



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, through Epicenter:

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: Monday April 13, 2020

Name of District: Pontiac Academy for Excellence

Address of District: 196 Cesar E. Chavez Pontiac, Michigan 48343

District Code Number: 63906

Email Address of the District: drdaniel@pontiacacademy.org

Name of Intermediate School District: Oakland Schools

Name of Authorizing Body (if applicable): Saginaw Valley State 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.

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In accordance with Executive Order 2020-35 a Plan must include all 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:

Pontiac Academy for Excellence's (PAE) district plan uses a hybrid model of instruction including educational packets and a variety of online platforms. There was never an interruption of education throughout the district.

The **Elementary School** will address alternative modes of instruction in the following ways:

- Our plan started on Friday March 13, 2020, student's received instructional packets and supplies which covered a three-week time frame. Parents and students were asked to take pictures of the completed work and post on Class Dojo, Google Classroom or send pictures of completed work directly to teachers (email or text message).
- Effective April 13, 2020, the Elementary school will no longer distribute hard copies of instructional packets. The primary mode of delivery will be through electronic devices (laptops, phones, tablets, etc.). All K-5 teachers are expected to post two instructional videos per week that provide direct instruction to support the learning objectives.
- Teachers will include assessments through Google forms, Raz Kids, Illuminate and Study Island to monitor students' progress.
- Parents can access instructional resources through Class Dojo, Class Tag, Google Classroom and the district website. Parents/students can click on each teacher to review the class resources.

The **Elementary School** will use the following resources aligned to the Common Core State Standards and district curriculum:

- K-2nd Grade: Raz Kids, iReady take home packets, Education.com, Science Buddies
- 3rd Grade: Education.com, Raz Kids, Study Island, Prodigy, and Science Buddies
- 4th – 5th Grade: Google Classroom, iCivics, Google forms, Study Island and Science Buddies

The **Secondary School** will address alternative modes of instruction in the following ways:

- On Monday March 16, 2020, teachers assembled educational packets, which were distributed to parents/students from Tuesday March 17, 2020 through Friday March 20, 2020.
- Effective Monday April 6, 2020, all student learning will be addressed via distance/online learning. All lessons are aligned with our district curriculum using Rubicon Atlas.
- Teachers will use the following distance learning tools: Study Island, Google Classroom, Khan Academy, Zoom classes, science videos/experience, Kaplan resources, Edgenuity, and teaching links provided by Oakland School's English and Math coaches.
- Teachers are continuing to access their student's work.
- Home School Liaisons are working closely with parent and students to ensure equitable learning opportunities.

Student Support Services

To the degree feasible students with disabilities and ESL students will be provided with online instruction, devices, internet access, and software applications (such as Google docs, Google Classroom, Study Island, Edgenuity, Class Dojo and Khan Academy), video recordings, hands on activities or projects, instructional packets, email, instructional videos and/or video conferencing, and optional leaning experiences. In addition, all students with disabilities will have access to grade-level resources to complete their work. The bilingual paraprofessionals will work in collaboration with the general education teachers to interpret texts and assist with students with classwork.

The District will provide electronic devices to students who do not have one in a timely manner. In addition, the District will work to provide internet access to families through free or minimal cost services. We will also assist families if/when they are in need of basic school supplies (such as pencils, papers, etc.)

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:

The **Elementary School** will use the following methods to keep pupils at the center of educational activities:

- **Communication**
 - Teachers will connect with parents two times per week using Class Dojo, Class Tag, Google voice, texts and phone calls. Through this two-way communication system, parents can continue to share concerns, challenges and/or provide our team with updates on the student's progress.
 - Teachers will connect with students daily through Class Dojo, Class Tag and Google voice.
 - All support staff are expected to make two additional contacts per week to offer academic support.
 - The elementary principal will post monthly newsletters, comment on students' work and make random calls to all K-5 students.
 - All teachers will receive a monthly curriculum update to support distant learning from the elementary principal/director of curriculum.
- **Professional Learning**
 - All staff will continue to receive information on professional learning experiences offered online. In addition, staff members are lending their support by leading training sessions to their colleagues.
 - All staff will also access training videos and resources in the monthly curriculum update.
- **Expectations for Support Staff**
 - The Elementary Home School Liaison's (HSL) will make wellness calls, reach out to students who disengage in weekly activities, create a space for mentoring via Zoom and post activities for creative play.
 - Our school social worker will support families by making wellness calls and connecting families to organizations that can provide mental health support.

- Our parent liaison will work with homeless and foster care families. As well, as support any family with needs in their homes (bills, food, transportation, etc.)
- The intervention staff will continue to work with students who scored in the bottom 50th percentile on the NWEA 2020 winter assessment. The interventions will work with students on building foundational skills as well as offering support on assignments that are posted.
- The Title I teacher will work with students who score in the bottom 25th percentile on the NWEA 2020 Winter assessment. Similar to the interventionists, the Title I teacher will work to build foundational skills.
- The elementary bilingual paraprofessional will continue to follow up with ESL parents and work with students on completing assignments that support language acquisition.
- Extra-curricular Opportunities
 - Art
 - The art teacher will post creative at-home art projects.
 - Gym
 - A variety of videos will be posted to lead students through brain break activities and exercise.
 - Computers
 - A variety of online educational games will be posted for students to engage in.
- Student Celebrations
 - Home School Liaison's (HSL) will post the Students of the Week. Students will be identified by their submission of assignments, completion of work and teacher recommendation.

The **Secondary School** will use the following methods to keep pupils at the center of educational activities:

Teachers will communicate to students using methods such as phone calls, emails and texting on a daily basis. Each Tuesday and Thursday, teachers will provide direct large group instruction (via Zoom or Google Classroom) on new concepts. On Monday, Wednesday and Friday teachers will work with small groups (via Zoom or Google Classroom) verifying understanding of concepts of all students. Friday's will also be used to assess student's understanding of the content. Teachers will also make daily contact with students without technology to navigate their learning. To ensure accountability and that all students needs are being met, all staff (interventionists, bilingual paraprofessionals, home school liaisons, counselor, special education teachers, college/career coordinator) will participate in weekly department meetings with the principal.

Teachers will also assess students/family's situation during their communications. Teachers will notify the building administration when any concerns arise in this area. The district special needs department, home school liaisons, and district parent liaison will respond to the concerns via a follow-up communication (call and or email). For the students who do not have access to technology, teachers will include notes to students in their respective instructional packet that will focus on building/continuing to strengthen personal relationships and

connections. Teacher will communicate to these students using other methods such as phone calls, emails, and texting.

Student Support Services

Students with disabilities will have bi-weekly contacts through a coordinated team effort with special education providers. This may include email, phone or video conferencing. Students will also be contacted by the school social worker to ensure relationship building, maintaining connections and to help students feel safe and valued, in addition to addressing any needs of the family. The bilingual paraprofessionals will have contact with all assigned students at least weekly to check on safety and welfare.

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

District/ PSA Response:

Starting Monday April 13, 2020, Chromebooks and laptops will be distributed to k-12 students in need of a device to be able to access their lessons and assignments. In addition, the District will work to provide internet access to families through free or minimal cost services.

The **Elementary School** will deliver content to pupils in the following ways:

- In extreme cases, instructional packets will be used.
- Students without devices can view assignments via text, record answers on a separate piece of paper, parents will then take a picture and send the photo to the teacher through text message or Class Dojo.
- Our bilingual paraprofessionals will be in contact with ESL parents to translate as needed.

The **Secondary School** will deliver content to pupils in the following ways:

- Students without technology will receive daily lessons from teachers, bilingual paraprofessionals, and special education teachers. Lessons can be delivered via the phone for oral guided reading, project-based assignments, math problems, social studies guided reading and context clues, videos, science experiment links, Kaplan resources, writing assignments, etc.
- On Monday March 16, 2020, teachers assembled educational packets, which were distributed to parents/students from Tuesday March 17, 2020 and Friday March 20, 2020.
- Effective Monday April 6, 2020, all student learning will be addressed via distance/online learning. All lessons are aligned with our district curriculum using Rubicon Atlas.
- Teachers are continuing to access their student’s work.
- Home School Liaisons are working closely with parent and students to ensure equitable learning opportunities.
- Teachers will be accessible via instruction at least two times a week providing synchronous instruction supplemented by other virtual teaching resources.
- Teachers will be available daily for students without technology.

Student Support Services

PAE will make a good faith effort to the extent practicable to provide equal access to alternative modes of instruction to students within our k-12 special education program. In addition to general education, students with IEP and their families, will be provided with modified activities and materials to be utilized in the home setting. To the degree feasible students with disabilities and ESL students will be provided with online instruction, devices and internet access, software applications (such as Google docs, Google Classroom, Study Island, Edgenuity, Class Dojo and Kahn Academy), video recordings, hands on activities or projects, instructional packets, email, instructional videos and/or video conferencing, and optional leaning experiences. In addition, all students with disabilities will have access to grade-level resources to complete their work.

The bilingual paraprofessionals will work in collaboration with the general education teachers to interpret texts and assist with students with classwork. Once a week bilingual staff will posted read aloud on our website and Facebook page in Spanish for students.

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

District/ PSA Response:

The **Elementary School** will manage and monitor pupil's learning in the following ways:

- During weekly Zoom staff meetings key expectations are communicated, support with online instructional tools is provide, highlights and dim lights are discussed, student's progress is shared and information regarding parent involvement is shared.
- The principal will hold weekly grade-level meetings via Zoom. The grade-level meetings include bilingual paraprofessionals, intervention staff, Title 1 teachers, and home school liaisons. These meetings focus on lesson plans, instructional videos, learning activities and student progress. Minutes and notes from each meeting are shared for future reference.
- Using the student tracking reports available through the online platforms (Google Classroom, Raz Kids, Prodigy, Study Island, MiStar, Illuminate), teachers will send progress reports and/or grade summaries to parents and administration.
- The principal will provide frequent feedback to teachers regarding lesson plans and student progress.

The **Secondary School** will manage and monitor pupil's learning in the following ways:

- For students with technology, teachers will monitor student's progress via student access and assignment completion.
- Teachers will provide assignment feedback through the identified delivery platform (such as, Edgenuity, Khan Academy, Kaplan, Google Classroom, Study Island, MiStar). All teachers will differentiate instruction with the same platform as needed.
- Student's progress will be monitored through a myriad of assessment vehicles (such as, Edgenuity, Khan Academy, Kaplan, Google Classroom, Study Island, MiStar).
- Parents will be able to access their students' progress through MiStar.
- Teachers will upload students' progress weekly in MiStar.

Student Support Services

Students with disabilities will be monitored through a coordinated effort of special education providers to manage and monitor IEPs, goal/objectives, and accommodations/modifications to learning. This will occur via phone, email, written progress reports, and through the use of Edgenuity and Google Classroom. This will include consultation with general education teachers via email, phone, video conference. Students with IEPs will have their annual IEPs completed in compliance with federal and state mandates.

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:

Budget would include:

- Purchase of learning supplies (i.e. paper, pencils, crayons, calculators, Spanish-English dictionaries) \$2,500
- Technology (Chromebooks, laptops, internet access) \$5,000
- Contract services such as social work and psychologists \$3,000
- Professional learning for staff (such as on online learning platforms) \$3,000
- Printing costs (paper and machine costs) \$750
- Mailing costs (envelope, postage) \$2,000
- Personnel time for printing, packaging, preparing and delivering
- Fuel cost-mileage \$500
- Office supplies for remote work/learning \$5,000
- Cost of online instructional platform and any related software/websites if applicable \$5,000
- Sources:
 - General funds
 - Grants (Title 1, Title 2A, Title 3, Title 4A, and Section 31A)
 - IDEA
 - CARE Act

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:

All stakeholders were involved in the development of the plan. Building level administrators and the Special Needs Coordinator held teleconferences and or Google meetings with teachers and interventionists for input. They then met with grade level instructors and or department representatives to address the potential needs of the grade level and/or content area. The administrators then shared the information with the district cabinet via emailed meeting notes and subsequent Google meeting before the plan was shared with the Board.

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

District/ PSA Response:

The plan will be communicated with all stakeholders via the district website, Facebook, robocalls and weekly teacher communication. The plan will also be provided for families during meal distribution. The special education department and bilingual paraprofessionals will maintain weekly office hours.

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:

On Tuesday March 17, 2020, Pontiac Academy for Excellence School District began to implement our continuity of learning plan.

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:

For those students participating in CTE based courses (OSTEC), the district will work with administration to determine next steps. PAE will make sure that the respective students have the appropriate materials to support and complete the course expectations. All students will be graded via pass/fail, credit/no-credit, or through the use of grade-based rubrics.

District administration will work with the Oakland ISD to assure that all directives are in place to assure student access and subsequent course completion.

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

District/ PSA Response:

The district will continue to provide meals for students via weekly meal distribution. The district will share information via robocall, website and Facebook. The district will place Teachers will also share the information during student contact time.

The district will communicate additional information and or changes via robocall, website and Facebook. Information will also be placed in student packets, fliers via meal distribution and teacher communication.

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:

Pontiac Academy for Excellence will continue to pay its employees during this time. All staff will maintain records of maintenance of effort.

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

District/ PSA Response:

The **Elementary and Secondary School** will evaluate the participation of pupils in the following ways:

- Weekly communication logs from interventionist, bilingual paraprofessionals, resource teacher will be submitted and reviewed.
- Each online learning platform (Google classroom, Edgenuity, Khan Academy, Kaplan Raz Kids, Prodigy, MiStar and Study Island) provide teacher’s with student participation reports. These reports provide staff with session details and time spent.
- The submission of weekly assignment will also provide the team with participation data.
- If students are not participating, teachers are expected to call the parents.
- If parents do not response the home school liaisons and/or principal will call the parent.
- If parents fail to respond to the principals, then a certified letter will be mailed, and The Department Health and Human Services will be contacted to development an action plan.

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:

The district will conduct regular wellness assessments of the student’s well-being as part of the teacher instruction and communications. Based on these findings/concerns the principals, special needs coordinator, parent liaison, home school liaisons or social worker will follow-up with the respective family to determine the need and make the appropriate referral.

Additionally, PAE will place information on its district website and Facebook page with links for families providing them direct access to additional support agencies (i.e. DHS, Children’s Village etc.). The social worker will provide links on Facebook and website to community organizations focused on mental health.

14. Please describe how the district will support the efforts of the intermediate district in which the district is located to mobilize disaster relief childcare centers as described in Executive Order 2020-16 or any executive order that follow it.

District/ PSA Response:

The Pontiac Academy for Excellence is willing to support the Oakland ISD in the mobilization of disaster relief for childcare.

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:

PAE has adopted a balanced calendar for the remainder of the calendar year 2019-2020 concluding Friday June 19, 2020. The district will adopt a balanced calendar for the 2020-2021 school year beginning in August 2020.

Name of District Leader Submitting Application: Dr. Desmon Daniel

Date Approved: _____

Name of ISD Superintendent/Authorizer Designee: David A. Lewis, SVSU 4/14/2020

Date Submitted to Superintendent and State Treasurer: _____

Confirmation approved Plan is posted on District/PSA website: _____