

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: [April 20, 2020](#)

Name of District: [Ann Arbor Learning Community](#)

Address of District: [Ann Arbor Learning Community](#)

District Code Number: [81904](#)

Email Address of the District: teresa@annarborlearningcommunity.org

Name of Intermediate School District: [Washtenaw](#)

Name of Authorizing Body (if applicable): [Eastern Michigan University](#)

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: [April 20, 2020](#)

Name of District: [Ann Arbor Learning Community](#)

Address of District: [4377 Textile Rd, Ypsilanti, MI](#)

District Code Number: [81904](#)

Email Address of the District Superintendent: teresa@annarborlearningcommunity.org

Name of Intermediate School District: [Washtenaw](#)

Name of Authorizing Body (if applicable): [Eastern Michigan University](#)

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: We have transitioned our K-8th grade students to Google Classroom with the exception of our K/1st grade students, who received written packets. The blended 9-12 students will remain in their virtual instructional program. All families were contacted to assess their needs for technology. Those without technology were provided with a school-loaned chromebook and given appropriate accessories and resources to attain free WiFi. Students and parents are aware that there will not be any penalties for their inability to fully participate. We will connect with students through telephone calls, emails or Zoom classroom calls. Two-way communication is continued through Pulse for the 9-12 students.

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: All students grades 2-8 have been entered into google classroom for instruction. 2nd-8th grade students have been receiving and submitting assignments through this portal. K/1 students have received a packet of instructional materials to complete. The blended 9-12 students will remain in their virtual instructional program; Edgenuity, Pulse, Google Classroom and GoToMeeting. All teachers have set up “office hours” in which to assist students or parents that have instructional questions. Each teacher will have weekly all class zoom meetings to maintain connections. 9-12 counselors are continuing to meet with all students to make sure they are continuing to meet graduation requirements. The counselor is also ensuring that our seniors are keeping up with capstone requirements.

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

District/ PSA Response: Material within google classrooms have a variety of learning methods for the elementary and middle school students. 9-12 students

will continue using their virtual learning platform through Edgenuity. Students will have some written, some oral and some project learning.

Examples of e-Learning lesson plan components for 9-12

- Live virtual instruction with a whole or small group that is recorded and uploaded for later access
- Pre-recorded instruction covering a topic
- Links to videos, activities, Power Points, assignments, etc.
- Curricular project-based learning opportunities

Discussion boards

Instructions on how to access, complete and submit work:

- Editable PDF
- Google Form
- Google Folder
- Google Classroom
- Upload photos from phone, tablet etc. of work

Content and language objectives must be included.

- Specialists (EI teachers, SpEd teachers, reading specialists) and paraprofessionals meet virtually with small groups and individual students to provide further support
- Teachers meet virtually with small groups and individual students as needed for extra support and remediation

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

District/ PSA Response: Teachers and student mentors will daily collect, grade and access the materials students complete. Teachers and student mentors will use this information to assess if materials need to be differentiated for students on a case by case manner.

9-12 Teachers provide a variety of formative and summative work

- Exit tickets
- Discussion boards
- Curriculum reports
- Teacher formative assessments in Google Classroom
- Curricular assessments
- Assignments
- 9-12 Teachers provide grades and written feedback on submitted work
- 9-12 Teachers engage in two-way interaction with their students regarding classroom progress at a minimum of a weekly basis
- 9-12 School leaders, coaches and other administrators are co-teachers in each teacher's virtual classroom and conduct virtual walkthroughs on a regular basis

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:

1. Student Chromebooks replacement/repair (Title I, 31A) \$13,669.60
 2. Teacher laptops/monitors/Misc Supplies (Title I, General Budget) \$5,000
 3. Facilities: COVID-19 cleaning, sanitizing and supplies (General Budget) \$5,000
 4. e-Learning conference software and licenses (Title I, Title III, 31A and General Budget) \$1,000
 5. Online enrollment software and licenses (General Budget) \$3,000
 6. Virtual High School Graduation Ceremonies (General Budget) \$6,000
 7. Closed Building Security (General Budget) \$1,500
 8. Administrative Services (General Budget) \$3,600
- Total: \$38,769.60

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: The administrator and teaching staff met to develop the virtual learning plan. Teachers contributed by discussing what virtual methods were familiar to students, how to best teach students new skills virtually. The 9-12 staff and teachers assisted the K-8 staff and teachers with input on the best practices for virtual learning and connecting with students. K-8 Teachers compiled necessary material to upload in google classroom.

