

## **Continuity of Learning and COVID-19 Response Plan (“Plan”) 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 schools have been called to provide our students continued learning.

Districts are in varied states of readiness to provide continuity in learning. Even within districts of multiple school sites, there is varied states of readiness. It is expected that schools will provide distance instruction 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 schools have been providing distance learning opportunities, the Governor’s Executive Order requires all schools to begin providing learning opportunities for all students by April 28, 2020.

Each District shall submit a single completed Assurance Document, Budget Outline, and Continuity of Learning Plan to its Intermediate School District, and 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 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 Plan for submission beginning April 8, 2020 and prior to the implementation which must begin no later than April 28, 2020, they should use 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 impact learning.
- **Develop a Weekly Plan and Schedule:** Offer routines and structures for consistency and to balance 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 and of Michigan Merit Curriculum.
- **Deliver Flexible Instruction:** Consider how to deliver content depending on tools and resources accessible to each student. Delivery of instruction may include printed learning materials, phone contact, email, online instruction, 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 their reflection on effectiveness of instruction and to determine next steps for student learning.
- **Engage Families:** Communicate with and seek input from 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 15, 2020

Name of District: Flint Cultural Center Academy

Address of District: 1200 Robert T Longway Blvd, Flint, MI 48503

District Code Number: 25919

Email Address of the District: elieske@fccacademy.org

Name of Intermediate School District: Genesee Intermediate School District

Name of Authorizing Body (if applicable): Grand 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 one plan for all buildings.

The applicant hereby provides assurance it will follow the requirements for a Continuity of Learning 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.
2. Applicant provides assurance that it will pay all current hourly 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 local bargaining units and school boards agree to implement the Continuity of Learning Plan.
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 Plan, Assurance Document, and Budget Outline will be posted immediately following approval to the District’s/PSA’s budget transparency website icon.

## **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 and Public School Academy is, to the best of their ability, providing each student with 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.*

Date Submitted: **April 15, 2020**

Name of District: **Flint Cultural Center Academy**

Address of District: **1200 Robert T Longway Blvd, Flint MI 48503**

District Code Number: **25911**

Email Address of the District: **elieske@fccacademy.org**

Name of Intermediate School District: **Genesee Intermediate School District (GISD)**

Name of Authorizing Body (if applicable): **Grand Valley State University (GVSU)**

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 meaningfully access 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 in response to COVID-19.***

**District/ PSA Response: Upon learning of Governor Whitmer’s executive order to close schools effective March 16, 2020 the staff at the Flint Cultural Center Academy immediately began working to implement a mixed mode of teaching and learning. The staff developed instructional packets that were available on the morning of Monday, March 16 for parents to pickup at the school. The GISD has also supported Genesee County schools by developing instructional packets that are available online and the FCCA staff**

has printed these packets for parents to pick up each Monday which are available at the school. Parents stop at the school during our meal distribution times to obtain these packets.

The intent of this mixed mode instructional plan is to focus on “power standards” to complete the school year’s academic expectations while ensuring that students’ social and emotional needs are also being met.

Since the mandated closure of school the FCCA staff have been working to develop meaningful online/virtual lessons through a number of technological tools. Most specifically, staff is utilizing Microsoft Teams and Zoom to provide virtual “face to face” learning 3-5 days each week depending on grade level in addition to pre-recorded video lessons: early elementary 3 days per week and upper elementary 5 days a week.

Beyond the virtual “face to face” lessons, FCCA students are engaged in video recordings for math and language arts instruction. We are utilizing Zearn, which is aligned with Eureka Math and the CCSS, for students to engage in math assignments. EL Education is our language arts/character education program which online support has been made available for teachers. Teachers are creating and posting instructional videos for students to view on a schedule that works best for families in an effort for continuous learning to occur.

Staff members at FCCA are utilizing a number of different communication tools to reach parents and students. Email, phone calls, text messaging, Remind app, Class Dojo, Microsoft Teams, and Zoom are being used to ensure communication with FCCA families.

