

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

Date Submitted: April 14, 2020

Name of District: Houghton-Portage Township School District

Address of District: 1603 Gundlach Road Houghton, MI 49931

District Code Number: 31110

Email Address of the District: doreen@hpts.us

Name of Intermediate School District: Copper Country 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 childcare 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 District: Houghton-Portage Township School District

Address of District: 1603 Gundlach Road Houghton, MI 49931

District Code Number: 31110

Email Address of the District Superintendent: doreen@hpts.us

Name of Intermediate School District: Copper Country 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-CD.

District/ PSA Response:

A district survey collected data on which students and families have internet and devices available to be able to access electronic instructional materials. For the majority of district students, staff will use electronic instruction, with plans updated weekly on the district website, to present core content aligning to the Michigan K-12 content standards. Students who were identified as not being able to access materials online will be provided comparable packets covering these standards each week. For students requiring printed materials, the district will, when necessary, mail weekly packets.

In order for students to experience success, teacher-student communication within the plan is vital. Students able to access content online will have the opportunity for video conferencing and email to

maintain communication and receive additional instruction. All students will have the opportunity to communicate and receive further instruction from their teacher using phone conferencing.

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 develop weekly or quarter long instructional plans to engage students. Through virtual meetings, email, mailings, or by phone, teachers will offer connections with students/parents at least two times per week.
- Through weekly meetings, either at the grade level or department level, staff will develop ways to continually build connections and foster relationships with students.
- Resource Room teachers, in addition to providing academic support, will reach out to students/parents on their caseload two or more times per week.
- School counselors will meet weekly to develop alternative ways to provide student support. Counselors will reach out to at-risk students using virtual conferencing, phone, and email.
- Paraprofessionals will be available daily to help students with learning disabilities with academic work and to maintain connections.
- Building level Multi Tiered System of Support (MTSS) teams will meet regularly to look for ways to maintain communication, support teachers and build connections.

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

District/ PSA Response:

The district identified students and families who have access to internet/devices and are able to receive instruction online, and also those who would need hard copies of learning materials. Throughout the duration of this closure, teachers will make available a comparable learning packet of materials to those that do not have access to the internet or device.

From an organizational perspective, staff are able to use Google Classroom, Moodle, an online textbook platform and other methods to present information.

Teachers may continue to use the course textbook, online resources, worksheets, and learning websites to provide learning activities that meet the standards provided by the State of Michigan.

The table below provides a guideline for the amount of time devoted to daily instruction and engagement for students in the elementary, middle and high school.

	Elementary School	Middle School	High School
Daily Instructional Time	1 - 2 hours	1.5 - 2.5 hours	2 - 3 hours

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

District/ PSA Response:

Teachers will monitor student effort and engagement through completion of assignments in online platforms and packet completion. Teachers will keep weekly records of students' effort and completion. Teachers will provide feedback on some assignments and methods will be given for students to check their answers and get immediate feedback for self correcting errors. Teachers will work with special education, counseling and Title I staff to differentiate the assignments of students with disabilities, language barriers and other learning challenges and offer support. Teachers will reach out to try to engage students and help with barriers to completing the work and learning.

Students will be assigned credit for work given during the school closure. Every effort will be made so that all students successfully progress to the next grade level or course sequence. Staff will continue to email and call students/ families who are not able to engage or choose not to. Staff will work with students/ families to develop a plan to increase engagement. Staff will continue to encourage students to engage in work. For students in grade 9-11 who are not able to be engaged, or choose to disengage, in remote learning opportunities will receive an incomplete or no grade/no credit for the course. Teachers will make frequent attempts to connect with and engage students that are disengaged. Students who receive an incomplete will be given an opportunity to complete learning and earn credit at a later time.

At Houghton Elementary, students will be assessed on making an effort to engage and continue learning at their grade level.

At Houghton Middle School, in Quarter 4, students will be assessed with a grade of Satisfactory or Unsatisfactory. Teachers will determine grades based on student engagement and the effort made to complete activities. The Semester 2 grade will also be based on Satisfactory or Unsatisfactory using the following criteria:

1. Students that earn 60% or greater in Quarter 3, and earn Satisfactory in Quarter 4, will earn a Satisfactory grade for Semester 2.
2. Students that earn below 60% in Quarter 3, earn a Satisfactory in Quarter 4, and work toward redemption of their Quarter 3 grade to bring it to 60% or greater, will earn a Satisfactory grade for Semester 2.
3. Students that do not meet the criteria in the above #1 or #2 will earn an Unsatisfactory for Semester 2.

At Houghton High School, in Quarter 4, students in grades 9-11 will be given a Pass/Incomplete grade for Quarter 4. Teachers will determine grades based on student engagement and the effort made to complete activities. The Semester 2 grade will also be based on Pass/Incomplete using the following criteria for each course:

1. Students that earn 60% or greater in Quarter 3 and earn a Pass in Quarter 4 based on engagement, will earn a Pass for Semester 2 with credit.
2. Students that earn below 60% in Quarter 3, earn a Pass in Quarter 4 based on engagement, and worked toward redemption of their Quarter 3 grade to bring it to 60% or greater, will earn a Pass for Semester 2 with credit.
3. Students that do not meet the above criteria for a given course will receive an Incomplete for the Semester 2 grade. Students will then be given an opportunity to recover the credit.

Grade 12 students that were on track to graduate prior to the school closure will earn credits for the Semester 2 courses they were enrolled in and receive a high school diploma on May 22, 2020 if one of the following criteria is met for each required class they are currently enrolled in:

1. The student has earned a Quarter 3 grade that is 60% or greater based on coursework completed prior to March 11, 2020. In this case, the Quarter 3 grade will be granted as their final Semester 2 grade.
2. The student has earned a Quarter 3 grade that is below 60% based on coursework completed prior to March 11, 2020 and has since completed the necessary work needed to earn a 60% or greater for Quarter 3 by May 20, 2020.

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:

Additional Costs:

-mailing of educational materials \$7,143.34

-printing of educational materials \$755.00

Total Costs of \$7,898.34

Paid by general fund-state aid

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:

Stakeholders collaborated in creating this plan in the following ways:

- Plan was developed with discussions with the following stakeholders: school board members, building principals and teachers union leadership. Several meetings were held to discuss the most equitable and logical way to implement this plan. It was also discussed the best ways to support staff in its execution. Our team had the opportunity to assess potential areas for refinement as parts of this plan had been started with parents the week of April 6, 2020.
- Principals met with building leadership teams to discuss alternative learning.
- Administrative meetings were held to discuss alternative learning.
- Superintendent communicated and discussed the Plan with school board members.
- Plan was reviewed by stakeholders for input before it was sent for final approval by the ISD.

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 will be notified of this plan through:

- Posting on District Website
- Student/ Parent Email List
- School Social Media
- Presentation of Highlights at April Board of Education Meeting

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, 2020.

District/ PSA Response:

Houghton-Portage Township Schools will begin this plan on Tuesday, April 14, 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:

For students in postsecondary dual enrollment courses, we will work with the provider to determine next steps. We will ensure students have the support to complete courses and will have the option to convert grades to Credit/ No Credit.

For Career and Technical Education (CTE), we will work with CTE instructors and administrators and consult with state level guidance to make sure students have opportunities to complete the courses.

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

District/ PSA Response:

The district has been providing meals to families each Wednesday and this will continue as we are able and as directed by executive orders. The food service director along with staff and volunteers will prepare, set up and hand out meals to families. Families have been notified by email, website and by radio that meals are available and they can register for receiving meals each Wednesday.

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:

School employees will continue to receive pay during the shut down following state and federal laws and guidelines.

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

District/ PSA Response:

Houghton- Portage Township schools will evaluate the participation of pupils in our continuity of learning plan in the following ways:

- Teachers and staff will keep track of students engaged in learning through record keeping in grade books of completed assignments in online platforms and those submitted by mail or email.
- Teachers will use formative assessments made by discussing content with students by phone, email or virtual meetings.
- List maintained of packets mailed to families to complete who do not have access to technology or internet.
- District special education teachers will keep records of contacts to provide support for students with disabilities.

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:

Houghton- Portage Township schools will provide mental health services in the following ways:

- Continued partnership with the Copper Country Intermediate School District's mental health counseling for students through 31n grant funding
- Development of a daily radio program in collaboration with the CCISD 31n counselors, to local districts to answer student questions and read books relating to mental health issues geared towards younger students.
- Inclusion of Social Emotional Learning (SEL) lessons for kindergarten through 5th grade students
- Elementary, middle and high school counselors sending mental health information to parents
- Elementary, middle and high school counselors will continue to offer to meet with students and parents with mental health needs via telephone, email or video conferencing.
- Teachers will refer students to counselors if they have a concern with emotional well being.

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 follows it.

District/ PSA Response:

Houghton- Portage Township schools will support the CCISD to offer relief child care in the following ways:

- List of part-time employees that could work if staffing is needed.
- Will assist in providing resources such as materials or meals if needed.

Optional question:

15. Does the District plan 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:

Unknown at this time.

Name of District Leader Submitting Application: Doreen Kramer, Superintendent

Date Approved: April 14, 2020

Name of ISD Superintendent/Authorizer Designee: George Stockero

Date Submitted to Superintendent and State Treasurer: April 15, 2020

Confirmation approved Plan is posted on District/PSA website: Yes