



## **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: April 13, 2020

Name of District: Academy for Business & Technology

Address of District: 19625 Wood St. Melvindale, MI 48122

District Code Number: 82921

Email Address of the District: [isaiah.pettway@leonagroup.com](mailto:isaiah.pettway@leonagroup.com)

Name of Intermediate School District: Wayne RESA

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

This Assurance document needs to be returned to your Intermediate School District or, for Public School Academies, your Authorizing Body with your Continuity of Learning Plan and Budget Outline beginning April 8, 2020 to indicate that the District will adopt a plan to ensure continuous learning for all students through the remainder of the 2019-2020 school year.

Districts should submit a single district plan that relates to all of their schools.

The applicant hereby provides assurance it will follow the requirements for a Plan for the remainder of the 2019-2020 school year:

1. Applicant assures that all student learning will take place under the direction of a teacher of record for each student enrolled in the district.
2. Applicant assures that it will continue to pay school employees during the balance of the 2019-2020 school year under the same terms and conditions established prior to the school closure order period.
3. Applicant assures that the Plan was developed in collaboration with district administrators, school board members, teachers, and local bargaining units.
4. Applicant assures that food distribution has been arranged for or provided for eligible students.
5. Applicant assures coordination between applicant and Intermediate School District in which the District/PSA is located to mobilize disaster relief child care centers.
6. Applicant assures that to the extent practicable the District/PSA will in good faith provide students with IEPs/Section 504 Plans the opportunity to participate in learning consistent with existing plans.
7. Applicant assures that Continuity of Learning and COVID-19 Response Plan, Assurance Document, and Budget Outline will be posted immediately following approval to the District's/PSA's website.

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

*The goal of a Continuity of Learning Plan and COVID-19 Response Plan is to ensure that each District or Public School Academy is providing, to the best of its ability, each student with alternative modes of instruction to help them stay on pace in their learning. This application recognizes that there is no “one-size-fits-all” solution; multiple means of engaging students and supporting families may be necessary that may vary by grade level, school building, or student population served.*

For the purposes of the Plan, “district” refers to school districts and public school academies.

Date Submitted: April 13, 2020

Name of District: Academy for Business & Technology

Address of District: 19625 Wood St. Melvindale, MI 48122

District Code Number: 82921

Email Address of the District: [isaiah.pettway@leonagroup.com](mailto:isaiah.pettway@leonagroup.com)

Name of Intermediate School District: Wayne RESA

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

In accordance with Executive Order 2020-35 a Plan must include all of the following parts:

1. Please describe the methods the district will use to provide alternative modes of instruction other than in-person instruction and a summary of materials each pupil and the pupil’s parents or guardians will need to access meaningfully the alternative modes of instruction included in the Plan. If the Plan relies on electronic instruction, the Plan must ensure to the extent feasible that pupils have access to a connected device capable of accessing the electronic instruction and must not penalize a pupil for the pupil’s inability to fully participate.

***“Alternative modes of instruction” means modes of pupil instruction, other than in-person instruction, that may include, without limitation, partnerships with other districts or intermediate districts or community colleges or institutions of higher education, use of vendors, use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a hybrid of multiple modes of learning that still promote recommended practices for social distancing to mitigate the spread of COVID-19.***

District/ PSA Response:

The Academy for Business and Technology District will utilize a hybrid model of instruction using hard copy instructional packets and online learning platforms. We are estimating that

50% of our students will engage via the hard copy instructional packets and 50% via the online learning platforms.

ABTE: For those students that have internet access, but don't have a device, devices will be made available. Students without internet access will have access to instructional materials through an 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.

ABTMS/HS: For those students that have internet access and a device, online platforms will be utilized to assign work, collect assignments, and provide feedback and instruction. Students without internet access will have access to instructional materials through an instructional packet. Necessary materials, such as paper and pencils, will be made available to families that do not have them.

The following alternative modes of instruction in order to best meet the needs of our students during the time when in-person instruction is not an option:

- Instruction and/or materials provided by intermediate districts Wayne RESA
- Instruction and/or materials provided by community colleges Wayne County Community College (ABTMS/HS)
- Use of online learning (ABTMS/HS)
- Utilizing telephone communications (BrightArrow) to share pertinent instructional information with students and families (ABTMS/HS)
- Utilizing email to share pertinent instructional information with students and families (ABTMS/HS)
- Utilizing virtual instruction
- Utilizing videos for instruction
- Utilizing slideshows for instruction
- Implementing project-based learning opportunities (ABTMS/HS)
- Utilizing instructional packets

Our teachers will be encouraged to utilize the modes of learning that will work best for their students with considerations given to the age of the students and their overall familiarity with the tools needed to actively engage in the learning.

The following steps have been taken to ensure that all students have access to the forms of electronic instruction indicated.

- Student devices will be distributed based on need as determined through a survey, 5277 Calhoun St. Dearborn, MI 48126 on April 21st and April 23rd.
  - This information will be shared through recorded phone calls to each family on April 20th. (ABTE)
  - This information is provided on all district and school websites.
  - Please note that precautions will take place to ensure that CDC guidelines regarding social distancing were followed.
- Information regarding opportunities to obtain free or low cost Internet access will be shared with families via inserts in all district provided lunches on April 20th. This information will also be shared via automated phone messaging on April 20th, and is posted on all district and school websites.
  - <https://sites.resa.net/infotech/personal-internet-access/>
  - Whenever appropriate, teachers are asked to share instructional packets with

students who may not otherwise have access. These materials are emailed by the teacher to Instructional Coaches who will print the packets and make available for pick-up, delivery, or by mail.

Although our district is making every effort possible to ensure that all students have access to high quality remote instruction, students will not be penalized if they are unable to complete the course work or participate in remote learning for any reason.

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 Academy for Business and Technology remains committed to keeping our students at the center of all that we do. The public health crisis has only strengthened our stance. Our district is committed to educating the Whole Child. We have embraced the [Whole School, Whole Community, Whole Child \(WSCC\) Model](#), which is the CDC's framework for addressing health in schools. We are intentionally focused on our students and emphasize the collaboration between schools, communities, public health, and health care sectors for the purpose of better aligning resources in support of the whole child.

Now, more than ever, we are striving to be intentional in our outreach to continue building relationships and maintain connections. We are committed to do all we can to help students feel safe and valued. To that end, we commit to the following:

- Plan for Student Learning: Building on individual students' strengths, interests, and needs and using this knowledge to positively affect learning.
- Develop a Weekly Plan and Schedule: Offering routines and structures for consistency and for the balancing of think time, work time, and play time for health and well-being.
- Contact Families: Partnering to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority. We have considered the [guidance from COSN](#) when creating this plan. We will provide translations as necessary.
  - Class Dojo/Google Classroom - communication daily (At least twice weekly)
  - Weekly individual phone class calls
- Technology Plan: Assisting students and their families to overcome the technology access gap by providing access to tech devices (Chromebooks) and making families aware of internet access options available to them.

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

District/ PSA Response:

The Academy for Business and Technology is prepared to deliver content in multiple ways in order to ensure that all students are able to access the learning in meaningful ways. In order to make this happen, we commit to:

- Leverage the instructional coaches to provide professional development so that teachers are ready and able to deliver content in multiple ways.
- Teach Content: Setting goals using knowledge of each student, content area standards, and the Michigan Merit Curriculum. The instructional resources (online or printed) will focus on the same standards/objectives.
- Deliver Flexible Instruction: Considering 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. The instructional packets will be delivered during meal delivery. Packets will be mailed to the student if they do not participate in meal delivery.
- Endeavor to Engage Families: Communicating with families about engagement strategies to support students as they access the learning.
  - Knowing that families are critical partners, we will provide translations as necessary.

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

District/ PSA Response:

Although children will not be penalized if they are unable to fully participate in the online learning opportunities, we still believe that monitoring student learning through a variety of assessments is essential. The assessments administered and the data collected will be used to determine next steps including the following:

- Planning necessary supplemental lessons and/or follow-up instruction.

Despite the challenges of remote learning, teachers will still monitor student learning and check for understanding throughout the learning process. Additionally, teachers will ensure that comprehensive, actionable feedback is provided to students in a timely manner. In order to meet these expectations, teachers will engage in the following:

- Purposeful planning with department and/or grade level colleagues using a common planning template when appropriate.
- Implementation of effective feedback practices and ongoing formative assessments will guide reflection on effectiveness of instruction and determine next steps for student learning.
  - Grade level and content area teams will be encouraged to participate in weekly planning and debrief sessions where successes and opportunities for growth are discussed and instructional plans are created and revised to better meet the needs of students.
  - Special education and/or EL teachers will work closely with teacher teams in order to modify course work and scaffold instruction in order to better meet the needs of all students. They will also track student progress

- and provide additional accommodations/modifications if necessary.
- Special education and/or EL teachers will actively monitor and assess the learning of children on their caseload in order to provide suitable accommodations based on individual needs.
  - In order to meet the IEP requirements, special education teachers will contact parents/students to provide additional support for the online or printed materials. They will document these communications via a contact log. In addition to contacting parents/students, special education teachers and the IEP team will create individual Contingency Learning Plans for students with IEP's. The Contingency Learning Plans will include preferred mode of delivery, skills addressed, accommodations/modifications/other supports needed, and how progress will be tracked.
  - We will continue to provide ancillary services, such as speech services and social worker services, by our speech therapists/social workers via phone, Google Meets, or other online portals.
  - Students will be assigned weekly formative checks via an online platform (i.e. Google Forms). Any students not completing the online check-in will be contacted via email or phone to collect responses and assess pupil learning.
  - For students without technology access, learning packets will be reviewed each week. Teachers will review the learning packet and provide feedback to the student during their weekly phone call, virtual meeting, or email. Feedback from the teacher will include differentiated work as needed, along with examples to support student learning. An example of this may be providing a student that is struggling with double-digit subtraction additional practice and several written examples with the steps. A phone call would also be used as a follow-up if needed.

For students with technology, teachers will monitor student access and assignment completion on a daily basis within the instructional platform. Teachers will provide feedback to students on assignments through the instructional platform as they are completed (or on a daily basis). Teachers will differentiate instruction within the platform to meet each student's needs.

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:

In order to ensure that our students have access to adequate technology, during these extraordinary circumstances, our district will utilize Title I funds in the following manner, as outlined within the [Memorandum regarding Flexible Title Funds for Technology](#) from Deputy Superintendent Venessa Keesler, dated March 27, 2020:

- To purchase devices for student use to support student learning
- To purchase student devices such as Chromebooks

We will utilize Title I Funds in the following ways:

- To support student online learning by purchasing Chromebooks \$11,500 and online subscriptions (i.e. Science A-Z) \$500
- To support students using the learning packets by purchasing paper, pencils, crayons, etc. \$3,600

We will utilize Title IV Funds in the following ways:

- To support technology, which includes devices for students \$12,100
- To support students using the learning packets by purchasing math and reading workbooks \$4,064

We will utilize Section 41 Funds in the following ways:

- To support technology resources for EL students, which includes devices for students \$5,195

We will utilize Title II-A Funds in the following ways:

- To purchase devices needed to support the training opportunities offered to our teachers \$1,000
- To support student online learning by purchasing Chromebooks \$7,000

In order to comply with reporting mandates, we will email our Regional Unit Manager with the Michigan Department of Education to inform him/her of the changes. We will note all changes and approvals for future audit purposes. Additionally, if further budget amendments are necessary, we will make changes to our local budget to reflect the actual expenditures.

General Funds/Title I:

- Printing costs (paper and machine copy cost)
- Mailing costs (envelopes, postage)

General Funds	
Postage	\$3000
Cleaning & Disinfecting Equipment & Supplies	\$3000
Supplies for remote work	\$1500
Student learning supplies	\$1000

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:

Our district leadership team, consisting of administrators, instructional coaches, department heads, intervention specialists, and office managers, met virtually to collaborate on the development of this plan. Once drafted, the plan was shared with our board and management company for feedback, before being submitted to our authorizer for approval.

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 posted on our website. In addition, parents and families will be notified via Robocall, social media, and telephone communication. Students will be informed through their Google Classrooms and email accounts. A conference call will be held for parents to ask questions and clarify information sent out by the district. All communication will be provided in both English and Spanish.

8. Please provide an estimate of the date on which the district will begin implementation of the Plan, which must be no later than April 28, 2020.

District/ PSA Response:

April 20, 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 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:

Students enrolled in dual enrollment have been advised by Wayne County Community College that their courses will continue online. Students completing dual enrollment online will be provided with academic support from their college instructor and may also take advantage of additional services offered by the college. College and career counseling services will continue to be provided by Academy for Business and Technology via online office hours and email. Additionally, students completing coursework online will be able to obtain a chromebook from Academy for Business and Technology to assist them in their studies. Information regarding free internet services will be distributed.

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 participates in the Community Eligibility Program, which means all our students

qualify for free lunch. During the public health crisis, all students have been eligible for food distribution. To date, we have served 3,520 meals.

Our current distribution plan includes on each school site and bus stops, every Monday. Students are provided with 5 lunches at a time.

Steps have been taken to ensure social distancing and protect district staff and families.

We will continue our food distribution through the remainder of the school year.

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:

We confirm that we will continue to pay employees, while redeploying staff to provide meaningful work in the context of the Plan.

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

District/ PSA Response:

In order to evaluate the participation of the students, teachers will engage in the following activities as appropriate:

If a student does not have access to technology, teachers will keep track of which students are completing the weekly instructional packets. They will also need to keep a log of all communication with students and parents.

If a student has access to technology, teachers will use the instructional platform to monitor student wellness, engagement, and completion of assignments. They will also keep a log of communication with students and families. Inconsistent completion and/or communication with a parent or student will be raised to the principal or counselor level to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections (DHHS, Behavioral Health, etc.).

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 social worker will make individual calls to families and will suggest resources to meet their needs. Academy for Business & Technology understands that mental health support may be needed for students that may not have required this support in the past, thereby while general education and special education teachers are providing services they will monitor all students for signs of distress and if any distress signals are noted the student will be referred to

the school's mental health provider (school social worker or counselor). The mental health provider will obtain parental consent prior to providing any services to the identified student.

- [Mental Health Support Flowchart](#)

Academy for Business & Technology is using a tiered approach to service its community. The following outline will be utilized to address any mental health needs:

Mental health providers (school social worker/counselor) will provide Tier I & Tier II services to the families and students through a vast array of modalities, such as Google Classroom.

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:

On March 16, 2020 Lena Montgomery, Director of Early Childhood and English Learner Services emailed all Wayne County GSRP sites and inquired “respond to this email *if you are open* and have space to serve children outside of your enrollment. Your information will be shared with state officials trying to identify locations where children can be cared for in licensed settings.” The Academy for Business & Technology is closed at this time due to the governor’s closure of schools for the remainder of the year. Ms. Montgomery also stated that if needed, The Academy for Business & Technology would be expected to open a classroom (preferably one that has been licensed by LARA, and/or one where before and/or after school care is normally held) in one of your school buildings to support the child care for Essential Workers.

Optional question:

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

District/ PSA Response:

We will not be adopting a balanced calendar for either school year.

Name of District Leader Submitting Application: Isaiah Pettway

Date Approved: 4/17/2020

Name of ISD Superintendent/Authorizer Designee: Malverne C. Winborne

Date Submitted to Superintendent and State Treasurer: 4/20/2020

Confirmation approved Plan is posted on District/PSA website: 4/28/2020