

Mancelona Public Schools
Continuity of Learning and COVID-19 Response Plan
April 8, 2020



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

Guiding Principles

As Mancelona Public School administrators, school board members, teachers, and the collective bargaining units collaborated to complete the Assurances and Continuity of Learning Plans, we used the following principles to guide our 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: 4/8/2020

Name of District: Mancelona Public Schools

Address of District: 112 St. Johns Avenue, Mancelona, MI 49659

District Code Number: 05070

Email Address of the District: jdirosa@mancelonaschools.org

Name of Intermediate School District: Traverse Bay Area ISD

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.

Mancelona Public Schools hereby provide assurance it will follow the requirements for a Plan for the remainder of the 2019-2020 school year:

- ✓ MPS assures that all student learning will take place under the direction of a teacher of record for each student enrolled in the district.
- ✓ MPS 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.
- ✓ MPS assures that the Plan was developed in collaboration with district administrators, school board members, teachers, and local bargaining units.
- ✓ MPS assures that food distribution has been arranged for or provided for eligible students.
- ✓ MPS assures coordination between MPS and TBAISD to mobilize disaster relief child care centers.
- ✓ MPS assures that to the extent practicable MPS will in good faith provide students with IEPs/Section 504 Plans the opportunity to participate in learning consistent with existing plans.
- ✓ MPS assures that Continuity of Learning and COVID-19 Response Plan, Assurance Document, and Budget Outline will be posted immediately following approval to MPS’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.

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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.

MPS Response:

During this mandatory school closure, Mancelona Public Schools will utilize alternative modes of instruction. Packets of instructional material will be available regularly and will include traditional content materials such as reading, mathematics, science, social studies, and elective courses, in addition to social emotional learning standards. These packets will be provided in multiple ways: online, mail, or pickup. For families who receive meals delivered to their homes, students’ packets may be delivered with their food. To the extent possible, these packets will be differentiated to student needs, especially for students with Individual Reading Improvement

Plans (IRIPs), Individualized Education Plans (IEPs), or Section 504 Plans. If families need additional materials such as paper, pencils, or crayons, these will be made available.

To support families needing access to devices, MPS will loan school Chromebooks. In coordination with the Traverse Bay Area ISD, MPS will support the provision of internet access in creative ways such as hotspots. Students will not be penalized for not being able to access online instructional tools or resources and every effort will be made to provide resources through paper form.

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.

MPS Response:

Mancelona Public Schools values the relationships between students and teachers and thus will make every effort to keep students at the center of educational activities. During this pandemic, the importance of connections and safety is more evident than ever. Therefore, MPS staff will reach out to students and families on (at least) a weekly basis. This communication will be documented by teachers and incomplete/inconsistent communication with students or families will be forwarded to the building principal and/or building counselor/behavior coach for additional follow-up and connection to resources.

Throughout the school closure, the District has communicated with students/parents through School Messenger, the District Website, and our District Facebook page. Teachers are making efforts to connect through Google Classroom, classroom Facebook pages, DoJo, Remind, iReady, NoRedInk, Collections, ClassKick, Zoom, email, text, newsletters, weekly calendars, phone calls, or other means that best meet the needs of students and families. Teachers may receive postage-paid, addressed envelopes to facilitate additional, individual communication with families. Several teachers are also posting read alouds for students/families to access to see their teachers reading to them and connecting with them. The building staffs have created electronic messages to students to ensure that the students know they are missed.

The schools will continue to work together to develop additional creative ways to ensure students know that they are valued and cared for. For these outreach efforts to be fully realized, students and parents will need to fulfill their responsibility of responding to these communications and reaching out for support as needs arise.

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

MPS Response:

Mancelona Public Schools is committed to providing meaningful content to our students in multiple ways so all students can access learning. As described in 1. above, efforts will be made to provide content electronically, online, or on paper – at the schools, through the food delivery system, or through the mail. Teachers will also reach out to students and families through other modes of communication to support instruction. Materials will be differentiated, as needed, to meet special education accommodations and goals. Technological barriers will be removed to the greatest extent possible. Teachers may create videos that students/families can access for instructional learning opportunities.

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

MPS Response:

Mancelona Public Schools understands the importance of managing and monitoring student learning. Although the learning opportunities provided to students during this school closure will not be counted against students who do not complete the tasks, teachers are providing meaningful opportunities for growth, and thus value giving feedback for student progress. The means for providing feedback will be differentiated by grade level and student.

Teachers may provide weekly schedules/calendars of tasks/activities. Teachers and families will work together to determine an appropriate way to facilitate returning the work to receive teacher feedback. Some families may elect to return their packets when they pick up the next packet. Some families may send weekly pictures of student work to their child's teacher. Teachers will respond with feedback through DoJo, Remind, Google Classroom, email, text, phone, or other means. Feedback can also be given as students complete online curriculum such as NoRedInk, Prodigy, iReady math, Moby Max, and other platforms.

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

MPS Response:

Mancelona Public Schools recognizes that the Continuity of Learning and COVID-19 Response Plan will require additional expenditures.

Budget includes:

- \$1,000 Purchase of additional learning supplies (e.g., paper, pencils, crayons, etc.)
- \$1,500 Additional printing costs (paper and machine copy cost)
- \$12,500 Mailing costs (envelopes, postage)
- \$1,000 Cost of online instructional platform and any related software/websites
- \$60,000 Additional Chromebooks – approximately 200
- \$10,000 Hotspots for student use

Total Budget Impact: \$86,000.00

Sources:

- General funds
- Title I
- 31a

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

MPS Response:

In a timely manner, Mancelona Public Schools solicited input around the 14 items in this Response Plan from administrators, board members, teachers, and collective bargaining units. The superintendent communicated with school board members and union representation, building principals met virtually with their teachers and/or gathered survey feedback, and then the principals and superintendent communicated to compile the feedback. All information was considered and included in this collaborative plan to support our entire Mancelona Public Schools student body.

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

MPS Response:

When the Continuity of Learning and COVID-19 Response Plan is approved by the Traverse Bay Area Intermediate School District (TBAISD), The Plan will be posted to the Mancelona Public School website. Additionally, notifications will be sent via School Messenger and the District and building Facebook pages to inform parents that the plan has been formalized and is posted. Teachers will also share the most relevant details of The Plan with their students and/or families.

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.

MPS Response:

Mancelona Public Schools provided instructional materials to students on Friday, March 13, 2020 when teachers knew that school would be closed temporarily due to COVID-19. When the school closure was extended, each building provided additional instructional materials to students. The Plan, as written in this document, is ready to be implemented on Monday, April 13 2020, pending ISD approval, so as to reduce negative impact on our students' educational progress. It is important to note, that due to the teachers' efficiency, students at Mancelona Public Schools have not had extended time away from learning opportunities as a result of the closure of the school buildings.

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.

MPS Response:

Students in Baker and NMC courses will continue classes per college guidelines. We will ensure 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.

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.

MPS Response:

In collaboration with Chartwells and Communities in Schools of Northwest Michigan (CIS), Mancelona Public Schools has offered breakfast and lunch to all students, free of charge, since the school closure after March 13, 2020. Although Chartwells is preparing the food and coordinating provision of food from Mancelona Middle School, CIS has mobilized food delivery and is currently delivering meals to 300 students each week. Food distribution will continue to be available to all students at MPS. In addition to breakfast and lunch service throughout the week, MPS has been providing food to families for the weekends. Additionally, supper service will begin on or before the week of April 13, 2020.

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.

MPS Response:

Mancelona Public Schools continues to pay all district employees. Teachers continue to prepare and provide instructional materials for their students, while support staff are being redeployed to help teachers with preparing materials for our students. Custodial, maintenance staff, and bus drivers are working to perform essential services, as needed.

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

MPS Response:

Mancelona Public Schools desires to reach every student during this extended school closure with meaningful opportunities for growth and learning. However, due to the unprecedented circumstances, despite every effort by MPS, some students may not access the learning opportunities provided. Therefore, although feedback will be provided to students who complete activities and learning opportunities, students will not be penalized for not completing the instructional and practice opportunities given. Evaluation of student participation in The Plan will vary by building.

Teachers will track communication with parents and students related to work completion and time on task with online resources. This information will be recorded. 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 (e.g., DHHS, Behavioral Health, CIS, IHC, etc.).

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.

MPS Response:

Mental health supports are necessary for many students at Mancelona Public Schools throughout a typical school year. In these unprecedented times, it is likely that the need for these supports will increase. Therefore, each building counselor/behavior specialist will reach out to families. Additionally, MPS will continue to partner with Communities in Schools of Northwest Michigan (and their collaborating partners) and the Ironmen Health Center. Also, as teachers communicate with families on at least a weekly basis, they will notify building and community support personnel to support the connection of resources. This communication will be recorded in the communication log.

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.

MPS Response:

Mancelona Public Schools will partner with the Traverse Bay Area Intermediate School District, as needed, to support efforts to mobilize disaster relief child care centers.

Name of District Leader Submitting Application: Jeffery DiRosa

Date Approved: April 9, 2020

Name of ISD Superintendent/Authorizer Designee: Nick Ceglarek

Date Submitted to Superintendent and State Treasurer: April 9, 2020

Confirmation approved Plan is posted on MPS's website: