Continuity of Learning and COVID-19 Response Plan ("Plan") Application Template

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

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

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

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

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

## Continuity of Learning and COVID-19 Response Plan ("Plan") Guiding Principles

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

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

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


## Design Learning for Equity and Access

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

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

Assess Student Learning
Manage and monitor student learning and plan what's next for learning including the potential need for summer and supplemental learning.

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


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

Date Submitted: 4-20-2020
Name of District: George Washington Carver Academy
Address of District: 14510 Second Ave, Highland Park, MI 48203
District Code Number: 82963
Email Address of the District: sbrown@gwcarveracademy.org
Name of Intermediate School District: Wayne RESA
Name of Authorizing Body (if applicable): Bay Mills Community College
This Assurance document needs to be returned to your Intermediate School District or, for Public School Academies, your Authorizing Body with your Continuity of Learning Plan and Budget Outline beginning April 8, 2020 to indicate that the District will adopt a plan to ensure continuous learning for all students through the remainder of the 2019-2020 school year.

Districts should submit a single district plan that relates to all of their schools.
The applicant hereby provides assurance it will follow the requirements for a Plan for the remainder of the 2019-2020 school year:

1. Applicant assures that all student learning will take place under the direction of a teacher of record for each student enrolled in the district.
2. Applicant assures that it will continue to pay school employees during the balance of the 2019-2020 school year under the same terms and conditions established prior to the school closure order period.
3. Applicant assures that the Plan was developed in collaboration with district administrators, school board members, teachers, and local bargaining units.
4. Applicant assures that food distribution has been arranged for or provided for eligible students.
5. Applicant assures coordination between applicant and Intermediate School District in which the District/PSA is located to mobilize disaster relief child care centers.
6. Applicant assures that to the extent practicable the District/PSA will in good faith provide students with IEPs/Section 504 Plans the opportunity to participate in learning consistent with existing plans.
7. Applicant assures that Continuity of Learning and COVID-19 Response Plan, Assurance Document, and Budget Outline will be posted immediately following approval to the District's/PSA's website.

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

The goal of a Continuity of Learning Plan and COVID-19 Response Plan is to ensure that each District or Public School Academy is providing, to the best of its ability, each student with alternative modes of instruction to help them stay on pace in their learning. This application recognizes that there is no "one-size-fits-all" solution; multiple means of engaging students and supporting families may be necessary that may vary by grade level, school building, or student population served.

For the purposes of the Plan, "district" refers to school districts and public school academies.
Date Submitted: 4-20-2020
Name of District: George Washington Carver Academy
Address of District: 14510 Second Ave, Highland Park, MI 48203
District Code Number: 82963
Email Address of the District Superintendent: sbrown@gwcarveracademy.org
Name of Intermediate School District: Wayne RESA
Name of Authorizing Body (if applicable): Bay Mills Community College

In accordance with Executive Order 2020-35 a Plan must include all of the following parts:

1. Please describe the methods the district will use to provide alternative modes of instruction other than in-person instruction and a summary of materials each pupil and the pupil's parents or guardians will need to access meaningfully the alternative modes of instruction included in the Plan. If the Plan relies on electronic instruction, the Plan must ensure to the extent feasible that pupils have access to a connected device capable of accessing the electronic instruction and must not penalize a pupil for the pupil's inability to fully participate.
"Alternative modes of instruction" means modes of pupil instruction, other than in-person instruction, that may include, without limitation, partnerships with other districts or intermediate districts or community colleges or institutions of higher education, use of vendors, use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a hybrid of multiple modes of learning that still promote recommended practices for social distancing to mitigate the spread of COVID-19.

District/ PSA Response:
Our district will utilize the following alternative modes of instruction in order to best meet the needs of our students during the time when in-person instruction is not an option:

- GWCA will adopt a Blended Learning Model, which consists of the following learning modalities; Google Classroom Platform incorporating a combination of project based learning, math/reading/science/social studies/writing curriculum resources, technology based programs and social emotional learning modules.

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:
GWCA remains committed to keeping our students at the center of all that we do. The public health crisis has only strengthened our stance. Our Academy is committed to educating the Whole Child. We have embraced the Whole School, Whole Community, Whole Child (WSCC) Model, which is the CDC's framework for addressing health in schools.

We are intentionally focused on our students and emphasize the collaboration between schools, communities, public health, and health care sectors for the purpose of better aligning resources in support of the whole child
GWCA will strive to be intentional in our outreach to continue building relationships and maintain connections. We are committed to do all we can to help students feel safe, valued and aligning resources to support the whole child. We have collaboratively established the following schedule with above in mind:

## Grades K-2

Time
Before 9:00 am

Activity
WAKE-UP: Make your breakfast, make your bed, get dressed and
3. Please describe the district's plans to deliver content in multiple ways so that all pupils can access learning.

District/ PSA Response:

Our district is prepared to deliver content in multiple ways in order to ensure that all students are able to access the learning in meaningful ways. In order to make this happen, we commit to:

- Leverage the instructional technology team to provide professional development so that teachers are ready and able to deliver content in multiple ways.
- Teach Content: Setting goals using knowledge of each student, content area standards, and the Michigan Merit Curriculum.
- Deliver Flexible Instruction: Considering 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.
- Endeavor to Engage Families: Communicating with families about engagement strategies to support students as they access the learning.
O Knowing that families are critical partners, we will provide translations as necessary.
School wide BLENDED LEARNING MODEL will be structured to provide students with virtual learning through curriculum, technology and project based learning modalities. The skills will be aligned to the Michigan CCSS for each grade with the following frequency:

Math Goal(s):

1. Curriculum Based-Daily
2. Technology Based-2-3 per week
3. Project Based-bi-weekly
4. Please describe the district's plans to manage and monitor learning by pupils.

District/ PSA Response:
Despite the challenges of remote learning, teachers will still monitor student learning and check for understanding throughout the learning process. Additionally, teachers will ensure that comprehensive, actionable feedback is provided to students in a timely manner. In order to meet these expectations, teachers will engage in the following:

- Purposeful planning with department and/or grade level colleagues using a common planning template when appropriate.
- Implementation of effective feedback practices and ongoing formative assessments will guide reflection on effectiveness of instruction and determine next steps for student learning.


## Weekly Check In with Leadership

Completion of the Google Training
Participation in one weekly PLC (Instructional Progress, Student Progress and Strategy for toolbox)
*Participation in one weekly PLC with designated support staff to share targeted support needs of students for tutoring purposes. (Adjust lessons as needed).
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:

In order to ensure that our students have access to adequate technology, during these extraordinary circumstances, our district will utilize Title I funds in the following manner, as outlined within the Memorandum regarding Flexible Title Funds for Technology from Deputy Superintendent Venessa Keesler, dated March 27, 2020:

- To purchase internet access tools for students
- To purchase devices for student use to support student learning
- To purchase student devices (Chromebooks)

We will utilize Title IIA Funds in the following ways:

- To support student learning using technology by transferring these funds into the Title IV.

We will utilize Title IV Funds in the following ways:

- To fund training and professional learning for our teachers to better prepare them to virtually deliver instruction and connect with students.
To support technology, which includes devices, access and materials for students and teachers.


## Budget for Plan:

Technology Access Plan \$105,030-\$111,000
\$5,970 to \$12,000.00
150 to 300 Internet Comcast Access Agreements (6 mo plan/2 mo free) 9.95per month
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:
Our district values the opinions and ideas of all stakeholders. For this reason, we included each of the following groups as we worked to develop a comprehensive plan for providing continuity of learning.

All stakeholders were involved in the development of the plan. Building administrators met with their building teachers for initial input. Administrators then met with grade level/content area teams to address the needs of each grade or content area. Building administrators brought this information back to district level administrators to collaborate. Before finalizing the plan, feedback was sought from IT department and board members.
7. Please describe the methods the district will use to notify pupils and parents or guardians of the Plan.

District/ PSA Response:
To ensure all stakeholders are aware of the Plan, and that the Plan is executed well, we will develop a clear, consistent, concise, and accessible communication plan. Elements of our communication plan includes a variety of methods the district will use to notify pupils and parents or guardians of the Continuity of Learning Plan and keep them connected/engaged throughout the execution of the Plan.

Methods include, but are not limited to, the following:

- Direct Person-to-Person Telephone Calls
- Robo Calls
- Regular US Mail - Letter mailed to families
- Email
- Home Visits - where possible/necessary (in accordance with social distancing recommendations)
- Remind 101
- Class Dojo
- Facebook Live - State of the School Address
- PowerSchool Parent Portal
- Text/Groupme Messages
- Flyers/Newsletters
- Social Media posting(s)
- Website posting

8. Please provide an estimate of the date on which the district will begin implementation of the Plan, which must be no later than April 28, 2008.

District/ PSA Response:
GWCA is committed to thoughtfully and systematically roll out this comprehensive implementation on April 2,2020.
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:
GWCA does not currently offer any postsecondary dual enrollment courses.
10. Please describe how the district will continue to provide or arrange for continuation of food distribution to eligible pupils.

District/ PSA Response:
GWCA has $95 \%$ of scholars who qualify for free or reduced lunch. During the public health crisis, all students have been eligible for food distribution, To date, we have served 22,400 meals.