The FCCA also partners with the institutions from the Flint Cultural Center (Flint Institute of Music, Flint Institute of Art, Sloan Museum, Longway Planetarium, Flint Public Library, REP Theater, The Whiting Auditorium). These institutions are engaged in virtual learning with classroom teachers as well as providing learning opportunities through online platforms. Furthermore, the FCCA has developed a partnership with the Crim Community Education Foundation (<https://crim.org/communityed/?homeFeature>) which provides the Academy with additional student support including a School Community Director and a School Health Worker, both of which have been highly beneficial throughout the school year but proving to be extremely helpful during the COVID-19 crisis by assisting families in need.

The FCCA sent out a technology needs survey. We plan to distribute laptops to families in need of a device. We are working to address internet options for families. The campus of the Flint Cultural Center Academy has a robust WIFI infrastructure that families can utilize. This is not the most opportune venue but it does provide an alternative.

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 FCCA is deep rooted in school culture and climate. EL Education supports that relationships and school culture are pivotal to ensuring students,**

staff and parents feel they are at the center of all that we do. EL Education’s “Crew” concept is a key foundational component of developing strong relationships and community based schools (<https://eleducation.org/resources/purposes-of-crew>).

Each and every traditional school day is started with students and staff engaged in a Crew circle that sets the tone for the day, allows voices to be heard, and set personal goals. The FCCA staff has embedded Crew into the virtual setting each online session. Although a slightly different model is necessary for the virtual lesson, the feedback from staff is promising that students continue to feel connected to school.

These Crew lessons focus on ensuring that students feel safe, valued and loved while developing habits of character. Each classroom will provide Crew lessons three times each week through a virtual platform such as Microsoft Teams or Zoom.

FCCA staff members are also in continuous contact with parents through email, Class Dojo, Facebook (private groups), phone calls and text messaging. The FCCA school social worker, school health worker, secretaries, and principal all assist in making connections with parents of students that have not been reachable by classroom teachers.

School social worker and school health worker have been in routine communication with at-risk families. Offering assistance with any needs they may have has been a priority. These weekly touchpoints are providing necessary support in this time of crisis.

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

District/ PSA Response: For those students without technology, the main mode of delivery will be through printed instructional packets. The instructional packets will be supplemented with phone calls to support instruction. The instructional packets will be delivered during meal distribution days (M/W/F 10:00 a.m.-1:00 p.m.). School security staff are also delivering meals and instructional packets to families that do not have access to the school or have concerns of leaving their home due to the COVID-19 virus. Packets may be mailed to students if/when necessary.

For students with access to technology, content will be delivered through either Microsoft Teams or Zoom. Supplementary support and lessons will be delivered through email, and social media sites (Facebook, Remind, Class Dojo, etc.). Teachers will be expected to provide at least three virtual face to face lessons each week (duration depends on grade level) while also providing instructional support through tailored videos that can be viewed at a convenient time for families.

Special education teachers and staff are working to meet accommodations within IEPs and when that is not possible they will work with the GISD to develop contingency learning plans. Regular education teachers will follow this procedure as well when faced with 504 plans. The needs of EL and Homeless students will be addressed on an as needed basis.

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

District/ PSA Response: **Students that will be working on the printed instructional packets will turn those packets into the school at a time when the COVID-19 has settled down. Teachers are requesting students that have access to a smart phone to take photos of their work and text/email the completed work to the teacher. We are concerned with having the packets go back and forth between home and school and possible exposure on either end of the exchange.**

**For students with access to technology, teachers will monitor student access and assignment completion on a daily basis within the instructional platform. Teachers will provide feedback to students on assignments through the instructional platform as they are completed (or on a daily basis). Teachers will differentiate instruction within the platform to meet each student's need in conjunction with any accommodations identified within a student's IEP, 504 or through the MTSS.**

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: **Budget would include:**

<b>Supply</b>	<b>Estimated Cost</b>	<b>Source of Funding</b>
<b>School supplies (paper, pencils, crayons, glue, etc. ) For 365 students.</b>	<b>\$3,650</b>	<b>General Fund</b>
<b>Additional printing paper and toner to print and prepare home learning packets.</b>	<b>\$3,000</b>	<b>General Fund</b>
<b>75 hotspots to provide internet. Estimate \$12 per month per device for 4 months.</b>	<b>\$3,600</b>	<b>Local Grant Funds</b>
<b>216 Dell laptop chargers @\$35 each.</b>	<b>\$7,560</b>	<b>GVSU Learning Continuity + Innovation Grant</b>
<b>Food service labor for meal distribution.</b>	<b>\$15,000</b>	<b>Food Service Fund/Title I Reallocation</b>

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 have been involved with the development of this mixed mode instructional plan. Academy CEO/Principal met with teachers on Friday, March 13 to discuss initial steps of the plan and to gain insight and input. Discussion continued virtually with all staff and then by grade level teams. Once the plan was conceptually designed, it was brought forward and shared with the members of the Board of Education for additional brainstorming. Most recently, the plan was discussed at a virtual board meeting held on Monday, April 13, 2020.**

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

District/ PSA Response: **The FCCA Continuity of Learning Plan will be communicated to each family through a letter sent via email, mailed to those that we are aware do not have email, and available at the Academy during meal distribution. The plan will also be posted to the district website and other social media platforms. To ensure that everyone is aware that the plan has been developed and released a phone call and text message will be sent to all parents through the student information system automated service.**

8. Please provide an estimate of the date on which the district will begin implementation of the Plan, which must be by April 28, 2020.

District/ PSA Response: **The Academy implemented the instructional plan on Monday, March 30, 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 the 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 Flint Cultural Center Academy is a K-5 elementary school and does not have participate in postsecondary dual enrollment or Career and Technical Preparation at this time.**

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

District/ PSA Response: **Yes, the Academy plans to continue to distribute (and deliver when necessary) meals to eligible pupils.**

**The Academy has revised its food distribution plan based on parent feedback and in an effort to reduce exposure to the COVID-19 virus. We have moved from M-F 9:00 a.m.-11:30 a.m. pick up to M/W/F 10:00 a.m.-1:00 p.m. meal pick up days/time. This appears to work better for the majority of the parents seeking meal assistance for eligible pupils. We are following up with families through phone calls to ensure they are aware of the meal plan as well as utilizing social media. Based on need we are delivering meals to a couple of families due to quarantine situations, work schedules or lack of transportation.**

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 FCCA has and will continue to pay all employees during the mandated school closure. Secretarial staff continue to work from home as much as possible returning voicemail messages, handling reporting matters, and supporting the instructional plan. Selected food service staff members continue working to assist in the preparation**

**and distribution of meals (protective masks and gloves are worn, practicing social distancing is in place, and sneeze shields separate staff from public). Interventionists (paraprofessionals) attend virtual class lessons by grade level, are learning how to host break out rooms to assist with interventions for caseload students, attend weekly virtual staff and grade level meetings.**

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

**District/ PSA Response: For students that do not have access to technology, teachers will keep a log of all communication with students and parents. These “check-ins” will provide an opportunity to inquire about student wellness, safety, and progress on instructional packets.**

**If a student has access to technology, teachers will use the instructional platform to monitor student wellness, engagement, and completion of assignments. They will also keep a log of communication with students and families. Inconsistent completion and/or communication with a parent or student will be raised to the principal or school social worker level to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections to ensure families and students are supported.**

13. Please describe how the district will provide mental health supports to pupils affected by a state of emergency or state of disaster prompted by COVID-19.

**District/ PSA Response: The FCCA School Health Worker is providing wellness checks on all students that attend the FCCA through phone conversations. Through these checks the School Health Worker will engage to determine if the family has social, emotional, or physical needs that may require assistance.**

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 FCCA CEO/Principal has been in contact with the Genesee Intermediate School District (GISD) and is ready and willing to assist if need be.**

15. Does the District’s plan provide for the adoption of a balanced calendar instructional program for the remainder of the 2019-2020 school year and planning for the adoption of a balanced calendar instructional program for the 2020-2021 school year?

**District/ PSA Response: The FCCA currently operates on a balanced school calendar and has plans to continue this non-traditional school calendar moving forward.**

Name of District Leader Submitting Application: **Eric Lieske**

Date Approved: 4/16/2020

Name of ISD Supt/ 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: