

Continuity of Learning and COVID-19 Response Plan ("Plan")
Application Template

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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:

4/14/2020

Name of District:

Covenant House Academy Grand Rapids

Address of District:

Covenant House Academy Grand Rapids
50 Antoine SW
Grand Rapids, MI 49507

District Code Number:

41900

Email Address of the District Superintendent:

mkrystyniak@chayvs.org

Name of Intermediate School District:

Kent ISD

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 GR regularly operates as a brick and mortar school with an online curriculum platform. Students will continue working on courses remotely from home, with highly qualified teachers and paraprofessionals providing remote instruction, 1:1 support, remediation, and accommodation as needed. Notes taken during online instruction are required. Instructors are required to document meaningful interactions with students.

Academic Expectations:

- Students are expected to work on the three classes they are assigned, including notes, and weekly check ins with their teachers
- Students are expected to check in with their teachers, at minimum, once a week to talk about their classes or other needs
- Students can choose to work on all of their assigned classes or one class at a time
- When students complete a class they are expected to contact their teacher who will assist the students along with Student Services in getting a new class

Modes of Instruction:

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

Summary of materials needed:

- Device (desktop computer, laptop, Chromebook, tablet, cell phone)
- Internet, WIFI, or data plan

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

- Conducted a 1:1 needs assessment completed with each student remotely via conversation/interview to determine each student's basic needs and access to technology and internet
- Students identified in need of a device to access curriculum are delivered a Chromebook or tablet. Grant funds and donations will be utilized to acquire new devices needed.
- In the event a student does not have access to internet or a device, the student will be assigned offline assignments (examples: mailed a packet of printed work or given a book to read in order to present a book talk).
- Students without internet, Wi-Fi, or a data plan will be guided through the process of obtaining free comcast xfinity access. If the student does not live in an accessible area, a hotspot device will be ordered using grant funds.

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:

Physical/Emotional/Basic Needs Activities:

- A Needs Assessment is to be completed on 100% of our students. Examples of follow up include:
 - Referrals to food distribution sites.
 - Referrals to agencies providing formula and diapers for student parents.
 - Devices and internet for students that need resources for schoolwork.
 - Help in overcoming transportation barriers
 - Medical referrals for students concerned about COVID-19 or other health issues.
- Staff messaging to students via website, email, mailed letters, and social media (including trauma focused social emotional support)
- Social work contacting students on caseload and holding office hours daily.
- Special Education and ELL teams continue to meet as PLCs and determine best ways to support student learning and meeting student needs.

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- 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.

Educational activities:

- Staff are holding office hours daily from 11a-2pm for students and families to reach them.
- Progress monitor students' course work reported weekly.
- Teachers will provide remote support and document all meaningful interactions with students.
- Senior students have a staff mentor assigned.
- All students' second period teachers of record are assigned to reach out to students that are not logging into classes.
- Student Services staff will remotely engage students and update education development plans (EDPs).

Outreach activities:

- Staff are expected to check in with students at least once per week and document their interactions to guide follow-up.
- Community partners have committed to continuing to meet virtually with students in programs.
- Career Readiness graduation requirement course, "World of Work", provided by KISD will continue virtually or through printed packets with 1:1 coaching.

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

District/ PSA Response:

All Student Support Plan:

1. Each student will have access to their courses through an online platform:
 - a. Edmentum (Michigan Merit Curriculum)
 - b. Rosetta Stone (World Language)
 - c. ESL Reading Smart (LEP Newcomers' program)
 - d. Teachers will provide 1:1 remote instruction through phone, zoom, or google apps
2. Offline work and assignments can be scanned via phone, delivered through US Mail, or no-contact personal delivery

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3. Students without access to technology and/or internet can work with their teachers to gather offline work until their technology needs can be met

Special Education student Support:

1. SE provider will contact the student/parent/guardian and complete a CHAGR Needs Assessment during the COVID 19 Closure.
2. SE provider will hold the annual spring IEP meeting by the required due date; contacting parents if they prefer phone or video conferencing meeting
3. SE provider will also draft and implement a Contingency Learning Plan for each SE student incorporating the student/parent/guardian/gen ed teacher input for each plan
4. SE provider will work with Ancillary Staff and General Ed staff for continued progress in the curriculum, as well as, working on a student's annual IEP goals

English Language Learner Support:

1. All ELL students enrolled will be contacted weekly by school staff to check in on their academic and social-emotional needs . Newcomers who speak Spanish will be contacted by a fluent Spanish instructor. Newcomers who speak Swahili will be contacted by a fluent Swahili instructor for understanding in their first language. The EL Instructor will contact all other EL students for their needs assessment. If translation is required, it will be provided.
2. Newcomer students will be assisted with user names and passwords for continued work on their ESLReading Smart online program. The EL teacher will monitor student progress and offer support and encouragement.
3. The EL teacher will monitor mainstream EL student's Edmentum and Rosetta Stone classes. In addition, the EL teacher will be available via email, phone, and/or social media for extra support in helping with courses.
4. The EL teacher will attend all ISD ZOOM meetings with ELL staff from several area districts and communicate with CHAGR staff the findings from these meetings.
- 5.

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

District/ PSA Response:

- Staff progress 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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- Security/"parental" controls will be monitored for misuse of technology or cheating on school assigned devices.
- Staff will engage in meaningful interactions with students remotely (i.e.: review notes, remediation, answering questions, modeling or demonstrating skills) a minimum of once a week.

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:

Current Estimated Costs:

- Chromebooks
 - \$17,000 from reallocated Title I, Title II, Title IV activities that will be canceled due to the quarantine will be used to purchase 75 Chromebooks
- Hotspots
 - \$5,300 from GVSU Academic grant to pay for 15 Hotspots (w/6 months of service, security monitoring plan, and the purchase of the devices)
- Professional Development
 - Starr Commonwealth
 - \$3,000 2 hour meeting with all staff and follow up sessions as needed (General Funds)
 - Online course focused on trauma focused staff relations with students (no cost)
- Summer School
 - A small number of staff will hold daily office hours during our scheduled July month off to support students that wish to continue to work using 31a funds.

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:

1. Principal
2. Vice-Principal
3. Management Company
4. Director of Special Education
5. Director of Federal & State Programs

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6. PLC teams

Significant input and feedback from teachers and staff was also obtained through weekly staff meetings and ongoing discussion.

- Weekly PLC meetings for all academic and support areas
- All staff meeting 2x’s week
- Administration meetings 2x’s week

All stakeholders were involved in some aspect of the development of the plan. The admin team met with their building staff via their PLC teams for initial input. The administrators brought this information back to administrator team meetings with the management company president to collaborate. Before finalizing the plan feedback will sought from board members.

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 to all
- Will be posted on our website
- Will be posted on our Facebook page
- We will poll stakeholders to see if there is interest in a virtual “Question & Answer” session, town hall meeting style held on facebook live.

The plan will be communicated through an email letter to each family. The plan will also be posted to the district website and Facebook when finalized. To ensure that everyone is aware that the plan has been developed and released an automated phone call message will be sent to all parents.

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 informally following the plan since shutdown on March 13th, 2020. Chromebook distribution began March 23, 2020 for those students that lacked a device in their home.

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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:

Not applicable, the school does not have any students enrolled in post-secondary courses or CTE programs at this time.

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

District/ PSA Response:

We are part of the Community Lunch program and our provider, Grand Rapids Public Schools, is currently serving meals through Grand Rapids Public Schools meal distribution sites. The food distribution sites are listed on our website along with a map.

As teachers complete the Needs Assessment and work through their weekly student check-ins individual student needs beyond the school drops will be handled case-by-case, either directly by staff or through a referral to a community resource.

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. Non-instructional staff have clear job expectations relative to the response plan. Third party vendors are considered non-essential and are providing no-contact services following the guidelines of the "Stay home, stay safe" executive order 2020-21.

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

District/ PSA Response:

- Weekly progress reports from Edmentum, Rosetta Stone, and ESL ReadingSmart will measure time on task as well as course progress and course completions.

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- Analytics from Clever 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.
- Monitoring of course completion via our online course completion form which is monitored by our Student Services

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:

- Needs assessment for 100% of students, asking students & families to identify supports needed
- COVID-19 and trauma focused coping skill videos posted on the school website and social media.
- Providing our social workers and counselors contact information for students who need help dealing with anxiety, grief, etc.
 - Social workers will carry a caseload to contact students and establish office hours for students in need.
- 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 staff in either individual or group settings
- A virtual Mindfulness course that will be offered for students and staff is being worked on
- Multiple community partners have offered social emotional support programs virtually to students

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

District/ PSA Response:

Disaster relief childcare is being provided. Third party partner, the YMCA of Greater Grand Rapids, is providing childcare for essential medical workers in the school building. Childcare is isolated to the childcare wing of the building with no entry into the school wing, secure entrance existing.

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

District/ PSA Response:

As an alternative high school, we operate from August through the end of June each year. We plan to continue with this schedule, resuming in-person classes whenever permissible. In addition to our regular school year, we will offer a few staff members the opportunity to earn a stipend to keep office hours during our July month off.

Name of District Leader Submitting Application:

Chris Gray

Date Approved:

TBD

Name of ISD Superintendent/Authorizer Designee:

TBD

Date Submitted to Superintendent and State Treasurer:

TBD

Confirmation approved Plan is posted on District/PSA website:

TBD