

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

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 schools have been called to provide our students continued learning.

Districts are in varied states of readiness to provide continuity in learning. Even within districts of multiple school sites, there is varied states of readiness. It is expected that schools will provide distance instruction 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 schools have been providing distance learning opportunities, the Governor’s Executive Order requires all schools to begin providing learning opportunities for all students by April 28, 2020.

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 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**

Districts and Public School Academies can complete the Assurances and Continuity of Learning Plan for submission beginning April 8, 2020 and prior to the implementation which must begin no later than April 28, 2020. Authorizers are required to submit approved Plans to the Michigan Department of Education and Michigan Department of Treasury no later than April 28, 2020 to ensure continued state aid funding. Therefore, it is strongly recommended that Districts and Public School Academies submit their plans for review in advance of this deadline. Plans should use 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 impact learning.
- **Develop a Weekly Plan and Schedule:** Offer routines and structures for consistency and to balance 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 and of Michigan Merit Curriculum.
- **Deliver Flexible Instruction:** Consider how to deliver content depending on tools and resources accessible to each student. Delivery of instruction may include printed learning materials, phone contact, email, online instruction, 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 their reflection on effectiveness of instruction and to determine next steps for student learning.
- **Engage Families:** Communicate with and seek input from 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: Distinctive College Prep

Address of District: 19360 Harper Ave, Harper Woods, MI 48225

District Code Number: 82763

Email Address of the District: cwilliams@distinctiveschools.org

Name of Intermediate School District: Wayne County RESA

Name of Authorizing Body: Central Michigan University

This Assurance document needs to be returned to 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 one plan for all buildings.

The applicant hereby provides assurance it will follow the requirements for a Continuity of Learning 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.
2. Applicant provides assurance that it will pay all current 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 local bargaining units and school boards agree to implement the Continuity of Learning Plan.
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 Plan, Assurance Document, and Budget Outline will be posted immediately following approval to the District’s/PSA’s budget transparency website icon.

## 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 and Public School Academy is, to the best of their ability, providing each student with 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.*

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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 meaningfully access 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 in response to COVID-19.***

District/ PSA Response:

Distinctive College Prep: Harper Woods & Redford (“DCP”) will provide at-home learning opportunities for all students using a mixed-media approach that includes a combination of live virtual instruction, digital programming, and paper and pencil packets.

**Take-Home Devices:** Student devices were made available for parent pick-up to support at-home learning. DCP hosted over 3 device distribution events and was often paired with food pickup.

**Paper & Pencil Packets:** Weekly printable math and literacy practice activities and materials were created for each grade level. These packets are posted on the DCP website and mailed to families without internet access or devices and by teacher or family request.

**Academic Learning Structures:** Teachers will use live lessons, office hours, mentor sessions, 1:1 and mentor

check-ins using Google Meet or Zoom. Additionally, teachers use screen-recording tools to record mini-lessons for students to watch independently with an opportunity for follow-up office hours with the teacher. All teachers and staff have access to the full Google Suite of tools.

**Academic Tools:** A variety of learning platforms and tools are available so that DCP staff members can choose the tools that match the needs of students and family context. These include Google Classroom, ClassDoJo, Zoom, Google Meet, Google Chat, and the use of daily and weekly agendas.

Digital programs used during the school year have been made available for home use. These provide personalized paths of targeted skill instruction and practice for each child. Kindergarten - 5th Grade available programs are ST Math, IXL, Core5, i-Ready, and Mystery Science/Doug.

The district team determined priority standards for math and literacy for each grade level. Teachers have access to core programs which can be used in virtual live instruction, recorded videos, and independent work.

**Developmentally Appropriate Practices:** Student engagement time and activities are developmentally appropriate ensuring a balance of academic, digital, and play activities. Teams are offering routines and structures for consistency and to balance think time, work time, and play time for health and well-being.

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:

Student emotional well-being, health, and safety continue to be our first priority. In addition to academic instruction, each student/family is receiving daily check-in from staff members. The check-ins promote a sense of security through seeing a familiar face and maintain a sense of connection to the school community. Teachers may select to do social and emotional check-ins during whole class community meetings and 1:1 mentor sessions using Google Meet, Zoom, and by telephone. The goal is that each student has a touchpoint each day from a familiar staff member.

The importance of student safety and security has been emphasized during daily staff meetings and in communication from district and school leadership with professional development provided as needed. School social workers and deans have been a critical partner during this time.

Student social, emotional, and academic engagement is being tracked daily in a common school-wide log. The school principal and social worker review the engagement tracker multiple times per week to identify students who have not connected with staff members and identify next steps to reach the family. Because family circumstances and context vary, a personalized plan is created to best meet the family's needs during this time.

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

District/ PSA Response:

A core tenet of the DCP instructional model is personalized learning providing all students with access to grade level standards supported by targeted skill instruction to close learning gaps. Whole class, small group, and individual instruction continues to be a crucial element of the DCP model during school closures. Teachers are using a combination of grouping structures to provide mini-lessons and practice opportunities with direct virtual instruction. Teacher directed and self-directed independent learning opportunities are also included in the learning process. Digital programs are used to complement the learning and provide a personalized path of lessons and skills for each child. Paper and pencil packets have been mailed to families without devices, internet access, and by teacher or family request. These packets provide access to grade level content for families to

complete at home.

The special education team and related service providers continue to support students with diverse learning needs providing equitable at home learning opportunities. Students with disabilities or diverse needs continue to receive special consideration and support from teachers with deep knowledge of student strengths and needs. General education and special education teams collaborate during co-teaching and planning opportunities to intentionally plan for providing appropriate supports, accommodations, and modifications as noted in the Individualized Education Plan (IEP). Previously scheduled and parent confirmed IEP meetings will be held virtually using Google Meet or Zoom.

English Language Learners Schools are provided supports that mirror the supports received during regular classroom instruction. Students are provided with multiple ways to demonstrate knowledge and understanding based upon student English proficiency levels.

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

District/ PSA Response:

Teachers create daily and/or weekly agendas to provide families with a schedule of live instruction, assignments, and expectations. Teachers can use formative assessment tools (e.g. video conference, phone call, digital programs, online assessments, etc.) and techniques (e.g. oral check-in, student responses in chat boxes, pictures of student work, etc.) to gain insights of student strengths and needs and monitor student learning and progress. The purpose is to help teachers and students understand how well students are learning and to inform further support and instructional next steps. Students without devices or internet access are provided feedback and instructional next steps during the daily check-in with the teacher.

Feedback is provided during small group and individual instructional student-teacher interactions including check-ins, telephone, and/or through digital formats. Teachers also review digital program data to identify students who engage with the tool, require additional support and teacher-led instruction, move on to a new set of skills, and/or maintain current pace.

The principal meets at least weekly with grade level teams to review digital program and formative assessment data and plan instructional next steps. It is important to note that students may be experiencing mental, emotional, and physical challenges with different levels of access to supports and technology. The grade level team takes these factors into consideration when monitoring learning and creating intentional next steps.

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:

DCP has distributed school technology to families on three separate occasions and is working with families that do not have internet connectivity at home. We will continue to distribute technology to families in need. Additional Chromebooks will need to be purchased to replace devices that are broken or not returned.

DCP has distributed two rounds of packets to families and will continue to distribute packets to families twice a month during Remote Learning. Printing, mailing and supplies expenditures, as well as staff time for completion, will increase as a result of this plan.

Sources of funds include the general fund and Title I.

DCP staff is taking on many new and modified roles in this plan, and DCP is committed to continuing to pay our salaried and hourly staff. Food costs will also continue through the modified meal distribution plan outlined in this document. Our existing digital learning platforms will support our remote learning plan and will continue to incur costs associated with those licenses. All of these existing costs will be funded through their respective general fund and food service fund line items in the budget.

The Academy Board will be provided for its review, and approval, any necessary budget amendments to ensure the Academy remains in compliance with the Uniform Budgeting & Accounting Act.

Estimated Expenditures for Spring 2020 CLP Plan. Sources of funds will be Title I and General Fund:

- Technology Hardware (Chromebooks and Hotspots): \$80,000
- New/expanded software licenses: \$15,000
- Postage and Printing: \$10,000

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:

District leaders have continuously engaged our school board with updates and information related to our offerings and plans for our students. The DCP school board has been informed of our ongoing continuity plan and will receive the plans for final approval. Teachers and staff have a voice in school and network initiatives. Through culture & retention efforts and work to collect feedback, district and DCP leaders have pivoted and adjusted our plans based on teacher and staff feedback. We have also been in constant contact with our parents and students and using their feedback to guide progress over the past few weeks since we have launched our plans. Parents have been incredibly supportive and appreciative of school plans. DCP students are very engaged with teachers and leaders every single day.

All at-home learning plans during school or building closures have been made collaboratively between school and district leaders. Principals gathered teacher input during staff and grade level team meetings. Teachers create a grade level plan based upon the unique needs of students.

Additional opportunities for collaboration included:

- Daily virtual meetings between school principal and staff since March 13th to provide updates, review plans, answer questions, provide professional development, and maintain a sense of community.
- Daily calls with district leaders and principals since March 13th to create a learning plan, problem solve, plan for professional development, and design communication.
- Weekly check-in between instructional coaches and the district team to address needs of grade levels, share strategies and collaboratively solve problems.
- Weekly emails to all staff, parents and key stakeholders on important updates regarding school closures.
- Additional daily updates on all social media platforms (Facebook, Instagram and Twitter).
- Weekly update emails to both the Distinctive Schools National Board and the DCP Board of Directors, along with bi-weekly board check in calls
- The at-home learning plan was shared with the board prior to the board meeting for an in-depth review and discussion at the April board meeting

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

District/ PSA Response:

Maintaining strong home-school communication is a priority for DCP during a time when information is rapidly changing. Since March 13th, a weekly email from the district has been sent to parents/guardians highlighting important information regarding school closures and at-home learning. Key updates have been posted on social media platforms including Facebook, Instagram and Twitter to further reach parents. A “COVID-19 Response” section has been added to the school website which contains an archive of parent communication and links to the at-home learning tools and printable packets. Additionally, teachers contact parents/guardians with detailed plans and information on accessing live virtual instruction, daily agendas, assignments, and how to reach the teacher during this time.

8. Please provide an estimate of the date on which the district will begin implementation of the Plan, which must be by April 28, 2020.

DCP has been providing at-home learning beginning Monday, March 16, 2020 that included devices, digital programs, live-instruction, paper and pencil packets, and social and emotional check-ins. DCP will shift from At-Home Learning to Continuity of Learning beginning April 13, 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 the 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.

DCP provides instruction to students in kindergarten through fifth grade and does not have any students enrolled in postsecondary dual enrollment courses.

District/ PSA Response:

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

DCP has arranged for food service two days per week at DCP: Redford and three days per week at DCP: Harper Woods for the duration of the school year. Families may pick up several days of food at a time for each school aged child in the home. Additionally, the school has a partnership with Gleaner’s Food Pantry and works collaboratively with the pantry to operate community based food pantries.

District/ PSA Response:

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:

DCP will continue to pay all salaried and hourly staff for the remainder of the 2019-20 academic year. The school does not have a collective bargaining agreement. Staff may be redeployed to provide meaningful work in support of the Plan.

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

District/ PSA Response:

Student social, emotional, and academic engagement is being tracked daily in a common school-wide tool. The school principal and social worker review the engagement log multiple times per week to identify students who

have not connected with staff members and identify next steps to reach the family. Because family circumstances and context vary, a personalized plan is created to best meet the family's needs during this time. Individual plans are created for families with inconsistent check-ins or who may need additional support. Teachers continue to use formative assessments, digital program data, and anecdotal notes from live instruction measure student learning and create next steps.

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:

Campus-based School Social Workers will continue outreach and support to their current caseload of students. School leadership and student support team members will follow up with identified families through daily SST meetings intended to follow upon any concerns identified by teachers during their daily instruction/check-ins/office hours. Social workers will continue to receive clinical supervision to support their work under this new paradigm.

A list of family resources, tools, and supports have been included in school communication and in the distance learning family guide.

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:

The Academy will continue to cooperate with requests from the local intermediate district with regard to any necessary disaster relief child care centers and will share relevant information with the school community.

DCP will support the districts by ensuring that we are supporting local efforts and working with all families to provide access to food and easily accessible learning plans. DCP will also collaborate on anything that local districts may need for families and students. Distinctive Schools and DCP leaders are very open to collaboration, sharing of best practices and partnering in any way that is needed. Food continues to be provided to families with school aged children 2-3 times a week, food is open to all students in the intermediate district.

15. Does the District's plan provide for the adoption of a balanced calendar instructional program for the remainder of the 2019-2020 school year and planning for the adoption of a balanced calendar instructional program for the 2020-2021 school year?

District/ PSA Response:

DCP does not expect to modify the calendar for the 2019-2020 or 2020-2021 school year. DCP will explore the continuation of access to learning platforms and tools available to students at-home during the summer. Teachers and leaders will determine ways to bolster summer learning including opportunities for live instruction, recorded videos, remote mentorship, and independent work. While DCP is open to the potential of beginning the school year before Labor Day, the plan is to follow the immediate district calendar start date to accommodate students and families. In preparation for the 2020-2021 school year, efforts will focus on teacher development, curriculum, and baseline assessments.

Name of District Leader Submitting Application: Cassie Williams

Date Approved: 04/27/2020

Name of Authorizer Designee: Corey Northrop, Executive Director

Date Submitted to Superintendent and State Treasurer: 04/27/2020

Confirmation approved Plan is posted on District/ PSA website: