



## **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:

Name of District:

Address of District:

District Code Number:

Email Address of the District:

Name of Intermediate School District:

Name of Authorizing Body (if applicable):

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.

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## 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:

[4/13/20](#)

Name of District:

[Covenant House Academy Detroit](#)

Address of District:

[Covenant House Academy Detroit](#)  
[1450 25th Street](#)  
[Detroit, MI 48216](#)

District Code Number:

[82991](#)

Email Address of the District Superintendent:

[tgeorge@chayvs.org](mailto:tgeorge@chayvs.org)

Name of Intermediate School District:

[Wayne RESA](#)

Name of Authorizing Body (if applicable):

[Grand Valley 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**

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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:**

Covenant House Academy Detroit regularly operates as a brick and mortar school with an online curriculum platform. During the government-mandated building closure, students will continue working on courses remotely from home, with highly qualified teachers and paraprofessionals providing remote instruction, 1:1 support, remediation, and appropriate accommodations. In the absence of physical supervision, students are required to take course notes and complete a project or oral exam component in order to earn credit. Instructors are required to document meaningful interactions with students.

As it was prior to the school closure, the Covenant House Academy curriculum is provided through three online platforms:

- Edmentum (Michigan Merit Curriculum)
- Rosetta Stone (Spanish, World Language)
- ESL Reading Smart (LEP newcomers)

In order to progress in the CHA curriculum, students will require:

- Device (desktop computer, laptop, Chromebook, tablet)
- Internet access

In order to provide students with access to the necessary connections and equipment, the district has:

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- Conducted a student needs assessment to determine each student's basic needs (e.g., food) and access to requisite technology and Internet connectivity
- Identified a computer tablet capable of operating on our three learning platforms
- Provided a computer tablet to all students lacking access to a device, as determined by the needs assessment or subsequent requests
- Created an inventory of approximately 60 tablets to issue if additional students request devices
- Contacted by phone all students lacking an Internet connection, as identified through the needs assessment or other communication, and provided over-the-phone guidance for requesting free Internet service through Comcast, the primary provider in the City of Detroit. Information regarding free or low-cost Internet access was also shared with all CHA families via automated phone messaging and email on March 13, 2020 and is posted on the school website. To date, we have been able to assist every family that needed it obtain free Internet service.
- It is our goal to help every student get home Internet access. If this is not possible, however, we will provide either a) a Wi Fi hotspot device or b) paper packets printed from the online curriculum.

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:**

We are working to support our students/families (physically, emotionally and academically) and maintain close connections during these difficult and isolating times. To that end, we are taking the following steps:

Physical/Basic Needs

- Hosting Gleaners food distributions each week for approximately 300 families. Food is distributed at East and Southwest campuses on alternating Fridays.

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- Recommending food distribution sites that might be closer for families than our schools. (All resource recommendations are provided personally and through the "COVID Resources" page on our website.)
- Referrals to agencies providing formula and diapers for student parents.
- Through a partnership with Alternatives for Girls, we will begin providing referrals to the AFG crisis resource center and women's shelter. Services available through our crisis center include the following:
  - Groceries
  - Clothing
  - Hygiene Items
  - Shower Facilities
  - Access to community resources
- Alternatives for Girls will also provide our students (Male & Female) with case management services, including assistance with shelter and housing placement, applying for benefits, supply drop offs, and crisis management
- Share information regarding COVID-19 testing in the City of Detroit and other health needs

### Emotional Well-being

- Providing contact email and phone numbers for five district social workers and counselors for students who need help dealing with anxiety, grief, etc.
- In partnership with Starr Commonwealth, we will be providing basic training for all staff in best practices for speaking with and listening to students that have experienced trauma and/or loss of a loved one. In addition to a live training, staff will participate in an online course offered by Starr Commonwealth.
- Starr Commonwealth has also offered direct counseling services for students (and staff) in either individual or group settings
- District social workers and counselors are also developing some informal online activities to keep students connected with one another and staff. It is also hoped that this will increase the willingness of students to seek individual help.

### Academic

- Each student's time working in the school curriculum will be reviewed weekly at each school

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- Each student will have a designated staff member that will initiate two-way communication at least once per week to check-in on the student's well-being, offer assistance, and review academic progress
- Teachers and paraprofessionals hold virtual office hours daily. This is currently from 10 AM to 1 PM, but may change after rates of utilization are reviewed.
- In addition to office hours, Instructional personnel are available through a messaging function in Edmentum, by email and by phone. Communications with students are documented in a communications log for each staff member.
- For English Language Learners and their families, we will provide translations as necessary
- Special Education teachers and Social Workers will provide additional services to students with IEP's

All of these supports and connection opportunities will continue to be shared with students and families via district updates, district website, and individual conversations.

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

**District/ PSA Response:**

As explained in the overall program description, the primary mode of content delivery will be through online curriculum software, with virtual support from teachers and paraprofessionals. We are going to great lengths to make sure every student can access the curriculum this way, including providing assistance to obtain home Internet connections and delivering tablets if needed.

If it is impossible to provide students with an Internet connection, we will prepare curriculum packets mirroring online courses and deliver them to students or arrange for safe pick-up.

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

**District/ PSA Response:**

- Staff monitor assigned students in each course for progress and achievement
- Log in/usage data will be monitored and reported to staff weekly



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- Staff will engage remotely in meaningful interactions with students (i.e.: review notes, remediation, answering questions, modeling or demonstrating skills) regularly
- Teachers conduct follow up interviews and, in some cases, require a project in addition to or in place of the final exam
- Reports from Edmentum and Clever will be used to monitor course progress and login frequency

**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 funds will be required to support students, staff and operations as we transition to a fully remote learning environment. Included with this plan is a budget outline showing both expenses and revenue sources to implement the plan described here.

Funds will be utilized for several purposes:

- Training for staff to help them better support students dealing with anxiety, trauma and loss created or exacerbated by the COVID-19 pandemic (Title II)
- To purchase and deploy computer tablets for student use immediately (Title I & Title IV)
- To purchase and set-up student Chromebooks for use when they become available (Title I & Title IV)
- To provide connectivity, if needed, for students requiring Internet access (Title I & Title IV)
- To print and deliver, if needed, paper packets of instructional materials to students (Title I & Title IV)

**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:**

This plan was developed, primarily, by the district's administrative team, including:

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- Principals
- Director of Special Education
- Director of Curriculum & Instruction
- Director of Federal & State Programs
- Community Liaison

Principals also obtained significant input and feedback from teachers and staff through weekly staff meetings and ongoing discussion.

The boards of both Covenant House Academy Detroit and its management company, Youth Visions Solutions, were informed of the main elements of the plan. Members of both boards provided feedback in support of the plan.

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

**District/ PSA Response:**

- Electronic letter emailed through Edulink communication system
- Posted on website
- Communicated through personal contacts via phone, email and text message

- 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:**

The school has been substantially following the plan since March 18th, 2020, with teachers able to work remotely that week. Tablet distribution began April 3, 2020 for those students that lacked a device in their home.

- 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 388.5111 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:**

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Not applicable, the school does not have students enrolled in post-secondary courses.

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

**District/ PSA Response:**

- Hosting Gleaners food distributions each week for approximately 300 families. Food distributed at East and Southwest campuses on alternating Fridays.
- Recommending food distribution sites that might be closer for families than our schools. (All resource recommendations are provided personally and through the "COVID Resources" page on our website.)
- Creation of a small emergency food bank for students needing more than can be provided through Gleaners and other community resources
- In extreme cases, delivery of Gleaners food to home

**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 school staff and third-party vendors continue to be paid. All staff have revised job expectations in accord with the fully remote nature of our program at present.

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

**District/ PSA Response:**

- Weekly progress reports from Edmentum that measure time on task as well as course progress and course completions.
- Analytics from Clever that report which students have logged in over a 2-day period and a 7-day period as well as which students have not logged in over a 7 day period

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- Monitoring of course completion

**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:**

- COVID-19 and trauma-focused coping skill materials posted on the school website and social media.
- Providing contact email and phone numbers for five district social workers and counselors for students who need help dealing with anxiety, grief, etc.
- In partnership with Starr Commonwealth, we will be providing basic training for all staff in best practices for speaking with and listening to students that have experienced trauma and/or loss of a loved one. In addition to a live training, staff will participate in an online course offered by Starr Commonwealth.
- Starr Commonwealth has also offered direct counseling services for students (and staff) in either individual or group settings
- District social workers and counselors are also developing some informal online activities to keep students connected with one another and staff. It is also hoped that this will increase the willingness of students to seek individual help.

**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 follows it.**

**District/ PSA Response:**

We do not have any immediate plans to operate a disaster relief childcare center, primarily due to a lack of appropriate equipment and staff familiar with working with young children. If Wayne RESA requests additional disaster relief childcare centers, we will try to work with Starfish Family Services, which operates Head Start and Early Head Start programs at our Southwest Campus, to help fill the need.

**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:**

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As an alternative high school, we operate from the end of July through the end of June each year. We plan to continue with this schedule, resuming in-person classes whenever permissible. We will make extra efforts to encourage students to participate in classes before Labor Day, but this does not require a change in our calendar.

Name of District Leader Submitting Application: Terrence M. George, Superintendent

Date Approved: 4/15/2020

Name of ISD Superintendent/Authorizer Designee: Robert Kimball, Ed.D., Associate Vice President for  
Charter Schools

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website:

**Remote Learning  
Added Expenses**

**Expenses - Additional Due to Transition to Fully Remote Learning**

Item	Unit Cost	Quantity	Total Cost	Notes
Trauma/Grief Training for Staff	\$ 5,000	1	\$ 5,000	Between \$3 & \$5K
Amazon Fire 8 HD Tablet	\$ 80	106	\$ 8,480	
Amazon Fire 8 HD Tablet Case	\$ 15	178	\$ 2,670	
Amazon Fire HD Tablet (discount)	\$ 53	72	\$ 3,816	
Wi Fi Hotspot	\$ 60	4	\$ 240	May not be needed
Wi Fi Hotspot - Data for 3 mos.	\$ 30	4	\$ 120	
Chromebook	\$ 179	280	\$ 50,120	Dell/Presidio
Chromebook Warranty	\$ 6	280	\$ 1,680	
Google Management License	\$ 24	280	\$ 6,720	
Chromebook Set-up	\$ 50	280	\$ 14,000	
Chromebook Remote Management MTM	\$ 15	43	\$ 645	
Printing & Delivery of Packets	\$ 10	30	\$ 300	Covered by General Fund
<b>Total Projected Cost</b>			<b>\$ 93,791</b>	

**Funds Used for Added Costs to Transition to Fully Remote Learning**

Source			Balance Remaining	Notes
Title IV			\$ 18,455	
Title IA			\$ 49,644	Primarily carryover funds
Title II A			\$ 11,452	\$5K for trauma training, remainder transferred to Title IV
GVSU Academic Grant DET East			\$ 2,920	Doubled for this year
GVSU Academic Grant DET Southwest			\$ 2,740	Doubled for this year
GVSU Grant DET Central			\$ 3,280	Doubled for this year
General Fund			\$ 5,300	If needed
			<b>\$ 93,791</b>	