Our current distribution plan includes the Academy as 1 site and 3 bus routes that serve a total of 42 sites that include the West, East and North-South parts of the metropolitan Detroit areas, on the following days of the week (Tuesdays and Thursdays). Students are provided with 2 breakfasts and 2 lunches at a time on Tuesdays and 4 breakfasts and 4 lunches at a time on Thursdays.

Steps have been taken to ensure social distancing and protect district staff and families.
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:

GWCA confirm that we 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 unit.
12. Provide describe how the district will evaluate the participation of pupils in the Plan.

District/ PSA Response:
Despite the challenges of remote learning, GWCA's teachers will still monitor student learning and check for understanding throughout the learning process. Additionally, teachers will ensure that comprehensive, actionable feedback is provided to students in a timely manner. In order to meet these expectations, teachers will engage in the following:

- Purposeful planning with department and/or grade level colleagues using a common planning template when appropriate.
- Implementation of effective feedback practices and ongoing formative assessments will guide reflection on effectiveness of instruction and determine next steps for student learning.
$\bigcirc$ Grade level and content area teams will be encouraged to participate in weekly planning and debrief sessions where successes and opportunities for growth are discussed and instructional plans are created and revised to better meet the needs of students.
O Special education teachers will work closely with teacher teams in order to modify course work and scaffold instruction in order to better meet the needs of all students.
O Special education teachers will actively monitor and assess the learning of children on their caseload in order to provide suitable accommodations based on individual needs.
- Teachers will provide families with weekly updates regarding their child's academic progress. This

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:
GWCA is committed to providing ongoing mental health supports to pupils affected by our state of emergency or state of disaster prompted by COVID-19. We will provide several modes of support to all students. Staff and Parents will be provided a variety of resources that can be used with students to help explain our current reality, while easing fear and anxiety where possible.

Other means of supporting students will include, but will not be limited to, the following:
Social and Emotional/Wellness Hotline - staffed by a social worker, counselor, and/or mental health therapist, etc.
Regular check-ins with students (telephone calls/virtual conferences by teachers, social workers, counselors, administrators, etc.)
Host groups with students (virtual circles to allow opportunities for students to have voice with a trained professional and/or facilitator weekly).

There are several resources available for anyone who needs social or emotional health support during this time, and below are three recommended sources of information and support that are endorsed by our school counselors:

- Coping With Stress During Infectious Disease Outbreaks
- Talking to Children About COVID-19 (Coronavirus): A Parent Resource
- COVID-19 (Coronavirus) Information and Resources

Resources have been added to the gwcarveracademy.org website and will be continuously updated to provide current resources for families.
14. Please describe how the district will support the efforts of the intermediate district in which the district is located to mobilize disaster relief child care centers as described in Executive Order 2020-16 or any executive order that follow it.

District/ PSA Response:

George Washington Carver Academy stands ready to mobilize disaster relief child care centers by opening classrooms, when called upon for support, if necessary. We are aware of the coordinated efforts of Wayne RESA and are in contact regularly regarding the needs.

Wayne Regional Educational Service Agency (Wayne RESA) is working in cooperation with our local school districts, PSAs, and Community Based Organizations to coordinate emergency childcare for children birth-12 years old for the Essential Workforce that is working daily to support our community throughout the public health crisis. The Early Childhood Support Network (ECSN), United Way, 2-1-1, and the Great Start Collaborative are all working in concert with us to ensure childcare sites are open, safe, and following all DHHS licensing regulations as they provide care to the children of the Essential Workforce.

These efforts are being coordinated per Governor Whitmer's Executive Order on Expanded Child Care Access during the COVID-19 Emergency.
Essential Workers contact Wayne RESA using one of the options listed below:
Optional question:
15. Does the District to adopt a balanced calendar instructional program for the remainder of the 2019-2020 school year? Does the District plan to adopt a balanced calendar instructional program for the 2020-2021 school year?

District/ PSA Response:
GWCA is not considering a balanced calendar for the 2019-2020 school year. GWCA is considering offering Summer School for the 2019-2020 school year.

GWCA is not considering a balanced calendar for the 2020-2021 school year, however we will start prior to labor day. School start date August 31, 2020.

Name of District Leader Submitting Application: Sylvia Brown, MA. M.Ed., Superintendent/CAO

Date Approved: April 24, 2020
Name of ISD Superintendent/Authorizer Designee: Mariah Wanic, Director of Charter Schools
Date Submitted to Superintendent and State Treasurer: April 24, 2020
Confirmation approved Plan is posted on District/PSA website:

