

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 10, 2020

Name of
District:

Momentum
Academy

Address of
District:

60 S. Lynn Ave.

Waterford, MI
48328

District Code
Number: 63928

Email Address of the
District:

kalexander@momentumac
ademy.org

Name of Intermediate School
District: Oakland Schools

Name of Authorizing Body (if
applicable):

Lake Superior 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:

April 10, 2020

Name of
District:

Momentum
Academy

Address of
District:

60 S. Lynn Ave.

Waterford, MI
48328

District Code
Number: 63928

Email Address of the District
Superintendent:

greg@trg.com

Name of Intermediate School
District: Oakland Schools

Name of Authorizing Body (if
applicable):

Lake Superior 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-19.

Momentum Academy plans to use a hybrid model of instruction using hard copy instructional packets and online learning platforms. The modes of learning may vary across level. At the elementary level, instructional packets will be the primary mechanism for support. However, for those students that have internet access, but don't have a device, devices will be made available to the extent that is practicable and feasible. Students without internet access will have access to instructional materials through a weekly instructional packet. All students will need access to materials such as paper, pencils, and crayons, which will be made available to families that don't have them. All students will have access to grade-level/course resources (textbooks and/or other materials) as needed to complete their work. Momentum Academy's plan ensures to the extent feasible that pupils have access to a connected device capable of accessing the electronic instruction and will not penalize a pupil for the pupil's inability to fully participate.

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.

Teachers will be expected to attempt to make contact with every student at least two times during the week. This may be done through the use of technology (for those that have access) such as Google Hangout/Zoom or other forms of virtual meeting or through weekly phone calls. Whether through technology or paper packets we have an emphasis on continuing to build relationships and maintain connections. If students do not have access to technology, teachers will connect via phone or include notes to students in their instructional packet that focus on building relationships and maintaining connections. We are very sensitive to the fact that students and families may not have regular schedules and/or regular access to devices during these uncertain times, and will be flexible in our approaches to connect with students.

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

For our students without technology, the primary mode of delivery will be through hard copy instructional packets. This will be supplemented with phone conferencing to support instruction. The instructional packets will be delivered through a variety of mechanisms intended to provide flexibility for our families. These delivery mechanisms may include: mailing packets to the most current address listed in the student information system and/or utilizing our bus transportation company to pick up and deliver packets to pre-determined bus stops.

For students with technology content will be delivered through the online platform, email, and other social media sites (Facebook, Remind, etc.). Teachers will offer accessible synchronous instruction two times per week and asynchronous instruction (using a variety of resources which may include pre-made videos, voice recordings, Google Meets or Zoom, etc.) two times per week. Content delivery will be intentional; with clear expectations, simple instructions and an appropriate amount of work required so as to not overwhelm students.

Special education services have continued through online platforms in speech and language, social work, and occupational therapy. Annual IEPs are continuing as required through virtual meetings. Additionally resource room lessons have been provided to support those students. For 504 students and ELL students, support through classroom teachers and coordinators has continued.

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

Connecting with and caring for our all students will continue to be our first priority. It will be important to monitor the engagement and learning of our students in order to continue to provide support for both social-emotional and academic needs. For students without technology access, learning packets will be collected through several means: at pick-up sites using our bus transportation system and/or mail. Teachers will review the learning packet and provide feedback to the student during their weekly phone call, virtual meeting, or email. The feedback will be positive and encouraging and may include examples to support further student learning. Again, realizing that individual students may have unique needs due to their circumstances, feedback will be given in multiple formats. In the event that a learning packet is not returned, teachers will work to connect with students on a personal level.

For students with technology, teachers will monitor student access and assignment completion within the instructional platform. Teachers will provide formative feedback to students on assignments through the instructional platform. The feedback will be positive and encouraging and may include examples to support further student learning. Again, realizing that individual students may have unique needs due to their circumstances, feedback will be given in multiple formats; potentially including brief comments on assignments submitted electronically.

Momentum Academy students will receive a Quarter 3 report card that shows where they were at before the mode of learning changed. Students that were on track to be promoted at that time will still be promoted.

Quarter 4 report cards will be an average of the previous three quarters plus a credit/ no credit weight from April 20, 2020 until June 12, 2020. This will help students know that the work they have done matters and that learning is important always. Additionally, it will give us some idea of how students have done in this new way of learning.

For students that were not on track to be promoted at the end of our Quarter 3 report cards, they will have an opportunity to show growth and be considered for promotion by filling some gaps in learning over the fourth quarter. We will review their progress and make administrative determinations at the end of the year to find ways to support them whether we determine to retain or promote them.

5. Please attach a budget outline estimating additional expenditures associated with the Plan and sources of revenue to pay for those expenditures.

Budget would include: Purchase of learning supplies (\$4,000) such as paper, pencils, crayons, scissors, gluesticks etc. Printing costs (\$2,500) (paper and machine copy cost) Mailing costs (\$1,000 per mailing x 4 mailings = \$4,000) (envelopes, postage). The cost would also include online instructional platforms and any related software/websites if applicable (\$2,000). Our estimated budget total is \$12,500.

Sources: General funds Title I, Title IV, 31a

6. Please describe the manner in which district administrators, board members, teachers, and any representatives of teachers collaborated in development of the Plan.

The development of the plan was a collaborative process, providing an opportunity for key stakeholders to provide feedback and/or review the draft plan. Building administrator met with her teachers for initial input via Zoom. All teachers conducted an “alternative modes of instruction” survey with all families to determine the next phase of our educational plan. They then met in grade level/content area teams to address the needs of each grade or content area. Collective all teachers and staff met again via Zoom to collaborate and create the multi-media plan.

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

The plan will be communicated through a letter to each family. The plan will also be dispersed through email to those that have access. The plan will also be posted to the district website and other social media platforms as well. To ensure that everyone is aware that the plan has been developed and released a phone call message will be sent to all parents. All families will be invited to attend a school wide Zoom session on Friday, April 17,

2020 where administration, general education faculty, special education faculty and all support staff will present the Plan and answer all questions that may arise regarding the Plan.

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.

The Plan will be implemented no later than Monday, April 20, 2020.

9. Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act of, as amended, MCL . to . , and Career and Technical Preparation Act, PA, as amended, MCL . to. , in completing the courses during the - school year.

This does not apply to our district as we do not have pupils enrolled in either of these programs.

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

We have partnered with the major school districts in our area (Waterford School District and Pontiac School District) to offer food assistance to each and every Momentum Academy family. Communication is essential during this time. Our teachers are directly communicating twice a week with all families via Zoom, Google Meets, telephone calls, emails or other platforms (i.e. DOJO, Remind, Edulink). Teachers have been instructed to communicate with the school social worker with regard to the need for identified families to receive additional wellness checks and resource(s). All food distribution sites in Waterford, Pontiac and the surrounding areas are shared with our families via a variety of platforms (i.e. Edulink, Remind, Facebook, as well as updated on our website under COVID-19 Resources).

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.

The district will continue to pay school employees. Staff will be redeployed as necessary to support the implementation of this plan and support students and families. These duties may include, but are not limited to:

1. Making calls to students and families to build connections and maintain relationships
2. Making calls to students and families to provide additional learning support
3. Assisting with copying and distributing packets
4. Assisting with maintaining district communication protocols and the sharing of resources

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

Connecting with and caring for our all students will continue to be our first priority. Teachers will document communications with students and parents. If a student does not have access to technology, teachers will keep track of which students are completing the instructional packets. If a student has access to technology, teachers will use the instructional platform to monitor student wellness, engagement, and completion of assignments. If concerns are raised due to lack of engagement, inconsistent completion and/or communication of needs from a parent or student, teachers will communicate with the principal and/or school social worker to develop a plan to connect with the student and family. When appropriate, community resources will be shared with the family. Community support agencies also may be sought to make these connections (DHHS, Behavioral Health, etc.) and support our families.

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.

While teachers are making weekly phone calls they will check in with students and families. If a need or concern is shared the teacher will elevate that need to the principal to make the necessary follow-up. Based on those results the school social worker will reach out to individual students and families to determine what they may need. The school social worker may help connect the family to outside agencies to help meet their needs. The principal will hold weekly meetings with teachers to identify any additional students or families in need. Telehealth may be used when available for students that have technology.

The Momentum Academy contracted school social worker has continued to provide services to our students through scheduled Zoom and/ or Google Meets. We will continue to provide support and ensure that we are doing our very best to meet the mental health needs of our families.

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

Oakland Schools ISD is coordinating childcare for essential workers at a county level. They have identified existing child care centers with openings and are filling those openings first. In the event additional childcare is required, Oakland Schools will be working with Momentum Academy to open childcare centers which are in close proximity to our local hospitals.

Optional
question:

Does the District to adopt a balanced calendar instructional program for the remainder of the - school year?

Momentum Academy does not plan to adopt a balanced calendar for the 2019-2020 or 2020-2021 school years. Below is our modified calendar to reflect distance learning and meeting the 180 day school calendar requirement.

Updated COVID 19 School Calendar

MOMENTUM ACADEMY ANNUAL SCHOOL CALENDAR – 2019/2020

August 19 Teachers Report (Professional Development Week)

September 3 First Day of School

October 31 Teachers Professional Development (1/2 day for students)

November 4 – End of 1st Quarter Marking Period (Q1-45 Days)

November 27-29 Thanksgiving Break - No School

December 23 - January 3 Winter Break – No School

January 20 No School MLK Day

January 24 End of 2nd Quarter Marking Period (Q2-45 Days)

February 14-17 Mid-Winter Break – No School

COVID 19 UPDATED CALENDAR

March 13 School canceled for students - Professional Development for Staff

(1/5 for PD days)

March 12 End of 3rd Quarter Marking Period (Q3-33 Days)

March 16 First day of Distance Learning

April 6-13 Spring Break - No School

May 27 Memorial Day – No School

June 12 Last Day of School (Q4-57 Days)

June 15 Teacher Work Day

June 15-19 Report Cards sent home (TBD either digital or by mail)

DAYS of Scheduled Instruction = 180

November 12 - Closed Due to Inclement Weather

January 24- Closed Due to Inclement Weather

February 26 - Closed Due to Inclement Weather

February 27 - Closed Due to Inclement Weather

March 13th - Closed for PD Day

180 scheduled days minus 4 inclement weather days minus 1 PD day = 175 total
days of instruction.

APPROVAL INFORMATION:

Name of District Leader Submitting
Application: Katie Alexander

Date Approved:

Name of ISD Superintendent/Authorizer
Designee: Chris Oshelski

Date Submitted to Superintendent and State
Treasurer:

Confirmation approved Plan is posted on District/PSA
website: