



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

**AMENDED MAY 28, 2020**

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 -  
AMENDED May 28, 2020**

Date Submitted: April 20, 2020

Name of District: MacDowell Preparatory Academy

Address of District: 4201 W. Outer Drive, Detroit, MI 48221

District Code Number: 82747

Email Address of the District: ljohnson@macdowellprep.com

Name of Intermediate School District: same as above

Name of Authorizing Body (if applicable): DPSCD

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”) - AMENDED May 28, 2020

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

For the purposes of the Plan, “district” refers to school districts and public school academies. Date Submitted: April 20, 2020

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

1. Please describe the methods the district will use to provide alternative modes of instruction other than in-person instruction and a summary of materials each pupil and the pupil's parents or guardians will need to access meaningfully the alternative modes of instruction included in the Plan. If the Plan relies on electronic instruction, the Plan must ensure to the extent feasible that pupils have access to a connected device capable of accessing the electronic instruction and must not penalize a pupil for the pupil's inability to fully participate.

***“Alternative modes of instruction” means modes of pupil instruction, other than in-person instruction, that may include, without limitation, partnerships with other districts or intermediate districts or community colleges or institutions of higher education, use of vendors, use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a hybrid of multiple modes of learning that still promote recommended practices for social distancing to mitigate the spread of COVID-CD.***

### District/ PSA Response:

The district will use a hybrid model of instruction using hard copy instructional packets and online learning platforms. For those students that have internet access, but don't have a device, devices will be made available through our **technology distribution plan**. Students without internet access will have access to instructional materials through a weekly instructional packet. All students will need access to materials such as paper, pencils, and crayons, which will be made available to families that don't have them. The parents will communicate their need for materials directly to the teacher and they will be provided based on the request. Materials will be available for pick up or delivery based on the family need.

### Technology Distribution Plan

Groups of Scholars	Date and Time	Time
Round 1: Risk of Retention	- Wednesday, April 22nd - Friday, April 24th	2:00pm-5:00pm 10:00am-1:00pm
Round 2: Other Scholars in Need	- Monday, May 11th - Wednesday, May 13th	2:00pm-5:00pm 10:00am-1:00pm

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:

- Use of online learning
- Utilizing email to share pertinent instructional information with students and families
- Utilizing virtual instruction
- Utilizing videos for instruction
- Utilizing slideshows for instruction
- Implementing project-based learning opportunities
- Utilizing instructional packets

Our teachers will utilize the modes of learning that will work best for their students with considerations given to the age of the students and their overall familiarity with the tools needed to actively engage in the learning.

Although our district is making every effort possible to ensure that all students have access to high quality remote instruction, students will not be penalized if they are unable to complete the course work or participate in remote learning for any reason.

Day of the Week	Component	Notes
Monday and Wednesday	New Grade Level Content	Teachers will work together with their grade level team to upload a pre-recorded video containing direct instruction on new content directly to Google Classroom. Mondays will be dedicated to ELA/Reading/Social Studies and Wednesdays will be dedicated to Math/Science. <b><i>*Enrichment team will post on Tuesdays and Thursdays</i></b>
Tuesday and	Small Group	Teachers will create small groups for ELA/Reading/Social

Thursday	Instruction	<p>Studies (Tuesday) AND Math/Science (Thursday).</p> <p>Scholars <b><i>not</i></b> in small groups should be working on independent practice based on the previous days' content</p> <p>UPDATE: Scholars <b><i>not</i></b> in small groups should be working on PE, Dance, and Compass Learning lessons.</p>
Friday	Advisory Focus/Continued IP	<p>Advisors will hold advisory meetings for at least 30-45 minutes each Friday to ensure the continued communication with scholars around their well-being via Zoom. Sam Adams will be providing a simple lesson plan with guiding questions to launch the Zoom Advisory session.</p>

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:**

MacDowell Prep remains committed to keeping our students at the center of all that we do. The public health crisis has only strengthened our stance. Our district is committed to educating the Whole Child. 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.

Now, more than ever, we are striving 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 and valued. To that end, we commit to the following:

- Plan for Student Learning: Building on individual strengths, interests, and needs and using this knowledge to positively affect learning.
- Develop a Weekly Plan and Schedule: Offering routines and structures for consistency and for the balancing of think time, work time, and play time for health and well-being.
- Contact Families: Partnering to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority.

Teachers will be expected to make contact with every student at least one time during the week. This will be done through the contacts in the instructional platform or other forms of district approved and secured media such as Class Dojo, Google Hangout, Zoom, etc. In some cases, phone calls may be a better option to connect with students personally. Zoom or Google Hangout will be utilized for student interaction as appropriate. The focus will be on two-way communication.

**Sample Scholar Schedule**

COVID-19 DAILY SCHEDULE		
6:00-6:30am	Wake up	Get dressed, make your bed, get dressed, get ready to go
6:30-7:00am	Morning walk	WALK AND TALK TO YOU, TAKE A WALK
7:00-11:00	Academic time	NO ELECTRONICS Student books, note cards, study guide, journal
11:00-12:00	Creative time	Legos, magazines, drawing, coloring, clay, paint, cook or bake etc.
12:00	Lunch	
12:30PM	Chore time	A. Wash all dishes (sink and table) B. Wipe down counters, top, microwave, and stove top C. Wipe out bathroom - toilet, sink, tub
1:00-2:00	Quiet time	Reading, coloring, etc.
2:00-4:00	Academic time	ELECTRONICS OK Small games, puzzles, educational apps
4:00-5:00	Afternoon fresh air	Block, walk the dog, play outside
5:00-6:00	Dinner	
6:00-8:00	Free TV time	NO devices ok
8:00	Bedtime	8:00pm
9:00PM	Bedtime	All kids who follow the daily schedule & don't fight

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:

- The instructional team will 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.
  - **Teachers will prepare:**
    - Do Now
      - Google form
    - I Do:
      - Video
      - Powerpoint
      - Note sheet
      - Screencast
    - We do:
      - Office hours
    - Practice
      - Independent practice work
      - Possible option [discussion board]
    - Assignment turn-in & Checklist
      - Closing question and checklist [checking to ensure all tasks are done]
- 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. Knowing that families are critical partners, we will provide translations as necessary.

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
- Implementation of effective feedback practices and ongoing formative assessments will guide reflection on effectiveness of instruction and determine next steps for student learning.
  - Grade level and content area teams will 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.
  - Special education 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.
  - 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 may include:
  - Summaries of content covered, current level of student understanding, and suggestions for extending the learning using evidence of learning sent to families
  - Communication of any pertinent assessment data along with an explanation of next steps (if necessary).
  - Utilizing online gradebook reports, as provided by PowerSchool, to communicate assignments and/or progress.

**Tracking academic progress and attendance**

- Progress and Effort Grading Scale
  - 4= exceeding expectations
  - 3= meeting expectations
  - 2= approaching expectations
  - 1= not meeting expectations

**Providing feedback to scholars:**

- Provide feedback through comments on docs
- Provide feedback in grading
- Conference calls and zoom meetings
- Progress monitoring on Master Tracker (Academic Progress and Effort)

**For packets:**

- Facetime, zoom, or call to touch base on answers
- Use exit tickets as a way to turn in packets (google form to put in answers from packet)

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:

<b>MacDowell Preparatory Academy</b>				
<i>FY20 Estimated Additional Expenditures</i>				
<b>Item #</b>	<b>Description</b>	<b>Amount</b>	<b>Funding Source</b>	<b>Budget Impact</b>
1	Purchase of learning supplies such as paper, pencils, crayons, etc.	\$3,040	General	No Impact- Included in the budget
2	Printing costs (paper and machine copy cost)	\$647	General	No Impact- Included in the budget
3	Mailing costs (envelopes, postage)	\$952	General	No Impact- Included in the budget
4	Cost of online instructional platform and any related software/websites if applicable	\$332	General/At-Risk	No Impact- Included in the budget
5	Computers (66 units @ \$260 each unit)	\$17,160	General/At-Risk	No Impact- Included in the budget

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.

Examples of stakeholder groups to consider/include their thinking, input, feedback, voice, etc.:

- Local School Board Members were met with weekly via conference call to offer feedback, resources, and support around items in the Continuity of Learning Plan. Once reviewed, the plan was sent to the entire board via Google Docs to gain additional feedback with the written plan.
- District Administrators and Staff were utilized set the path for the plan and then work with key stakeholders to understand what is required within the plan and a timeline for completion.
- Building Administrators were met with to educated around the requirements of the plan, create a team to create and review the plan, and submit the plan District Administrators once complete.
- Teachers were met with to review proposed virtual learning options, weigh in on the abilities of staff and families with those options, and then create grade specific applications for the plan.
- Technology Department was used throughout this process to ensure current technology could be utilized, ensuring that the chosen platforms were functional, and troubleshoot various tech issues.

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
- Google Classroom
- PowerSchool
- Text/Groupme Messages
- Flyers/Newsletters
- Social Media posting(s)
- Website posting

**Family Communication Plan**

What	How	When
Introduction of Continuation of Learning Instructional Plan	Email and website posts Robo call to check emails	Monday, April 20th Wednesday, April 22nd
PD on Google Classrooms for	Zoom Call	Wednesday, April 22nd (PM)

Families		Friday, April 24th (AM)
Communication Norms	Email and posted on GC pages	Wednesday, April 22nd

- weekly communication from teachers and office hours for help with scholar assignments

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 - AMENDED MAY 28, 2020:**

The District began implementation of continued learning on March 18, 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 MCL 388.1913, in completing the courses during the 2019-2020 school year.

**District/ PSA Response:**

N/A

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

**District/ PSA Response:**

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

We will continue our food distribution at the following sites: MacDowell Prep on Monday, Wednesday, and Friday. Enough meals will be distributed to cover breakfast and lunch between the pick-up day and the next food distribution day. We will update all stakeholders through one call, social media, and website postings if anything should change. We will also continue to update all stakeholders of the other available sites in the surrounding areas.

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:**

We 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. Instructional staff and Leadership will be redeployed to support the Continuity of Learning Plan, office team members will be redeployed to assist with family communication and absenteeism, and behavior team members will be redeployed to focus on wellness checks and support for students and families.

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

**District/ PSA Response:**

If a student does not have access to technology, teachers will keep track of which students are completing the weekly instructional packets. They will also need to keep a log of all communication with students and parents.

If a student has access to technology, teachers will use the instructional platform to monitor student wellness, engagement, and completion of assignments. They will also keep a log of communication with students and families.

Inconsistent completion and/or communication with a parent or student will be raised to the principal or counselor level to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections (DHHS, Behavioral Health, etc.).

13. Please describe how the district will provide mental health supports to pupils affected by a state of emergency or state of disaster prompted by COVID-gp.

**District/ PSA Response:**

In order for any type of remote learning to be successful, we need to maintain strong relationships with scholars. We have created teacher and scholar resources that will be used to engage with scholars outside of formal academic content. Very little learning can take place if scholars feel fully disconnected from their schools.

MacDowell teachers will document mental health needs from families based on their weekly communication through instructional delivery. Based on those results the school Social Worker will reach out to individual students and families to determine what they may need. The Social Worker will help connect the family to outside agencies to help meet their needs. While teachers are making weekly phone calls they will monitor and assess the needs of students and families. If a need is presented to the teacher, they will elevate that need to the principal and Social Worker to make the necessary follow-up. The principal will hold weekly meetings with teachers to identify any additional students or families in need.

A wellness team will be established. The wellness team will conduct a survey over the phone to help identify the wellness of scholars and families between now and the rest of the year. The results from these wellness surveys will be used to identify trends within the school community to guide further discussion with the MPA Board to potentially provide additional support to 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 or any executive order that follow it.

District/ PSA Response:

MacDowell Preparatory 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.

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 school year?

**District/ PSA Response:**

Any decision around a balanced calendar would need to be approved through our School Board. We would be open to further exploration, but at this time we are not adopting a balanced calendar for this school year but will explore a balanced calendar for the upcoming school in collaboration with our Board.

Name of District Leader Submitting Application:

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

Date Submitted to Superintendent and State

Treasurer:

Confirmation approved Plan is posted on District/PSA website: