

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

Date Submitted: April 8, 2020

Name of District: Stephenson Area Public Schools

Address of District: W526 Division Street, Stephenson, MI 49887

District Code Number: 55120

Email Address of the District: stephenson.k12.mi.us

Name of Intermediate School District: Menominee County ISD

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.

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 pupils 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.

The following is occurring as of April 7, 2020. Stephenson Area Public Schools continues to communicate with students and parents with the commitment of "meeting each student on their own turf." We are committed to not have students be penalized because of their inability to fully participate, as we continue with alternative modes of instruction during our learning from a distance timeframe.

Stephenson Area Public Schools is committed to develop a Contingency Plan for each student with an active IEP or 504 plan. This will be done in conjunction with the current services outlined in said documents.

- Google Classroom – each teacher has assignments online and students are encouraged to communicate with their teacher if they have questions. Assignments are posted; links, videos, and other resources are provided.
- Duplicated packets for students who do not have internet are delivered to students weekly by the district. Students or parents with questions are encouraged to take pictures of work or questions about the work and send images to teachers through the utilization of phones and email. Texting questions via educational apps is also occurring with students and teachers. Students and parents are also encouraged to use their phones to connect to digital resources.
- Surveys have been given multiple times. The first survey occurred on March 13, 2020, to gain information as to internet availability within the home. Additional surveys regarding preference of packets or digital materials have continued. Personal phone calls have been made to homes not responding to surveys to gather information and prepare educational materials.
- Teachers have read books, produced live lessons, and recorded mini-lesson videos and posted these opportunities on the schools' Facebook pages which can be accessed by computer or phone.
- GSRP / Kindergarten and special education students have been delivered manipulatives, as well as online resources and packets, to make learning more meaningful and address learning styles that align with individual plans.
- Teachers are committed to making weekly phone calls, texts, emails, FaceTime, video chats, or weekly letters to check in and keep communication lines to students and parents open.

- Scheduling of weekly technology support started on April 7, 2020, to repair district-owned Chromebooks. This is completed in accordance with social distancing requirements and current health department suggestions.

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Supporting Student Engagement when Learning from a Distance

Grade Level	Minimum	Maximum	Recommended Length of Sustained Attention
Pre-K	20 minutes/day	60 minutes/day	3-5 minutes
K	30 minutes/day	90 minutes/day	3-5 minutes
1-2	45 minutes/day	90 minutes/day	5-10 minutes
3-5	60 minutes/day	120 minutes/day	10-15 minutes
6-8	Class: 15 min /day Total: 90 min /day –all classes	Class: 20 min /day Total: 120 min /day –all classes	1 subject area or class (15-20 minutes)
9-12	Class: 20 min /day Total: 120 min /day –all classes	Class: 30 min /day Total: 180 min /day –all classes	1 subject area or class (20-30 minutes)

We also encourage teachers to provide additional optional work, engagement activities, & enrichment opportunities for those students/families who desire this:

- as long as it is clear to students and families that this is optional
- for younger children to have more activities that are developmentally appropriate considering shorter attention spans
- students & families are encouraged to support academic skills and social-emotional health through activities they enjoy (that extend beyond the lessons provided by teachers)

Suggestions for Additional Activities

(These are some possible ideas - could add others that interest your family)

Mind	Body	Spirit	Environment	Family
-Reading, independent reading, listening to someone else read, audiobooks -Puzzles, word searches -Write a story or keep a family journal -Count money -Draw a map of the area around where you live -Build with blocks or Legos -Listen to a podcast -Watch a documentary -Invent something -Practice another language	-Take a walk -Dance -Exercise -Yard games -Stretch or do yoga -Wii Games -Play a sport	-Listen to music or sing -Play an instrument -Playing (inside or outside) -Creative arts or craft activities -Coloring or drawing -Imaginative play -Meditate -Do something you've been avoiding	-Clean up your room -Do age-appropriate chores -Gardening -Fix something that's broken -Take care of pets or plants -Cook or bake -Make maple syrup -Rake leaves	-Write a letter or note to someone -Play board games with a family member -Tell jokes or riddles -Build a fort and tell stories in it -Offer to help someone

SAPS – Weekly Overview – Spring 2020

SAPS commitment: SAPS teachers are committed to providing an educational experience for all students during this time. We understand **everyone – parents, students and staff** – have varying schedules and needs. The **schedule below is very flexible**, so please communicate with your teachers to help figure out what works for you and your family.

Stephenson Middle School / High School - Weekly Overview Suggested Guide

Please communicate and work out details with individual teachers

Google Classroom - Guardian connection

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	Communicate w/1st hour students - go over the week's lessons/questions	8:00-10:00 weekly staff Virtual Meeting SEL lesson & activity & connections with 3rd hour students	Communicate w/4th hour students - go over the week's lessons/questions	Communicate w/6th hour students - go over the week's lessons/questions	Interventions, enrichment, small groups, individual calls/mtgs, & other supports for students/parents
PM	Communicate w/2nd hour students - go over the week's lessons/questions	Interventions, enrichment, small groups, individual calls/mtgs, & other supports for students/parents	Communicate w/5th hour students - go over the week's lessons/questions	Communicate w/7th hour students - go over the week's lessons/questions	Teacher Small Group meetings Extra student support time

***Note:** Special Education teachers and teachers of special subjects (SES PE, STEAM, etc.) will teach their specific classes during these above-scheduled hours. All teachers of all subjects will follow IEP and 504 plans as adjusted through individual Contingency Plans.

Stephenson Elementary School - Weekly Overview Suggested Guide

Please communicate and work out details with individual teachers

Google Classroom - Guardian connection

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	Math & ELA learning blocks	8:00-10:00 weekly staff Virtual Meeting SEL lesson & activity & connections with students/parents	Math & ELA learning blocks	Math & ELA learning blocks	Interventions, enrichment, small groups, individual calls/mtgs, & other supports for students/parents
PM	School-wide Title Activities	Interventions, enrichment, small groups, individual calls/mtgs, & other supports for students/parents	School-wide Title Activities Specials - PE	Social Studies and/or Science learning activities Specials - STEAM	Teacher Small Group meetings Extra student support time

SAPS – Outline of District Responsibilities – Spring 2020

SAPS commitment: In an effort to support student engagement and learning, Stephenson Area Public schools is committed to supporting all stakeholders in the school community. This outline of responsibilities serves to clarify the roles of the district, school, teacher, student, and family.

Stephenson Area Public Schools – Roles & Responsibilities

--Working together to support all members of our school community--

Suggested Guidelines for Members of our School Community	
District Responsibilities	<ul style="list-style-type: none"> • Develop thoughtful, accessible, blended learning plans using stakeholder input, when possible • Support schools in planning and implementing <i>Learning from a Distance</i> plans (including online, blended, and use of paper copies/books) • Help schools identify needed resources in the community (academic, health, social, emotional)
Building Administrator Responsibilities	<ul style="list-style-type: none"> • Implement <i>Learning from a Distance</i> plans • Communicate regularly with all stakeholders • Support teachers in planning and implementing <i>Learning from a Distance</i> plans (including online, blended, and use of paper copies/books) • Help families find needed resources in the community (academic, health, social, emotional)
Teacher Responsibilities	<ul style="list-style-type: none"> • Make <i>Learning from a Distance</i> plans available in a timely manner • Be available at scheduled or requested times to answer student/caregiver questions • Provide meaningful and timely feedback on learning activities and student progress • Communicate regularly with students • Provide a range of meaningful learning opportunities that meet the needs of all learners during the period of closure
Student Responsibilities	<ul style="list-style-type: none"> • Review assigned work and give your best effort on it • Complete your assigned learning activities by recommended dates • Ask clarifying questions when you need help or don't understand • Be respectful to yourself, teachers, peers, and your family
Parent / Caregiver Family Responsibilities	<ul style="list-style-type: none"> • Talk to students about their work regularly • Reserve a space or location for students to complete their work • Set sensible time limits for technology use • Encourage students to get enough sleep • Help students establish and follow some sort of daily routines • Allow your family to be flexible and adjust to your own circumstances

Note: This list may be refined and adjusted as we gather feedback from all stakeholders and work through the changes being faced by our community as a result of the current school closure.

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.

The staff at Stephenson Area Public Schools is committed to educating the Whole Child. Attached is a basic weekly plan as suggested through MAISA documents to help provide structure for students. We understand there is safety in structure. We want to be completely transparent in noting that this is a basic, flexible plan. Our teachers will continue to meet students and parents on their own turf by being available at various times and through multiple media that meets the students' and parents' schedules. We understand that older siblings may be providing daycare services for younger students. We understand that other students have responsibilities on family farms and in other businesses. We further understand that some parents continue to be employed and work various shifts.

Current communication methods include: Remind app, Google Classroom, phone calls, Class DoJo, Google Meet video chats, emails, handwritten letters / postcards, posing open-ended questions, journal writing, reading stories online, Facebook LIVE updates & posts, the district website, and the district calling system.

In addition, GSRP and kindergarten are packaging manipulatives to send home bi-weekly. Newsletter and newspaper updates are also being provided.

Collections of pictures from families and teachers are being utilized to create slideshow videos to be shared with district and community members.

We are in the process of adding parents/guardians to Google Classroom to provide weekly updates regarding the productivity and progress of their students.

We are working closely with Social Emotional Learning supports. Leaders from our Behavioral Health Assessment Team (BHAT) are producing weekly lessons for staff that will be shared; the results will be reviewed and monitored weekly.

We are providing weekly family activities in our Monday meal package deliveries.

Our Bilingual Home/School Liaison and Translator is making multiple contacts with bilingual students and parents to provide virtual supports to the students and parents.

We are committed to weekly staff meetings and small group sessions in an attempt to gain further opportunities as learned and noted through surveys and individual communication.

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

Stephenson Area Public Schools will deliver content in multiple ways during said state of emergency. The utilization for the following is currently occurring to assure learning continues for the 2019-2020 school year.

1. Live lessons are also taped by individual teachers for future viewing.
2. Live lessons are also taped by the Title I teachers for future viewing to support learning for all elementary students across all elementary grades since we are a school-wide Title school.
3. Family reading nights with teachers and community guests rotate to read books on a pre-recorded video or live online at 7:00 p.m. Monday through Friday. These videos are posted on the district's Facebook pages and may also be viewed any time after the event. There has been overwhelming positive feedback from the community.
4. Kids Read Now Summer Reading Program, sponsored by Title I, will begin mailing books directly to all Stephenson Elementary Students in GSRP through 5th grade in May. The date was moved up due to the COVID-19 pandemic.
5. Paper packets are delivered to homes that do not have technology capabilities.
6. Manipulative packets are delivered to homes for GSRP, Kindergarten, special education students and students with 504 plans in alignment with the development of individual Contingency Plans.
7. The utilization of Study Island
8. The utilization of Lexia
9. The utilization of Khan Academy
10. The utilization of Google Classroom
11. Virtual field trips
12. Project Based Learning opportunities are provided through virtual and paper packets that are content specific.
13. Social Emotional Learning (SEL) supports and lessons are also being provided in multiple ways.

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

The following formats or technologies will be utilized to manage and monitor learning by students during said time period:

1. Google Classroom – have evidence of student participation, completion of work, responses to open-ended questions, private questions and concerns about coursework. Parents and guardians are invited to monitor their students' academic progress by viewing and reviewing assignments attempted and completed. They may access Google Classroom either by computer or by adding the app to their phones.
2. Pictures of completed work are texted or emailed to staff from the paper packets / handouts that are sent home weekly to students who are not able to receive materials virtually. This list is based on the multiple district surveys that have been sent to students and parents, and is updated weekly as parents request it.
3. Teacher documentation – Stephenson teachers are keeping track of communication from students/parents weekly. It is our goal for each teacher to have confirmed communication, through various forms (email, text, skype, phone calls, virtual meetings etc.) of weekly communication with students/parents. Documentation is recorded on a Daily Teacher Log that each teacher submits to the principals each day. Teachers also log parent contact in Power School. Some teachers are also utilizing spreadsheets to manage and monitor the learning of their students.
4. Khan Academy, Study Island, Lexia, Epic, Prodigy, etc. – Student time on task can be monitored and assignments completed can be monitored as a feature through said online learning platforms.
5. Online Odysseyware Coursework – District mentor teachers monitor weekly lessons attempted, provide feedback to students, and note lessons completed or adjusted due to the school closure.
6. Google Meet – Teachers will be conferencing with students and parents to support ongoing learning. These meetings also allow students to collaborate with peers in a virtual face-to-face manner.
7. Seniors – Regarding Letter V of said Executive Order Letter V Pupils in grade 12:

Stephenson Area Public Schools has frozen the current Grade Point Averages of students in grades 9 -12 until said pandemic is over and the traditional school day resumes. Freezing Grade Point Averages has been done in fairness to students attempting to attain valedictorian, salutatorian, or top ten in the class status.

Stephenson Area Public Schools is committed to do the following for students in grade 12 only:

- Stephenson Area Public Schools will award credits for courses taught by Stephenson Area Public School teachers based on coursework through March 11, 2020. If a 12th grade student was passing said courses taught by Stephenson Area Public School teachers as of March 11, 2020, they have completed the course for the semester.

- Those students who were not passing courses taught by Stephenson Area Public School teachers as of March 11, 2020, will need to work closely with said teacher and high school principal to earn a passing grade for said courses.
 - Students enrolled in dual enrollment courses with Bay College are expected to successfully complete said courses with Bay College as per the district's expectations or reimburse the district if they fail a college course.
 - Students taking virtual courses are expected to work closely with their advisor / mentor and complete the online learning expectations as adjusted by the advisor / mentor. They will also receive Credit or No Credit for these courses. This will be determined collaboratively between the student, the advisor / mentor, and the high school principal. Final determination will be made by the high school principal.
 - Stephenson Area Public Schools will provide a pupil in grade 12 who was failing a course as of March 11, 2020, an opportunity to demonstrate learning in the subject matter of the course and receive credit for the course. These students have been contacted via multiple formats by the high school principal and an individual plan is being developed. Students must complete the individual plan as determined by the principal to earn credit and be eligible to graduate in June of 2020.
 - Students that are taking additional courses (credit recovery), in an attempt to get caught up and become eligible to graduate in June of 2020, are still required to complete said courses as directed by the high school principal. Failure to comply with the requirements communicated by the high school principal will result in not completing state and district requirements and graduation will not occur.
 - Individual students with Personal Curriculums shall continue to work directly with the high school principal to make sure that all portions of said plan are completed for eligibility for high school graduation in June of 2020.
 - All students with an IEP or Section 504 plan will have a Contingency Plan developed for each individual student prior to April 28, 2020.
8. CTE teachers will monitor participation of virtual field trips for students enrolled in vocational courses.

#5

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

I do not foresee additional expenditures associate with the Plan at the present time for the following reasons:

1. We are using our current hourly employees to prepare and deliver food twice per week to homes. Food is delivered twice per week. Food delivery and educational packets are delivered on alternating days.
 - a. Cooks prepare the food
 - b. Bus drivers deliver the food (adhering to protocols developed in conjunction with the Menominee Health Department)
 - c. Paraprofessionals deliver the food (adhering to protocols developed in conjunction with the Menominee Health Department)
2. We are using our current hourly employees to prepare and deliver educational packets to homes. Educational packet delivery is done on days when food is not delivered.
 - a. Secretaries and paraprofessionals are making copies emailed to them by teachers.
 - b. Bus drivers and paraprofessionals are delivering educational packets once per week.
3. Revenue generated through the food service should offset additional expenditures.
4. We have leased vans to deliver food instead of using buses as a portion of our bus drivers are not physically able to walk the distances required in this high poverty, rural, remote district. The leasing of the vans has reduced expenditures in fuel and thus should offset expenditures for delivery of both food and educational materials.

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

We have followed the practice used in Stephenson Area Public Schools for the development of the Data Team /District Professional Development Team utilized in the compliance of Professional Development in exchange for Instructional days for the 2019-2020 school year.

Both of these said groups and their membership have been communicated with regarding said process. The Stephenson Area Public School Board of Education has publically endorsed the Data Team / District Professional Development Team.

Membership is made up of parents, support personnel, teachers and administration. There are six teachers on this 11-person team. Teacher ideas / input is requested and the participation is outstanding. These are our teacher leaders. ISD leaders also participate with this team on a regular basis. This group is the group that develops and leads in district professional development.

We have broken our certified staff into teams during COVID-19 to lead weekly discussions, provide Social Emotional Learning support, and to work on alignment of curriculum that will not be taught during said pandemic. Teaching members of the Data Team / District Professional Development Team will be the leaders of each sub-team.

The Data Team and the Behavioral Health Assessment Team (BHAT) have had and will continue to have "Heavy Input" into the development, execution, and adjustments of said plan. The BHAT team will put together weekly lessons for teachers to use with students as per the basic schedule in said document.

I have been in contact with the Board of Education President. Our board is a policy board as is the expectation in a "functional" school district. I have communicated the process being utilized and when the rough draft is completed the draft will be sent to board members for questions and input. The Board of Education has tremendous respect and appreciation for our Data Team/ Professional Development Team and trusts the professionalism and the productivity over the past four years. The board will officially approve said document at the April Business Meeting.

#7

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

We currently have the following systems in place to communicate with parents during said times. They are:

District website COVID-19 Information Link and Link on FrontPage

Building Facebook Pages

District Callout System (used for snow day notification)

District Text and / or emails to Parents

Copies mailed to parents and community members at their request

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.

Stephenson Area Public Schools Certified Staff met at the end of the workday on March 13, 2020 to brainstorm based on the information from Governor Whitmer on March 12, 2020.

Stephenson Area Public Schools Certified Staff met for a professional development day on March 16, 2020 to begin to formalize what is now our current plan.

Teacher and administrators worked the week of March 16, 2020 to collaborate and shift gears for Learning from a Distance. (Terminology introduced by Dr. Rice and adopted by our team)

We met again virtually on March 30, 2020, the first day back after Spring Break, and began consistent implementation from a Blended Learning perspective for the Whole Child. Packets were delivered to students who did not have internet access (based on multiple surveys since March 13, 2020) on April 3, 2020. Virtual learning has occurred since March 30, 2020 and continues to be fine-tuned as our proposed plan is adjusted.

As you can see, our staff has been working to meet the needs of our students during the COVID-19 closure. On April 6, 2020 and April 7, 2020, the Data Team/District Professional Development Team met to take the already existing plans and craft them into our Continuity of Learning Plan. Because of this continuous work by staff, Stephenson Area Public Schools will fully implement this plan effective April 9, 2020.

Days cancelled prior to March 16, 2020

11-27-2019

12-2-2019

12-3-2019

12-9-2019

12-12-2019

1-30-2020

2-18-2020

3-10-2020

Teacher Professional Development days counted as instructional days as outlined in MCL388.1701

1-30-2020

2-18-2020

3-10-2020

Continuity of Learning Plan Start Date: April 9, 2020

End date for school year 2019-2020: June 9, 2020

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.

We have a positive healthy working relationship with Bay College in Escanaba, Michigan and it has been tremendous during this said situation. We are one-to-one at our middle school and high school, so computers are provided for our students taking online dual enrollment courses. Our high school principal and high school secretary have been in communication with Bay College faculty and Stephenson students during said timeframe to assure that dual enrollment courses are continuing.

We have a guidance counselor who is sub-contracted through Bay College who is also monitoring students' progress.

We currently have one senior that has not responded to our attempted contact, and all other students are on track to complete courses.

We have two different formats for students taking vocational courses. We have courses taught by Stephenson employees and courses taught through the Menominee Area Public School District in a tuition-based format.

The students in vocational business courses taught by our staff continue to receive instruction as outlined in this document. Any certification that is allowed to be obtained online will be available and accommodated. Once the said executive orders are lifted, those students who need to take certification assessments may do so face-to-face and proctored by current staff.

Our welding students have not taken certification tests this school year, as they are traditionally done at the end of the school year. Accommodations will be made once the executive order is lifted for students to take certification tests. Students will continue to have virtual field trips weekly and instruction virtually. Students receiving instruction in Allied Health, Automotive and Machine Trades are under the tuition-based shared program with Menominee Area Public Schools and will comply with the expectations developed by Menominee Area Public Schools.

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

Delivery or pick up of food started the week of March 13, 2020. We are a district of 396 square miles with under 500 students. This project has been a labor of love for our staff and community.

Currently we are doing the following:

1. Parents can:
 - a. sign up through the Google survey on our website
 - b. call and register with our secretarial staff during normal business hours
 - c. email our secretarial staff and request food
2. Our food service director cross references all requests with the high school secretary and transportation director for students to be added to established routes.
3. Food is prepared through Best Practices in compliance with Federal, State and Menominee County Health Department practices and expectations.
4. The food service staff that are ALL Serve Safe Certified prepare meals in our high school kitchen.
5. Food is delivered utilizing bus drivers and paraprofessionals on Mondays and Thursdays.
6. Meals (breakfast and lunch) for three days are delivered on Mondays and meals for four days are delivered on Thursdays.
7. The first week we served approximately 175 students per day. As of April 6, 2020 we are serving approximately 330 students per day.

Stephenson Area Public Schools is committed to continue to provide and distribute food throughout said situation.

See attached protocols:

1. Health Department Suggestions
2. COVID -19 PHDM Recommendations
3. Delivery Staff
4. Food Service Staff

Do not allow people to work if they have been in contact with someone who has an illness from COVID-19. Do not allow people to work that have the following symptoms: cough, fever, shortness of breath, sore throat. Screening the workers each day to determine their status relative to the above situations is a critical first step. Some facilities are having their person-in-charge screen workers through verbal questioning. Other places, typically with a lot of workers, are having employees indicate in writing their status relative to the above listed symptoms and history of contact. Some places are posting the screening requirements stated above, but don't have any formal reporting. If you are doing any screening that is good. I recommend every worker, every day, inform a person in charge of their health related to the above.

Handwashing is important as hands are a primary vehicle for moving microorganisms, like viruses, around. Glove can be effective at preventing the spread of viruses, but only if they are properly used. Hand sanitizers should be used when handwashing is not available, not as a substitute for handwashing.

When making deliveries it should be a primary objective of the delivery drivers to not spread disease causing organisms from one residence to another residence or from a residence to themselves and their vehicle.

The Community Action Agency is having their drivers leave bagged food on doorknob or porch of client. The driver is knocking and heading back to their vehicle to wait for the door to open or a response from the client through a window. If they don't get a response, they call the client to let them know of the delivery.

Some delivery drivers are wearing masks to prevent a cough or sneeze from projecting droplets onto hands or other surfaces.

Practicing social distancing at points of delivery. It is ok to have a conversation, but keeping space between individuals is important.

Leaving multiple days worth of food when possible and applicable is another idea.

Since handwashing facilities are not available delivery drivers have been utilizing gloves and hand sanitizer during delivery operations, especially between delivery points, to prevent the hands from being a vehicle for pathogen movement. If a delivery will entail touching any surfaces such as gates, gate latches, doorbells, doors, handrails, etc. then using a glove as a barrier between the surface and the hand is a great idea. If you can use your foot to knock on the door, and there will be no other hand contact with surfaces, then there wouldn't be a need to wear a glove(s). If you wear gloves to contact surfaces it is important to change them when done at the site. Apply sanitizer as directed by manufacturer instructions.

Use an EPA disinfectant on delivery vehicle surfaces such as door handles, steering wheels and other hand-contact surfaces.



Public Health, Delta & Menominee Counties

COVID-19 Recommendations for Food Service Establishments

For food service establishments operating under Executive Order 20202-20 & 2020-21

What can be done at the establishment to help prevent the spread of COVID-19?

Employee Screening

- Screen employees before entering the facility. Ask all employees if they have a cough, fever, shortness of breath, sore throat, or any known contact with a known COVID-19 case. If they answer yes to any of these questions, they should not enter facility.

Employee Actions

- Frequently wash hands with soap and warm water for at least 20 seconds, especially after:
 - Going to the bathroom
 - Before and after eating
 - After touching eyes, nose, or mouth
 - After handling money or credit cards
 - After coughing or sneezing
 - When changing gloves
 - After contact with frequently touched surfaces
- Increased glove use when possible and changing gloves when necessary
- Avoid touching eyes, nose, and mouth
- Remain 6 feet away from others when possible

Cleaning and Sanitizing

- Continue to sanitize food contact surfaces as normally required.
- Disinfect frequently touched surfaces with an EPA registered disinfectant. Frequently touched surfaces include:
 - Handles of equipment, coolers, and doors
 - Service counters
 - Cash registers, credit card readers, touch screens
 - Sink faucets and toilets

EPA Registered disinfectants can be found at:

<https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2>

Establishment Practices

- Allow no more than 5 customers in the facility at one time.
- Ensure customers are remaining 6 feet apart.
- Take orders by phone or internet to minimize contact with the public.
- Prevent interactions with the public as much as possible when making deliveries, exchanging money, taking orders, etc.
- Make alcohol-based hand sanitizers available for customers and delivery drivers.
- Post sign at entrance informing customers that have a cough, fever, shortness of breath, sore throat, or any known contact with a known COVID-19 case to not enter establishment.

All food service establishments are still required to follow the Michigan Modified Food Code and Michigan Food Law during this time. This document is not all inclusive and does not supersede any state or federal orders or directives.

For more information, visit PHDM.org, Michigan.gov/coronavirus or cdc.gov/coronavirus



Stephenson Area Public Schools

W526 Division Street – P.O. Box 509
Stephenson, Michigan 49887
Phone 906-753-2221 Fax 906-753-4676

To: Employees delivering food and educational packets
From: Ron Kraft, Superintendent
Date: 3-30-2020
Re: Protocol for entering the building and delivering food and educational materials

Good Morning,

Thanks for your work in serving our students. Here is the current protocol for entering, working, and exiting the building during the mandated social distancing time period.

Please do not make direct contact with any person as you are making deliveries. Place food in cooler, knock on the door with your foot, if possible, and step back toward the vehicle to assure items are accepted. Please do not accept or take ANY item or materials from students or adults when making deliveries. Please do not make direct or indirect physical contact with customers while making deliveries.

Please make sure to wear masks while making deliveries. Please wear rubber gloves and use hand sanitizer that is provided in each vehicle. Please wash hands for at least 20 seconds with hot water and soap when available during deliveries / resupplying.

Please communicate with the transportation director and make sure the delivery vans are sanitized each day after utilization.

1. Please adhere to the social distancing suggestion of 6 feet whenever possible. Please minimize grouping together to socialize.
2. Please make sure to use hand sanitizer upon entering and exiting the building or the delivery vehicle as per manufacturer instructions.
3. Please only have two members of each team enter the high school and elementary kitchen to pick up supplies.
4. Please sanitize hands with hand sanitizer per the manufacturer's instruction in the vehicle and utilize the Clorox wipes in your vehicle.
5. Please park in the north parking lot and enter and exit through the MPR doors when needed to enter the building to obtain supplies for delivery. Only two members of the delivery team at a time. Please do not enter through the kitchen doors.
6. Please use the restroom next to the high school office.
7. Please do not go into the office area unless required.
8. Please contact an administrator if you have any further questions.



Stephenson Area Public Schools

W526 Division Street – P.O. Box 509
Stephenson, Michigan 49887
Phone 906-753-2221 Fax 906-753-4676

To: Food Service Staff
From: Ron Kraft, Superintendent
Date: 3-30-2020
Re: Protocol for entering the building and work expectations during COVID-19

Good Morning,

Thanks for your work in serving our students. Here is the current protocol for entering, working, and exiting the building during the mandated social distancing time period.

Please make sure to review the “Public Health, Delta & Menominee Counties COVID-19 Recommendations for Food Service Establishments” daily. This is the multi-colored document that is posted in various locations in the kitchen and the document that you signed. The Stephenson Food Service Director will communicate with you daily regarding the “Employee Screening” section. If you exhibit any of these characteristics, please communicate with our director immediately and do NOT come to work.

1. Please adhere to the social distancing suggestion of 6 feet whenever possible.
2. Please use hand sanitizer upon entering and exiting the building.
3. Please make sure to wash your hands with soap and hot water for a minimum of 20 seconds prior to putting on safety gloves.
4. Please repeat step #3 anytime you have to cough, drink water, or coffee or if you touch your face while working. If you need to cough, please turn your head and cough into your elbow.
5. Please complete the online Serve Safe Course emailed to you on March 30, 2020 and adhere to the directives of said video. Please provide a completed certificate to Cindy Schacht and add one hour to your timesheet once the online Serve Safe Course is completed.
6. Please park in the north parking lot and enter and exit through the kitchen doors.
7. Please use the restroom in the kitchen.
8. Please do not leave the kitchen / MPR area to go to the office area unless required.
9. Please contact an administrator if you have any questions.

#11

Please confirm that the district will continue to pay school employees while redeploying staff to provide meaningful work in context of the Plan, subject to any applicable requirements of a collective bargaining agreement.

Attached is a copy of a Memorandum of Understanding (MOU) that has been established in good faith with the Stephenson Area Public Schools Support Staff as represented by the Michigan Education Association.

It is the goal of both parties to provide a safe, caring work environment. The district has made adjustments as needed for these Essential Employees to be able to work if they are physically and mentally able to complete the temporary, required work based on skills and current or pre-existing health situations. In the event that current employees are not able to work during said period of time, the expectations outlined in the attached MOU will be followed.

MEMORANDUM OF UNDERSTANDING

DATE: 3-23-2020

Between **Stephenson Area Public Schools** and the **Stephenson Area Public Schools Support Staff**

Be it understood that is the goal of the **Stephenson Area Public Schools** to accomplish the following as of 3-30-2020. It is also understood that if or when Michigan Law regarding the COVID-19 shutdown changes, the District Administration and the **Stephenson Area Public Schools Support Staff** Representatives will meet (however practicable) to agree on how to remain in compliance with the law.

Said Memorandum of Understanding shall cease on June 9, 2020 unless both parties agree to extend.

The following are the goals of the **Stephenson Area Public Schools** during this unchartered time in our state and country.

1. To retain our employees after the containment of COVID-19 and the return to a traditional school year.
2. To provide work opportunities for as many employees as are capable and able to safely work during said time period as established administrative qualification for current positions.
3. To work diligently with the current union leadership while complying with the current negotiated agreement and the ever-changing guidance from the national and state government.

IT IS UNDERSTOOD AND AGREED THAT THE CONTENTS HEREIN DO NOT ESTABLISH A PRECEDENT OR PAST PRACTICE. **Stephenson Area Public School** is committed to doing what is safe for our students, staff and community during these uncharted times.

- It is understood and agreed that all employees that are able to and willing to work will continue to be compensated at the regular rates established under the current master agreement.
- It is understood and agreed that those employees that are determined by administration to not be able to perform the necessary additional workplace responsibilities due to safety concerns or because they meet the conditions outlined in Michigan Executive Order 2020-10 are encouraged to apply for temporary leave as outlined in the Guidance by the Michigan Department of Labor and Economic Opportunity. (Fact Sheet #160)
- It is understood and agreed that an employee that is offered work and is able but chooses to not work is not eligible for Temporary Leave as outline in Guidance by the Michigan Department of Labor and Economic Opportunity.
- It is understood and agreed that those employees who may not obtain their normal hours of work are encouraged to apply for Work Share as outlined in the Guidance by the Michigan Department of Labor and Economic Opportunity. The District will meet and maintain the eligibility requirements for participation in the Work Share Program. (Fact Sheet #156)
- It is understood and agreed that employees that are able and willing to work and become ill and unable to work will work collaboratively on an individual basis with administration and may be able to utilize sick leave until their health situation allows them to return to work duty, become eligible for Temporary Leave as outline in the Michigan Department of Labor and Economic Opportunity, or because they meet the conditions outlined in Michigan Executive Order 2020-10

- It is understood and agreed that Stephenson Area Public Schools will not subcontract out or hire additional employees as long as there are current employees willing and able to work in current established classifications but Stephenson Area Public Schools retains the right to make sure services to students and families continues during COVID-19 timeframe.
- It is understood and agreed that those employees that qualify for and have chosen the Health Insurance outlined in the current Master Agreement prior to March 13, 2020 shall have the district make the employee contribution until work hours return to those established as of the week of March 9, 2020 or September 1, 2020 whichever comes first.
- Employees who did not work during the week of 3/16/2020 may use their accumulated Sick Leave to make up for time lost without loss of the Attendance Incentive described in Article XV paragraph 6.

For the District

P. H. K. K. J. T.
3-23-2020

Date

For the Union

D. H. H. H. H.
3-24-2020

Date

Patricia J. Tract
3-24-2020

Date

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

Executive Order Number 2020-35 Number II Continuity of Learning and COVID -19 Response Plan Letter N states:

Decisions regarding the awarding of credit, the issuance of grades, and the use of pass or fail designation will be made at the district level by districts with due recognition to the impact of the COVID – 19 pandemics.

With due respect to the Executive Order Number 2020-35, Stephenson Area Public Schools is committed to meeting students on their turf and continuing to educate ALL of our students.

Students in grades K – 11 are expected to actively participate and complete assignments from teachers to the best of their ability, on a daily/weekly basis. Students will earn Credit or No Credit for the 3rd and 4th marking periods and second semester grades for the 2019-2020 school year based on willingness to actively participate and complete assignments from teachers to the best of their ability. Promotion to the next grade will be directly correlated to the attainment of these educational objectives.

The Credit or No Credit grade earned by students will be part of the student's transcript and permanent student record. We understand that institutions of higher learning, employers, and military branches often request "official copies" of student transcripts; thus, the commitment by the Stephenson Staff to continue to utilize a blended approach to student learning from a distance with the expectation that students will actively participate and exhibit their best effort on each and every assignment is vital. Students that choose to earn a no credit grade may find themselves explaining to institutions of higher education, employers, or military branches, why they did not earn "credit" during said time.

We realize that students and parents believe they heard Governor Whitmer say that no student will be retained or not graduate based on her Executive Order to close school for the remainder of the 2019-2020 school year. Executive Order 2020-35 confirms that passing to the "next grade or graduating" is a local decision. Our staff is committed to help each student, and we expect each student's best effort and active participation during said time period.

Stephenson Area Public Schools has frozen the current Grade Point Averages of students in grades 9-12 (and grade 8 students taking any high school course for high school credit) until said pandemic is over and the traditional school day resumes. Freezing Grade Point Averages has been done in fairness to students attempting to attain valedictorian, salutatorian, or top ten in the class status.

All students with an IEP or Section 504 plan will have a Contingency Plan developed for each individual student prior to April 28, 2020.

Letter V of said Executive Order Letter V Pupils in grade 12.

Stephenson Area Public Schools is committed to do the following for students in grade 12 only:

- Stephenson Area Public Schools will award credits for courses taught by Stephenson Area Public School teachers based on coursework through March 11, 2020. If a 12th grade student was passing said courses taught by Stephenson Area Public School teachers as of March 11, 2020, they have completed the course for the semester.
- Those students who were not passing courses taught by Stephenson Area Public School teachers as of March 11, 2020, will need to work closely with said teacher and high school principal to earn a passing grade for said courses.
- Students enrolled in dual enrollment courses with Bay College are expected to successfully complete said courses with Bay College as per the district's expectations or reimburse the district if they fail a college course.
- Students taking virtual courses are expected to work closely with their advisor / mentor and complete the online learning expectations as adjusted by the advisor / mentor. They will also receive Credit or No Credit for these courses. This will be determined collaboratively between the student, the advisor / mentor, and the high school principal. Final determination will be made by the high school principal.
- Stephenson Area Public Schools will provide a pupil in grade 12 who was failing a course as of March 11, 2020, an opportunity to demonstrate learning in the subject matter of the course and receive credit for the course. These students have been contacted via multiple formats by the high school principal and an individual plan is being developed. Students must complete the individual plan as determined by the principal to earn credit and be eligible to graduate in June of 2020.
- Students that are taking additional courses (credit recovery), in an attempt to get caught up and become eligible to graduate in June of 2020, are still required to complete said courses as directed by the high school principal. Failure to comply with the requirements communicated by the high school principal will result in not completing state and district requirements and graduation will not occur.
- Individual students with Personal Curriculums shall continue to work directly with the high school principal to make sure that all portions of said plan are completed for eligibility for high school graduation in June of 2020.
- All students with an IEP or Section 504 plan will have a Contingency Plan developed for each individual student prior to April 28, 2020.

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.

Stephenson Area Public Schools believe the following steps are vital in educating the Whole Child during the current state of emergency:

1. Stephenson Area Public Schools acknowledge that every student, parent, and family has been adversely affected by the current state of events in our world. The stress levels, pressure, and anxiety have risen considerably since March 12, 2020.
2. Social Emotional Learning (SEL) is needed more than ever in this era, and the Stephenson Behavioral Health Assessment Team (BHAT) will prepare weekly lessons for teachers to present and support their students.
3. Stephenson Area Public School Staff is committed to using various methodologies and formats to communicate and "check in" with students and parents on a weekly basis to determine if needs are being met.
4. Our social emotional counselors are available for phone and/or interactive meetings held remotely through multiple technologies.
5. Stephenson Area Public Schools have surveyed students and will continue to survey students to help determine their social emotional needs.
6. Social emotional resources within the district and community are posted on the district website and in communications with parents.

#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.

Stephenson Area Public Schools have a very positive working relationship with the Menominee County Intermediate School District. The development of said plan for child care as outlined in Executive Order 2020-16 was developed by the Menominee County Intermediate School District with input from ALL the local districts in Menominee County.

If needed, Stephenson Area Public Schools will make current facilities available at the request of the Menominee County Intermediate School District and will cooperate fully. The Menominee County Intermediate School District leadership has been extremely positive and proactive in communicating and supporting the efforts of the Stephenson Area Public School District prior to, and during, the current situation.

We respect and appreciate the leadership from, and the partnership with, the Menominee County Intermediate School District and are confident that said partnership will grow and be strengthened during these uncharted times.

#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 instruction program for the 2020-2021 school year?

Stephenson Area Public Schools does not plan to make adjustments to the 2019-2020 calendar at the present time. Stephenson Area Public Schools previously completed all MDE requirements to count Professional Development days as recommended by the District Professional Development Committee and Stephenson Area Public School Board of Education resolution and the Act of God days reflected in the current Pupil Accounting Manual.

For the 2020-2021 school year, Stephenson Area Public Schools has negotiated a balanced calendar in good faith with a pre-Labor Day start date. Said calendar has been approved by the Stephenson Area Public Schools Certified Staff as represented by the MEA. The Stephenson Area Board of Education was slated to approve said calendar at the monthly business meeting scheduled for March 18, 2020. Said meeting was cancelled due to Executive Order. The Stephenson Area Public Schools Board of Education is now scheduled to approve said calendar at the April business meeting scheduled for April 22, 2020.

Name of District Leader Submitting Application: Ron Kraft (Superintendent of Stephenson Area Public Schools)

Date Approved: April 8, 2020

Name of ISD Superintendent/Authorizer Designee: Steve Martin

Date Submitted to Superintendent and State Treasurer: April 10, 2020

Confirmation approved Plan is posted on District/PSA website: April 8, 2020