter three to remain on track for graduation. Every third week, seniors will have time to work with their teachers on an intervention basis to make sure they remain on track. Once per week, per class, they will be meeting in a video face-to-face with their teachers to ask questions and receive assistance if needed. Seniors who failed a course are working with their teachers to make up those courses to graduate on time.

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:

\$3,500.00 additional postage  
\$3,000.00 additional paper, copier expenses  
\$500.00 additional envelopes

All of these extra expenses will be covered through our general fund.

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:

We held administrative meetings to begin the planning process and took those ideas to the faculty. Each building held faculty meeting to go over the ideas and create a plan. Each building will then assess how the plan is going each week via a Zoom Meeting. Our Board of Education will then review the plan.

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

District/ PSA Response:

We will provide information via E-mail. A letter will be sent home from each building principal. The plan will be posted on our school website. We will post an informative letter on our 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:

We will begin the plan on April 13, 2020, with weekly monitoring of the plan.

Our district scheduled 180 days of instruction for the current school year. We used three sick days, 1/28, 1/29, 1/31, and one snow day, 3/6. Our district was closed beginning 3/16, per Executive Order. The next ten days are covered as forgiven days. Our spring break began on March 30 and ended on April 3. The week of April 6-10 would be forgiven days per Executive Order. We will have our required 180 days with ending our school year on June 10, 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:

We have reached out to each dual enrollment students to make sure they had all the resources needed to finalize the courses. So far, there have been no issues on getting their work done. Our CTE students have been able to continue coursework as well without issue. We will continue to monitor their progress towards completion of their coursework.



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

District/ PSA Response:

Our district will continue to pack breakfast and lunches for all students who have taken advantage of this service on a weekly basis and will continue to do so until June 10, 2020; last day of our school calendar. We are delivering the meals with our transportation department. Those students outside of our district, their meals are being delivered by faculty/staff/ members, or administrators who live in those areas. Currently, we are not requiring parents to pick up meals.

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:

We will continue to pay all employees of the district. Bus drivers are delivering food, paraprofessionals are assisting with packing food, as are food service employees. Custodial workers have done major cleaning of the building. Administrative assistants are assisting with meals and schoolwork distribution and their regular work as allowable.

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

District/ PSA Response:

We will create a survey for 7-12 students to complete in order for us to see how the plan is working. We will also be holding Zoom meetings with faculty each week to get their feedback. Elementary will be using a check-off system between the parents/guardians and the teacher to verify participation.

13. Please describe how the district will provide mental health supports to pupils affected by a state of emergency or state of disaster prompted by COVID-19.

District/ PSA Response:

Our Safe Haven Clinic has reached out to parents and students and have continued services via TeleMed. Our ancillary services have begun the process of reaching out to our students in an effort to see what the needs are and then continue services as 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:

We have offered to the Eastern Upper Peninsula Intermediate School District some of our rooms if needed to be used for child care centers.

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 time we are not considering a balanced calendar for our instructional programming during the remaining time of this school year or for the 2020-2021 school year.

Name of District Leader Submitting Application: Brian Reattoir, Superintendent of Schools

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website: