



## **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: 04/21/2020

Name of District: Youth Advancement Academy

Address of District: 6750 Chime Street, Kalamazoo, MI 49006

District Code Number: 39906

Email Address of the District: kalamazoo@chancelight.com

Name of Intermediate School District: Kalamazoo RESA

Name of Authorizing Body (if applicable): Kalamazoo RESA

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: 04/21/2020

Name of District: Youth Advancement Academy

Address of District: 6750 Chime Street, Kalamazoo, MI 49009

District Code Number: 39906

Email Address of the District Superintendent: jonathan.decou@chancelight.com

Name of Intermediate School District: Kalamazoo RESA

Name of Authorizing Body (if applicable): Kalamazoo RESA

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 Youth Advancement Academy (YAA) has a maximum enrollment capacity of approximately 50 students. YAA serves expelled and court placed youth grades 7 – 12th who are unable to attend a traditional school. Through student and family surveys and feedback, it was determined the need for technology assistance to provide to YAA families. All students have computers with reliable internet access. Students normally work on a mixed media platform and will continue to do so through the Executive Order for school closures. Students

work from the on online curriculum used by the school from Odysseyware, A Plus, Rosetta Stone, and GradPoint. Students are provided with hard copy enrichments established within course pacing guides. Any materials (i.e. pencils, binders, school materials, books, etc.) needed by students and/or families will be dropped off by a staff member. All curriculum is modified to accommodate for students with active IEPs and special education instruction is provided by the special education teacher. Students will not be penalized for their inability to fully participate in the plan. Staff will support EL students and parents to ensure students have equitable access to instruction. We will provide language assistance through interpreting and translating services. Communication supports for and partnerships with EL families include: Direct access to interpreters, Educational materials made available in both English and home language when needed.

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:

Staff members have been assigned a caseload of students as their core group. The staff is responsible for monitoring student progress and providing academic assistance as determined from student progress and as requested. Staff meet with individual students weekly during an established time to discuss student progress, provide additional support, and continue fostering positive school relationships. Staff are dropping in on students remotely at least two times per week to check their progress informally. Staff have established office hours that will be accessed through Microsoft Teams. The goal is to help students continue to feel safe within the educational community and valued in their efforts to continue their education through the closure.

School director conducts school meetings for all students three days a week in which students participate in social-emotional learning and academic assistance. Director is responsible for all parent contact regarding student progress towards graduation, student graduation/promotion status, and provide assistance to community agencies for families in need. Director will hold a parent forum two times per week for parents to attend to talk about the progress of their student and strategies to improve performance remotely.

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

District/ PSA Response:

Students have the opportunity to connect with curriculum through virtual learning and off-line enrichments aligned to the curriculum. Students can access staff via telephone, web conference call, email, and Microsoft Teams via phone or internet connection. All off-line work that is needed by students is provided through electronic means and hardy copies delivered in drop offs to family homes maintaining social distancing guidelines. Director is responsible for delivery of all hard copy off-line work to families at their door or mailbox.

Staff are required to monitor student progress through online curriculum (Odysseyware, A Plus, Rosetta Stone, GradPoint), identify off-line enrichments needed for specific students, provide academic assistance to students as identified and/or requested, and support students and families with community agencies for emergent needs as presented. Students with disabilities have access to the general education staff and special education staff member. Special education staff member will provide directed special education instruction to students on their caseload to meet minimum required minutes per week.

Staff will diligently connect with EL families to ensure students have the necessary support for equitable access to the curriculum. Additionally, classroom teachers along with staff will communicate with EL students and families to provide instructional supports via text and phone calls. Language assistance through interpreting and translating services will be provided.

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

District/ PSA Response:

Staff meet with their caseload students a minimum of three times per week (1 formal, 2 informal). Staff established a weekly formal meeting time with each student to discuss their progress and any additional needs they have. Staff will do a minimum of two check-in, informal calls during each week to provide academic and social-emotional support to students. Staff report during weekly staff meeting the updates on caseload to the director.

Director holds three school meetings per week for students to get additional academic and non-academic support. Two parent forum meetings are held each week for parents to get answers and support for their student.

Staff are responsible for monitoring the online curriculum platforms during school operating hours of 7 a.m. to 5 p.m. to assess student performance and provide instructional support. Feedback to students will be provided through the online platforms, email communications, and phone calls logged in monitoring document. Students who need additional support are identified through performance in lesson assessments and as requested. Kalamazoo RESA will support with monitoring efforts.

Students will be issued a credit/no-credit grade for classes not completed prior to March 11, 2020. Students/families may request a letter grade to be issued for courses not completed prior to March 11, 2020 with evidence of knowledge and understanding through online course curriculum. Students that are part of the 2020 cohort will be notified of their graduation status by the school director via phone, email, and postal mail.

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:

All students have access to internet and technology required to access online curriculum and attend any conferences online. There are no additional expenditures currently for students related to the Plan. Costs for technology and infrastructure is maintained by Ombudsman Educational Services, management company for the school. Curriculum licenses, secure meetings through Microsoft Teams, and off-line enrichment hard copies are provided through the contract. Additional expenses are possible through computer purchasing, computer repair, mileage for student drop-offs, and postage for required documentations sent to students and families.

Over the course of April, May, and June 2020, additional costs could result in the following:

- 40 student computers @ \$175 (REMC Saves <https://www.remcsave.org/catalog/view/item/42123>)  
Total: \$7000
  - Postage for communications: 4 surveys with return address postage, learning plan, 3 additional end of year communications  
Total: \$300
  - Mileage for student drop-offs: 200 miles round trip @ IRS mileage rate 57.5 cents per mile, at least 5 total trips  
Total: \$600
  - Media mail for student enrichments: at least 6 deliveries for general education students (23) and 10 deliveries for special education students (10) with average weight of 3 pounds at \$3.86 per package.  
Total: \$1000
- Grand total: \$8900

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:

Stakeholders included district administrator, teachers, support staff, and board members were provided a breakdown of plan implementation with feedback elicited through online forums. Staff were able to collaborate on the plan regarding availability and duties that are within their ability to complete.

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

District/ PSA Response:

Plan will be posted to the school website, sent electronically to email addresses of parents, provided by phone through each staff member, and sent by mail via USPS. Students with disabilities will be contacted individually to express the services the school will be providing to meet the goals and accommodations as outlined in their IEP. Communication protocol for EL students and parents are outlined in #1 and #3.

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, 2008.

District/ PSA Response:

Plan implementation will begin April 21, 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:

Currently no students are enrolled in dual enrollment courses.

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

District/ PSA Response:

Through the community eligibility provision, Kalamazoo Public Schools provides the school with free breakfast or lunch for students. Students and families have been provided with information regarding the pickup of food from Kalamazoo Public Schools in regards to location, date, and times food is available during the closure.

<https://www.kalamazoopublicschools.com/ExploreKPS/DistrictNews/TabId/105/ArtMID/1056/ArticleID/%20397/KPS-Sets-Up-Emergency-Food-Services.aspx>

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:

Staff will continue to be paid through the term of contract established between the school board and operating management company Ombudsman Educational Services (OES). Certified teacher will be responsible for student course grading and content support. Special

education teacher will be responsible for delivery of special education services to students weekly and progress monitoring. Transition specialist will be responsible for ensuring student's social-emotional needs are being met and providing student and family support for academic progress. Essential personnel working onsite will follow all safety precautions outlined by the governor's executive order regarding social distancing, sanitizing, and the use of personal protection equipment, where applicable.

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

District/ PSA Response:

Students and parents will be provided with a stakeholder feedback survey on May 1, May 15, and May 29, 2020. We will make adjustments to plan as needed based on feedback received.

During the final school week of June 15th, students and families will be given an exit survey that will highlight components of the school closure remote instructional plan.

Data will be used to evaluate the effectiveness of the plan overall.

Students and families will be asked to provide feedback around the delivery of the educational plan, communication between school staff and students/families, and the effectiveness of school staff to provide adequate and timely support. Special education and EL students and families will also be provided additional question regarding the goal and accommodation supports implemented by special education staff member. Surveys will be sent via electronic invitations using Survey Monkey with results collected seven calendar days from the release of the survey. YAA will work with KRESA in reviewing and evaluating the effectiveness of the plan and make adjustment/revisions as needed.

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:

As a foundational support, the School Social Worker will provide social-emotional lessons on a scheduled basis at the elementary level. The School Social Workers and Counselor at both the elementary and secondary levels will provide online resources where able, provide support to students on an individual basis per their caseload, and outreach for any students and families who may be experiencing difficulties during this time. Teachers and support staff will assist with passing known needs to the SSW/Counselor, and principal.

Where students are not participating these professionals will be contacted, as deemed necessary, to reach out to students and parents or guardians to determine if mental-health services are needed. If a determination is made that additional support is required, the appropriate agencies such as community mental health and other agencies as necessary, will be contacted.

As teachers and other school staff see a need that a family may have, they will contact the social worker and/or principal to make the necessary follow-up. The principal will check in weekly with teachers to identify any additional students or families in need.

Supplemental resources for students and families in need of additional support will be connected with Integrated Services of Kalamazoo, a community partner, by way of the district liaison, to support mental health resources.

#### Additional Resources:

##### Resources For Educators:

- MDE <https://www.michigan.gov/mde/0,4615,7-140--523548--,00.html>
- <https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus>
- <https://michiganvirtual.org/sel/>

##### Resources For Parents:

- <https://www.kresa.org/Page/2222>
- <https://www.kresa.org/Page/2237>

##### Kalamazoo County Resources:

- Psychology Today website provides resources for families to access therapists, psychiatrists and support groups in their area and aligned to insurances. [https://www.psychologytoday.com/us/therapists/michigan?gclid=Cj0KCQjw4dr0BRCxARIsAKUNjWQJYzRugUnE0AGRJP2-7PVXxgGXWEZUls5BhqvccPAVBSU00YQsAwIaAn4bEALw\\_wcB](https://www.psychologytoday.com/us/therapists/michigan?gclid=Cj0KCQjw4dr0BRCxARIsAKUNjWQJYzRugUnE0AGRJP2-7PVXxgGXWEZUls5BhqvccPAVBSU00YQsAwIaAn4bEALw_wcB)
- Integrated Services of Kalamazoo have a school based mental health work for students in need. <https://iskzoo.org/>
- Gryphon Place operates the 211 referral source for those in need to talk about specific mental health issues. <https://gryphon.org/services/information-and-referrals/>
- KYDnet is available for student and family support. <https://kydnet.org/program-finder/>

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:

Kalamazoo RESA has created a list of emergency childcare locations in Kalamazoo County. That list is regularly updated and can be found at:

[https://docs.google.com/document/d/1\\_4zSgNXRhFiH4aEL4iuJCmcp\\_XNH\\_VMrVoub0ioD3II/edit?usp=sharing](https://docs.google.com/document/d/1_4zSgNXRhFiH4aEL4iuJCmcp_XNH_VMrVoub0ioD3II/edit?usp=sharing).

Currently, there is available capacity at these locations and there is not a need for additional support from local districts. If the need changes, Kalamazoo RESA will be in contact with local districts to request involvement and collaboration around meeting the emergency childcare needs in Kalamazoo County. Our district will engage in those conversations as requested and will support the efforts in meeting this important need.

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: N/A

Name of District Leader Submitting Application: Jon DeCou

Date Approved: April 27, 2020

Name of ISD Superintendent/Authorizer Designee: Dave Campbell

Date Submitted to Superintendent and State Treasurer: April 27, 2020

Confirmation approved Plan is posted on District/PSA website: April 27, 2020