

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 (question #5)

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: **04/13/2020**

Name of District: **Conner Creek Academy East**

Address of District: **16911 Eastland Street Roseville, MI 48066**

District Code Number: **50902**

Email Address of the District: **woodruffr@connercreekeast.org**

Name of Intermediate School District: **Macomb Intermediate School District**

Name of Authorizing Body (if applicable): **Ferris 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.

Date Submitted: **04/13/2020**

Name of District: **Conner Creek Academy East**

Address of District: **16911 Eastland Street Roseville, MI 48066**

District Code Number: **50902**

Email Address of the District Superintendent: **Russel Woodruff;
woodruffr@connercreekeast.org**

Name of Intermediate School District: **Macomb Intermediate School District**

Name of Authorizing Body (if applicable): **Ferris State 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- .

District/ PSA

Response:

Grades K-6 - Grades K-6 utilize a hybrid approach to distance learning using several mediums. Students have received a “Suggested Learning Plan”. This plan includes work packets created from each grade level teacher. These packets involve remedial, review, reteaching and enrichment from priority standards identified from the 2019-2020 curriculum guides. These packets are handed out during our food distribution each Monday. Special teachers including Music, Art and Physical/Mental Education are preparing lessons to be posted and shared as well. Our plan also includes teacher interaction via video conferencing, phone calls, and classroom management systems. The following specific mediums in the Distance Learning Plan can be utilized by CCAE students. Several of these are licensed and familiar to students as used in the course of the 2019-2020 school year:

- Academia
 - Work packets
 - SuccessMaker (licensed and individual)
 - Waterford (licensed and individual)
 - Study Island (licensed)
 - Typing.com (licensed and individual)
 - Raz Kids (licensed)
 - Journeys and Math Expressions via Think Central (licensed)
 - Khan Academy
 - YouTube
 - Educreator
 - Google Suite - School Edition (licensed)
 - XtraMath (licensed and individual)

- Communication and Classroom Management Systems
 - Class Dojo
 - Remind
 - School Messenger (licensed)
 - Website (licensed)
 - Facebook
 - Zoom
 - Google Suite- School Edition (licensed)

Grades 7 and 8 - Core subject area teachers will use priority standards from their pacing guides to create a culminating activity that will be distributed via online platforms (Google Classroom, Remind, etc.) to students. Teachers will also create a paper packet of the aforementioned culminating activity that will be available to families who don't have digital access during our weekly food distribution times. The paper packets and online content will both use the same priority standards. For continued enrichment and intervention, our 7th and 8th grade students will also continue working on their personalized Academic Intervention online content via Successmaker Reading and Math. These online Successmaker courses were assigned using an initial diagnostic test or students were placed into a class using their RIT band from prior standardized tests. As of 4/10/20, about 50% of the students are accessing this Successmaker course bi-weekly. Our Academic Intervention teacher will create a remediation packet that will ensure the students who do not have access to technology will have access to intervention for the remainder of the school year. They will be able to pick up these packets at our weekly food distribution location, or we will mail these to our families.

Grades 9-12 - Core subject area teachers will use priority standards from their pacing guides to create a culminating activity that will be distributed via online platforms (Google Classroom, Remind, etc.) to students. Teachers will also create a paper packet of the culminating activity that will be available for family pickup during our weekly food distribution times. Students will also continue to complete their Edgenuity coursework online which uses Common Core standards. In order to not overload our students with too much work, our Online Director is removing specific projects/quizzes/ tests that do not align with the priority standards. Technology check out as well as assistance with internet connection will be determined on a case by case need basis.

7-12 Scheduling

Besides the bi-weekly digital contact where teachers will touch base with their large-group classes via their specific platform, all teachers will have office hours from 10 A.M -12 P.M where students can contact them individually via their specific online platform or email.

Middle School

MS students will have 4 culminating activities that will average 8 hours each. In addition to this, we are recommending to our MS families that students spend 20 minutes per day with Academic Intervention online work or packets.

High School

HS students will have 5 culminating activities that will average 8 hours each. Depending on their grade and schedule, these classes will be a hybrid of online Edgenuity classes, in-classroom classes that are now using online platforms such as Google Classroom or Khan Academy, or paper packets that have been designed using the same priority standards from the first two types of classes.

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:

District-Wide: School Reach messages and emails are sent out to communicate with families about updated information and reminders of food/work distribution weekly. Facebook is used to post online resources, video messages and positive reinforcement several times per week by administrators. Secretaries, support staff and Special Education are reaching out to caseload students, replying to email and phone messages and offering support as necessary.

Grades K-6: All teachers will be communicating with their students via phone or video conferencing at least once per week. Special teachers and support staff are also contacting students via phone and email weekly. Email and educational online learning platforms will also be used daily to support students and families.

Grades 7-12 - All teachers will be monitoring their students progress with their coursework via phone calls, emails, and educational online learning platforms. Teachers will be required to make two digital contacts with their classes weekly. One phone call per week will be made to each family from a staff member, including teachers, to check on overall well being and academic progress. Each staff member will have approximately 12-15 students. We have a shared Google Sheet organized by grade and staff members to be monitored by administrators.

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

District/ PSA Response:

Grades K-6: Teachers are creating packets for distribution bi-monthly. The packets are also uploaded to Google Drive and shared publicly for access. Teachers are encouraged to use the content of these packets during video conferencing and/or other digital instruction delivery methods weekly. Families can contact teachers/staff members for assistance via phone, email or classroom management system as necessary. Additionally, online instruction is available through the various methods and programs listed above.

Grades 7 and 8 - Core subject area teachers will use priority standards from their pacing guides to create a culminating activity that will be distributed via online platforms (Google Classroom, Remind, etc.) to students. Teachers will also create a paper packet of the aforementioned culminating activity that will be available for family pickup during our weekly food distribution times. For continued enrichment and intervention, our 7th and 8th grade students will also continue to work on their Academic Intervention online content via Successmaker Reading and Math.

Grades 9-12 - Subject area teachers Core will use priority standards from their pacing guides to create a culminating activity that will be distributed via online platforms (Google Classroom, Remind, etc.) to students. Teachers will also create a paper packet of the culminating activity that will be available for family pickup during our weekly food distribution times. Students will also continue to complete their Edgenuity coursework online. Technology check out will be determined on a case by case need basis.

Special Education Teachers - All special education teachers are creating their own

Google Classroom for their caseload in order to keep contact with their caseload students. Special Education teachers will share resources for online learning for students with disabilities with their co-teachers. Special education teachers have been instructed to send enrichment support for students to work on their special education goals and objectives at home. All special education teachers have access to our general education online platforms and classes as well as their paper projects and culminating activities. They will modify the content where appropriate using students IEP accommodations and provide extra time and text-to-speech when applicable.

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

District/ PSA Response:

Grades K-6: All staff is required to document their interaction with students in a Google contact log. Online learning facilitators report the usage and data to the administrator weekly. These staff members also assist in the use of the online programs they oversee with families. The administration team will monitor the staff contact log, Google Classroom Share Drives, emails, and other classroom management systems used to ensure our students are engaged in the distance learning plan.

Grades 7- 12 - Teachers and staff will be required to maintain a call log where they will note academic progress and overall being for each student weekly. Teachers will also provide feedback to ensure students are learning/progressing. The administration team will monitor the staff call log, Google Classroom Share Drives, emails, and parent contacts to ensure our students are engaged in the distance learning plan.

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:

Additional expenditures may include purchasing more licensing or capacity for our online platforms such as Edgenuity, Successmaker, etc. Other technology resources

and needs may increase once this plan is implemented and those needs arise. We will also be purchasing and using more paper for our instructional packets provided to families who have limited access to technology.

Estimated Costs as of 04/10/20 assuming 50% of our students K-11 will need paper packets excluding seniors. We've had over 90% online engagement from our seniors. **Total : (\$24,992)**

Mailing #1- Emergency Distance Learning Plan on 3/13, Powerschool handout, Enrichment schedule: \$2 x 900 students for postage (\$1800)

Mailing #2- Remainder of school year Distance Learning Plan as of 04/14/20, Powerschool handout, Trimester 3 schedule: \$2 x 900 students (\$1800)

Mailing #3 - For students who need paper packets and culminating activities mailed to their homes Total (\$2092)

---\$2 x 260 K-6 students who need packets mailed (\$520)

---\$6 x 80 7th-8th grade students who need multiple packets mailed home (\$480)

---\$6 x 175 9th-11th grade students who need multiple packets mailed home (\$1050)

--- \$6 x 7 12th grade students who need multiple packets mailed home (\$42)

Chromebook purchasing:

--- \$200 x up to 50 Chromebooks (\$10000)

--- \$36 x 50 cases of paper (\$1800)

--- \$50 x 3 months of Hotspot upgrade(5gb) on mobile plans x 50 students (\$7500)

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 district administrators and other pertinent staff met via Zoom multiple times to discuss and develop the preparation of the distance learning plan using Governor Whitmer's executive order, MAISA's guidance documents, MAPSA webinar information and support from our authorizer, Ferris State University. Our team had many conversations regarding the implementation of this distance learning plan, focusing on the overall well-being of our students and families. Continued Zoom meetings will take place to not only implement the plan with the rest of the staff, but also discuss any changes to this plan. If we need to amend the plan after approval, we will contact our authorizing body for guidance.

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

District/ PSA Response:

Our district will use School Messenger phone calls, emails, and texts to communicate our distance learning plan. We will also mail our Distance Learning Plan to our families as well. This plan will also be posted on our school website and social media platforms. We are also mailing letters to our 12th grade families with additional information regarding changes for graduation and credit recovery.

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 28th, 2020.

District/ PSA Response:

Most of this distance learning plan has been implemented since March 16th. All changes to our distance learning plan will begin April 20th.

9. Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary or dual enrollment courses in completing the coursework during the 2019-20 school year.

District/ PSA Response:

Currently, we have students taking a post secondary course through Ferris State Woodbridge Promise Program. The instructor is a teacher in our building. She is communicating and monitoring the assignments using Ferris State's online platform. Dual enrollment through Macomb Community College has also moved to digital learning only using Macomb's online platform. This program is facilitated by a Macomb County Community College instructor and monitored by our counselor and administration team. Our Job Corps program has also moved to an online platform as well with a Job Corps instructor taking the lead. Our administration team and counselor monitor students' progress.

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

District/ PSA Response:

Our district will continue to receive a delivery from Unique Food Management once per week. This delivery varies based on our average participation from the community. Each delivery will include seven days worth of meals. Our administration team prepares for the distribution on Monday mornings as distribution follows in the afternoon. As long as the need is apparent and Unique Food Management continues to service our district, we will continue to provide for our community and the surrounding public.

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 salary and hourly employees will continue to be paid for the remainder of the school year.

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

Plan.

District/ PSA Response:

Grades K-6: All staff is required to document their interaction with students in a Google contact log. Online learning facilitators report the usage and data to the administrator weekly. These staff members also assist in the use of the online programs they oversee with families. The administration team will monitor the staff contact log, Google Classroom Share Drives, emails, and other classroom management systems used to ensure our students are engaged in the distance learning plan.

Grades 7- 12 - Teachers and staff will be required to maintain a call log where they will note academic progress and overall being for each student weekly. Teachers will also provide feedback to ensure students are learning/progressing. The administration team will monitor the staff call log, Google Classroom Share Drives, emails, and parent contacts to ensure our students are engaged in the distance learning plan.

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:

During our weekly contacts with our families, our staff, including our counseling team, will reach out to our families via email and phone calls to help with any mental health support. Our counseling team is ready to advise toll-free hotlines, websites and other community mental health resources to assist our families. These resources will also be posted on our website and social media platforms.

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:

The district will assist the community with any needs that may come from having a mobilized disaster relief child care center. We will continue to use our elementary school building to distribute food one day per week for seven days worth of food.

15. Optional question:

Does the District plan to adopt a balanced calendar instructional program for the remainder of the school year? No

Does the District plan to adopt a balanced calendar instructional program for the 2020-21 school year? At this time, we are not planning on using a balanced calendar for the 2020-21 school year unless we are advised from MDE or our local MISD that is needed. We will consult with these entities as well as our local board of education if we consider the balanced calendar option.

Name of District Leader Submitting Application: Russel Woodruff Date Approved: 4/19/2020

Name of ISD Superintendent/Authorizer Designee: Dr. David Eisler, President, Ferris State University

Date Submitted to Superintendent and State Treasurer:

Plan is posted on District/PSA website: