

# **COPESD PROGRAM FINAL PLAN**

## **As of April 22, 2020**

### **Continuity of Learning and COVID-19 Response Plan Application**

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 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: **COP ESD Programs**

Address of District: **6065 Learning Lane, Indian River, MI 49749**

District Code Number: **16000**

Email Address of the District: **huberj@copesd.org**

Name of Intermediate School District: **Cheboygan-Otsego-Presque Isle Educational Service 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 9, 2020**

Name of District: **COP ESD Programs**

Address of District: **6065 Learning Lane, Indian River, MI 49749**

District Code Number: **16000**

Email Address of the District Superintendent: **huberj@copesd.org**

Name of Intermediate School District: **COP ESD**

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:

**COPESD Programs are using numerous modes of instruction and communication with families. Those include such methods as Google Classroom, instructional packets, and communication through email and videos. Our speech and occupational therapists are providing consultative support to the classroom in the form of lessons, videos or packets. In addition, on an individual basis, they are providing direct service therapy through a web-based approach. For students who do not have appropriate technology, families can request devices if needed.**

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:

**Continuous communication with families is the key to providing the best support for our families and students at home. Our COPESD Classroom teachers have expectations to maintain contact on a weekly basis, several times throughout the week. They will contact each student and family at least twice per week once with a personal phone call and may use other modes of communication for additional contact . Our teachers and paraprofessionals are also expected to set up a whole group classroom weekly meeting, via Zoom, Facebook, or alternative methods to provide time for the student to socialize and see/hear each other. In addition, paraprofessionals are required to maintain their positive relationships with students by contacting students and families. They will assist teachers with technology and lesson support which may include educational videos and/or development of individualized classroom projects. If a concern is raised about a student in the program in regards to mental health or safety during the closure, staff will contact their assigned social worker to develop a plan of support.**

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

District/ PSA Response:

**Our COPESD classroom teachers will be delivering content in multiple ways. The primary platform of delivery will be through Google Classroom. For students who do not have a device, one will be provided to them. For students who do not have access to the internet, educational packets will be provided on a bi-weekly basis. Families that have requested to receive videos will receive videos and/or resources that help reinforce the students learning in the specific content area.**

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

District/ PSA Response:

**COPESD staff will continue to support students and families at home through constant and consistent communication on a weekly basis, checking in on understanding. The Google Classroom platform will be another way for students and parents to share understandings and misunderstandings of the information that is distributed to the families and students. If a student is struggling with the content, teachers and paraprofessionals will be available with designated office hours to assist families with their needs. All teachers and ancillary staff are encouraged to hold a support meeting on a struggling student when needed and invite parents to participate.**

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:

**COP-ESD recognizes there may be additional expenditures, estimated below:**

**Mailing packets (\$2500)**

**Mileage for delivering packets (\$250)**

**Printing (paper etc.) (\$2000)**

**Replacement and repair of devices (\$5000)**

**Purchasing additional supplies for home--i.e., pencils, crayons, scissors (\$500)**

**Specific materials as requested for students individual needs (example student specific apps) (\$200)**

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:

**As of March 13th, there have been several virtual meetings held on a weekly basis including administrative, ancillary, teacher and paraprofessional. COPESD board was informed of classroom support expectations. The development of the plan has been created with administration, teacher, professionals and family recommendations--via phone conversations and surveys--prior to implementing the plan. An attempt to contact each individual parent has been made to gather information that will provide the most effective instruction based on each family's needs. COPESD's Board of Education reviewed the plan on April 9.**

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

District/ PSA Response:

**Parents and guardians of students have been notified of our plan by direct contact either through phone, email, Facebook or text. The plan will also be posted on the COPESD Webpage and a letter will be mailed home to parents.**

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 28th, 2020 .

District/ PSA Response:

**The implementation of the plan is tentatively set for April 13, 2020.**

9. Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act of 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:

**N/A Currently, COPESD has no students that participate in dual enrollment. In the future, if we do have a student who participates, COPESD will set forth guidelines that meet all of the requirements.**

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

District/ PSA Response:

**N/A COPESD has no direct food service. Food service is provided through each individual local district in which the student resides. COPESD classroom students are provided needed food as part of the local district food distribution. COPESD administration reached out to each local district to ensure that students from COPESD programs were included in the food distribution programs.**

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 confirms that it will continue to pay school employees while redeploying staff to provide meaningful work in the context of the plan.**

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

District/ PSA Response:

**All COPESD teachers will document contacts and participation through a log sheet. Teachers will continue to reach out to families on a weekly basis to check on wellness and needs throughout the duration of the closure.**

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- .

District/ PSA Response:

**COPESD Classroom Teachers will document and monitor any mental health concerns. Classroom teachers will connect students with access to School Social Workers if needed.**

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 the Executive Order - or any executive order that follows it.

District/ PSA Response:

Optional question:

**COPESD Classrooms are not directly involved in this process at this time. If the need arises, we would help in any manner that we could.**

15. Does the District adopt a balanced calendar instructional program for the remainder of the - school year? Does the District plan to adopt a balanced calendar instructional program for the - school year?

District/ PSA Response:

**COPESD Classrooms will make every attempt to align their calendar as closely as possible to their local districts' calendars.**

Name of District Leader Submitting Application: Kristi Williams

Date Approved: April 22, 2020

Name of ISD Superintendent/Authorizer Designee: Jamie Huber

Date Submitted to Superintendent and State Treasurer: April 24, 2020

Confirmation approved Plan is posted on District/PSA website: April 24, 2020