9-12 established e-learning plan outlining the parameters within which e-learning must meet all state and federal policies and regulations. School leaders and teachers were given tremendous latitude and exercised high levels of autonomy in the interpretation and implementation of the e-learning plan to meet the individual and unique needs of their academy students, teachers, parents and community.

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

District/ PSA Response: All parents and students will be notified via email and telephone, and school social media pages.

9-12 Communication

- Students and parents are notified per the academy's usual home-school communication protocol.
 - Platforms for communication include Gmail, Google Classroom, Pulse, Edgenuity, GoToConnect, Facebook, Instagram, Twitter, WhatsApp, Remind, iMessage, Google Meet and Google Calendar, et. al.
 - Additionally, Robocalls (SchoolAnnouncement/SwiftK-12) update parents as necessary.
 - The District translates parent communication letters to Arabic, Bengali and Spanish. In addition, verbal communication to families, when needed, is also accommodated by native speakers of Arabic, Bengali and Spanish.
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 , .

District/ PSA Response: This plan went into place on March 17, 2020. Our 9-12 program has not experienced a disruption in service for students.

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: 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:

9-12

With the approval of the Michigan Department of Education (MDE), The 9-12 program Educational Service Provider created a food delivery plan for breakfast and lunch for any students and local families during school closures.

Educational Service Provider Food Service provides meals available for pick-up between 11:00am – 1:00pm. These meals are intended for children up to 18 years old and any child with special needs up to 26 years old. The Educational Service Provider distributes these meals to children, parents/guardians. The meals contain a balanced breakfast and lunch. Because we are practicing social distancing it is requested that one designated person pick up meals for the family. The Educational Service Provider has established a Food Service Hotline in the event anyone participating in the meal program has food allergy needs or cannot make it to a pick-up location, at which point arrangements will be made on a case-by-case basis. The Educational Service Provider has established 21 food pick up locations across Washtenaw and Wayne counties, 8 food pick up locations in Washtenaw county and 13 food pick up locations in Wayne county.

The Educational Service Provider food delivery program will run as long as the government permits and as long as the health and safety of the drivers and food distributors are not compromised.

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: All staff will be paid at their normal rate through the contract 2019-2020 school year.

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

District/ PSA Response: The district has sent out a survey to all families requesting input on the closure.

Two-way weekly communication is continued through Pulse for the 9-12 students.

13. Please describe how the district will provide mental health support to pupils affected by a state of emergency or state of disaster prompted by COVID-19 .

District/ PSA Response: Our district social worker will check in with families to provide additional support. Teachers, student mentors, special education staff and administrators will also connect with families to support their mental health wellness. Resources have been provided to families in need additional support.

14. Please describe how the district will support the efforts of the intermediate district

in which the district is located to mobilize disaster relief child care centers as described in Executive Order 2020-16 or any executive order that follows it.

District/ PSA Response: [We will support the district with any future requests that we receive.](#)

Optional question:

15. Does the District plan to adopt a balanced calendar instructional program for the remainder of the 2019-2020 school year? Does the District plan to adopt a balanced calendar instructional program for the 2020-2021 school year?

District/ PSA Response: [Our plan is to begin the school year earlier on August 24, 2020 but not to adopt a balanced calendar.](#)

Name of District Leader Submitting Application: [Teresa Woods](#)

Date Approved: [4/22/20](#)

Name of ISD Superintendent/Authorizer Designee: [Malverne C. Winborne](#)

Date Submitted to Superintendent and State Treasurer: [4/23/20](#)

Confirmation approved Plan is posted on District/PSA website: [4/28/20](#)