



## **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: Genesee STEM Academy

Address of District: 5240 Calkins Rd. Flint, MI 48532

District Code Number: 25900

Email Address of the District: [vincent.price@geneseestem.com](mailto:vincent.price@geneseestem.com)

Name of Intermediate School District: Genesee Intermediate School District

Name of Authorizing Body (if applicable): Saginaw Valley 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.

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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-CD.***

District/ PSA Response:

GSA has provided Genesee County with STEM based education since opening in 2013, with technology infused learning. GSA plans to continue to provide STEM based education,
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utilizing technology. Knowing that obstacles such as access to internet and devices are present, it is our goal to work with families to alleviate these challenges. GSA will incorporate hybrid modes of learning to provide students with continued STEM education. Students engaging in the hybrid mode will have access to appropriate educational materials and receive ongoing interaction with their teachers of record.

Each student will need access to a device with a camera, microphone, and internet connection. Ideally, the device will be a laptop or Chromebook, although a cellular device could be used. Students that need devices will be afforded the opportunity to borrow district devices to access their learning materials.

Online lessons will be delivered through the Google Classroom platform and we will provide classroom instruction in small group and/or whole group settings, through Google Meets. Some of the additional learning programs that will be available to students will be: Moby Max, Study Island, and Khan Academy.

Students without technology will be provided paper packets that mirror the instructional lessons presented in online formats. Special education students will be given learning opportunities that make every effort to meet the specific accommodations found in their IEP. The district will provide access to materials such as paper, pencils, and crayons, to families that don't have them available.

Teachers will continue to instruct lessons based on a modified pacing in adherence with Saginaw Valley State University Curriculum and Michigan Merit Curriculum. We will also administer weekly assessments, in order to identify if students have grasp the concept efficiently, in order to continue on. Each teacher will create a weekly schedule for distribution to families in electronic and/or paper format.

In addition to the instructional schedule, teachers will also contact students at least once per week, in order to check on their health and well being. These contacts will be delivered in many different modes, digitally, by phone, or by paper notes.

**Sample K-6 Schedule:**

- Monday and Wednesday (Google Meets, Instructional Time)
- Tuesday and Thursday (Office Hours, Wellness Checks)
- Friday (Positivity Project, Check for understanding (Assessment))

**Sample 7-11 Schedule:**

- Monday: Instruction Time for Math
- Tuesday: Instruction Time for ELA

- Wednesday: Instruction Time for Technology
- Thursday: Instruction Time for Social Studies
- Friday: Instruction Time for Science
  - \*Teachers will select one day within the week to make Wellness Checks
  - \*Teachers will maintain Office Hours on remaining days

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 districts goal is to meet the social, emotional, and academic needs of each student to keep students at the center of educational activities. Teachers will be expected to make contact with each student at least one time during the week. This may be done through the use of technology (for those that have access) such as Google Hangout, Class Dojo, Remind, or other forms of virtual meeting or through weekly phone calls.

For students with technology access teachers will also make sure to communicate multiple times each week through the instructional platform, with an emphasis on continuing to build relationships and maintain connections.

If students do not have access to technology, teachers will include weekly notes to students in their instructional packet that focus on building relationships and maintaining connections. Additionally, teachers will make weekly phone calls to all students.

We will also encourage relationships between students by having opportunities for students to collaborate on project activities, discussion questions through our google platform.

The district will utilize our school social workers, counselors, and building administrators to support the social and emotional needs of our students. Teachers will be able to utilize the digital platforms to send daily messages of encouragement to their students. Students will be provided journals, in order to use written word to express emotions.

Further, it is our goal to use Google Classroom as a common platform to minimize any confusion for parents/students whether students are completing work online or traditional paper and pencil.

Finally, teachers will implement weekly Positivity Project activities which will highlight 24 character strengths to empower students to build positive relationships. These activities will build on each student's strengths, interest, and needs, that will positively impact learning.

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

District/ PSA Response:

The district plans to deliver content in multiple ways so that all pupils can access learning:

1. For those students without technology, the main mode of delivery will be through hard copy instructional packets. This will be supplemented with phone conferencing to support instruction. Central distribution locations, food distribution centers, or home delivery will be used to ensure materials are available for those without online access. Personal connections will be made utilizing phone calls and personal notes within their packets.

2. For students with technology, content will be delivered through the online Google Classroom platform. Teachers will hold virtual office hours daily and they will provide direct instruction twice per week through. Personal connections will be made using the online platform.

3. The district plans to deliver content in both video format, short answer assignments, multiple choice, journal writing, a digitally. Students can load video presentations into the online platform and use the digital platforms to collaborate in groups. Both small and large group settings will be used to deliver lessons and build relationships.

Students who are eligible under the McKinney-Vento program will be offered supports including access to technology, supplies and free meals provided by the school. Information is available to McKinney-Vento families regarding additional resources to support them with accessing needed services during the school closure.

Students who are eligible under Section 504 and the IDEA and MARSE will continue to have opportunities to access distance learning activities that allow equal access to the same opportunities as their peers. Teachers will continue to utilize strategies identified in their 504 plan which allow students equal access to the general education activities.

Additional support for non-native English household and English-languages learners will be provided via the use of translation services. Currently no students in the district have been identified.

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

District/ PSA Response:

GSA will manage and monitor learning by pupils by having the teacher of record reviewing the learning packets and providing feedback to the student during their weekly phone call, virtual meeting, or email. Learning packets with written feedback will be returned to the student the next week. Feedback from the teacher will include differentiated work as

needed, along with examples to support student learning. Teachers will utilize the district's connection log at all grade levels. This documentation will be kept by the teacher of record and a copy given to the building Administrator weekly with periodic checks.

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 also differentiate instruction within the platform to meet each student's needs.

Assessment, feedback and grading below are based upon the principle of no educational harm. All work from March 11, 2020, to the end of the school year will be assessed with a P (Pass) or an I (Incomplete) for the standards that are being covered remotely.

All student will be given the opportunity to improve upon the March 11, 2020, grade via redos, retakes, make up assignments and/or alternative assignments.

Students who are failing a class as of March 11, 2020, will have an opportunity to the extent feasible to demonstrate learning in the subject matter of the course and receive credit for the course. If the student is failing the course at the end of the school year, the student will have an opportunity to recover the credit through a credit recovery course.

For students who are not interacting with lessons and completing assignments, school staff will be assigned to contact and support those students in order to best facilitate their continued learning. Ongoing and various methods will be attempted to engage each learner.

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:

Budgeted items may include:

Purchase of learning supplies such as paper, pencils, crayons, calculators, dictionaries, books, etc.	\$7,000
Printing costs (paper and machine copy cost)	\$2,500
Mailing costs (envelopes, postage)	\$1,000
Fuel cost-mileage	\$1,000
Cost of online instructional platform and any related software/websites if applicable	\$8,000



Technology & Support (Devices & Hotspots)	\$30,000
Anticipated Loss of Unreturned Assessts	\$3,000
Protective Equipment and Cleaning Supplies	\$6,000
Credit Recovery Courses	\$10,000
Food Distribution	\$8,000
Contract Service (Social Work, Speech, Psychologist)	\$12,000
<b>TOTAL</b>	<b>\$88,500</b>

Sources:

- General Funds
- Title Funding
- 31a Funding
- 21h Funding
- CARES Act Funding

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

District/ PSA Response:

All stakeholders were involved in the development of the plan. The school-wide Leadership team, representative of all staff members met to discuss implementation of our plan. District administrators met with their board representation for initial input. District administrators brought this information back to the Leadership Team to further refine it. Before submitting the plan to our Authorizer for review and feedback. The plan will be approved by the board before implementation.

Collaboration Schedule

- April 6, 2020 at 10:00 - Zoom/Meets Meeting with Leadership Team Meeting
- April 6, 2020 at 1:00 - Zoom/Meets Meeting with Board Representation
- April 8, 2020 at 2:15 - Zoom/Meets Meeting with Leadership Team Meeting
- April 9, 2020 at 1:30 - Zoom/Meets Meeting with Board Representation

April 13, 2020 - Submission of plan for SVSU for Authorizer Review.

April 20, 2020 - Board Meeting 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 district will communicate the plan through a letter to each family by traditional mail and email. 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.

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 district will begin implementation of the plan on 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 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:

The district does not have any pupils enrolled in any postsecondary dual enrollment courses under Public Act 160.

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

District/ PSA Response:

The district will host meal distribution between 11:00am and 1:00pm on Wednesday of each week. Families upon request will pick up weekly meals and pick up educational packets for the next week. The district will also continue to provide our Food Bank sponsored Friday Backpack program to families upon request.

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:

The district will continue to pay school employees for the remainder the school year 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:

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 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 communicated to the principal or designee to develop a plan to connect with the student and family.

Additional support staff and agencies may be sought to make these connections (Attendance Office, DHHS, Behavioral Health, Special Education Director, Social Worker, 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:

We will divide the district families into what we are calling a Wellness Team. Each wellness team is responsible for checking in with their family weekly to assess their needs. Based on the results, the school (Social Worker, Parent Facilitator, Principal, Special Education Director, etc.) will work with the families to meet the need. When we cannot meet the need outside agencies will be contacted to help.

While teachers are making weekly phone calls, they will monitor and assess the needs of students and families. If a need is presented the teacher will communicate that need to the principal or designee to make the necessary follow-up.

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 follow it.

District/ PSA Response:

The district stands ready to mobilize disaster relief childcare centers by opening classrooms, when called upon for support, if necessary. We are aware of the coordinated efforts of GISD and are in contact regularly regarding the needs.

Optional question:

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:

The district will continue with our extended day/extended calendar instructional program with 190 days for the remainder of the 2019-2020 and 2020-2021 school year.

Name of District Leader Submitting Application: Vincent L. Price, Jr.

Date Approved: Board Approved 4/20/2020

Name of ISD Superintendent/Authorizer Designee: David A. Lewis, SVSU 4/17/2020

Date Submitted to Superintendent and State Treasurer: 4/21/2020

Confirmation approved Plan is posted on District/PSA website: 4/21/2020 on Homepage