



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 09, 2020

Name of District: Oakland County Academy for media & Technology (formerly Sarah J. Weber Media Arts Academy)

Address of District: 48980 Woodward Avenue; Pontiac, MI 48342

District Code Number: 63900

Email Address of the District: tbrown@ocamt.academy

Name of Intermediate School District: Oakland Intermediate Schools

Name of Authorizing Body (if applicable): Lake Superior 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:

The Oakland County Academy for Media & Technology (OCA M&T) has been providing educational support to students since March 16, 2020, but will provide alternative modes of instruction under this comprehensive plan, that will primarily rely upon online learning

delivered on the Google Classroom platform, effective April 20, 2020. Additionally, there will be supplemental delivery options delivered through telephonic communications and instructional packets where deemed necessary by the particular family and/or teacher. The district has a plan for distributing chrome book devices to all students and will provide internet connectivity where necessary. Faculty will participate in in depth professional learning in the advanced use of Google Suite and Google Classroom during the week of April 06, 2020. Parents will be invited to complete the requisite documentation (chrome book loan agreement, AUP, and media release) online and sign electronically. Chromebook devices will be distributed to district students on April 15, 2020. As mentioned previously, this Continuity of Learning Plan and COVID-19 Response Plan will begin April 20, 2020.

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:

Parents and pupils will be kept at the center of educational activities by ensuring that they are advised of the plan (in writing, telephonically, texts, and via website). provided multiple opportunities to provide feedback and recommendations, and by weekly wellness check by school administrative team members. Additionally, teachers and instructional staff will use the online communication tools embedded within *Google Suite/Classroom, Classroom Dojo* and *Remind*. OCA M&T teachers and instructional staff will make calls to students and parents with an emphasis upon building relationships and maintaining connections. The principal will send a weekly automated call to parents keeping them informed of any updates and/or additional information. This information will also be posted on each teacher's *Google Calendar*. Finally, students will be assigned opportunities to write letters to classmates, teachers, and the principal as a means for remaining connected and encouraged during the time away from one another.

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

District/ PSA Response:

In order to facilitate the effective delivery of content in multiple ways to ensure equitable access to learning opportunities, students will be grouped in accordance with their ability levels across the various subject areas. Additionally, students will receive specified instruction in targeted foundational areas in order to increase student academic performance. Grouping students with like ability will allow teachers to differentiate instruction in a manner that is more challenging under normal circumstances. Teachers will meet weekly in *Google Hangout* professional learning communities in order to make instructional adjustments, and transition students to new groupings as they master desired skills. The OCA M&T team used students' NWEA performance data, along with teachers' knowledge of students' performance to establish the initial student groups. Also, students will be provided access to learning tools that are embedded within *Google Classroom, IXL* and *Exact Path*. Finally, all lessons will be recorded and archived so that students may access them at their leisure beyond the normal class hours.

Students will receive instruction in the subject areas of social studies and science in accordance with the grade level expectations as specified within the Common Core State Standards. Teachers will infuse a focus on increasing students' capacity to master informational literacy. Informational reading, in the context of science and social studies is a focus. Additionally, students will receive explicit instruction in writing within the content areas of science and social studies as well. Finally, a significant element of the instructional delivery will include virtual field trips and experimentation. Students that currently receive academic support in the form of a 504 accommodation plan and special education services will continue to receive special education services in accordance with their IEPs and/or 504 plans.

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

District/ PSA Response:

Students will receive direct instruction and educational services daily between 9:00 am and 2:00 pm. During these hours, the school instructional leadership team will conduct daily "virtual walkthroughs." Teachers and students will receive feedback and encouragement from the principal and other school leaders. Student attendance will be collected via a feature of *Google Classroom* and that information will be subsequently entered into MISTAR. As mentioned previously, students will have access to archived class sessions to review for additional support. These archived sessions are available for review should a specific need arise. When necessary, written and hardcopy assignments will be delivered to school personnel at the time of daily food distributions. Teachers will maintain student and parent communication logs on *Google Calendar*, as well as records of submission of hardcopy assignments where necessary. Finally, all students have been provided an email address that will give them access to teachers and school leadership.

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:

Below, please find an estimated budget outline of additional funding associated with the Plan:

- Recording and Archival - \$600
- Device Tracking/Security Software - \$5.57 per device for three year/\$3,791.25
- Hot Spots and Internet Access for students for three Months - \$9,000
- 18 Audio Headsets w/ Microphone for Teachers - \$30.00

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:

The OCA M&T plan is truly the result of the collaborative efforts of teachers, staff, school and district leaders, and board members. The primary developmental work was conducted during virtual grade level meetings with teachers and the principal. Teachers exchanged ideas about items that would support students' academic growth and created plans for delivering meaningful learning opportunities. Additionally, teachers were able to learn and evaluate online tools and features that are embedded within the Google Classroom platform. These

efforts built upon professional learning provided to faculty prior to the pandemic related closure. Subsequent to the school level plan development, the principal reviewed the plan with district leadership which included the IT and instructional support team members, and board liaison/chief academic officer. Finally, board feedback was solicited on April 09, 2020 prior to their approval and submission to the authorizer Lake Superior State University.

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

District/ PSA Response:

Parents and pupils will be notified of the plan in various ways. Multiple districtwide automated calls and texts will be sent to advise families of the plan, the location of the requisite documents requiring their electronic signatures, and the date and times for chrome book distribution. Additionally, the districtwide communications will refer families and the general public to the district website (www.ocamt.academy) where comprehensive resources and links will be available for public access. Finally, the entire plan will be posted on the district website immediately after board and LSSU approval.

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 OCA M&T Continuity of Learning Plan and COVID-19 Response Plan will begin 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:

N/A

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

District/ PSA Response:

OCA M&T has been providing food to our students, and the City of Pontiac community since March 16, 2020, and will continue to do so at least through June 30, 2020. Food is available to the families from 9:00 am to 1:00 pm Monday- Friday each week. An additional amount of food is packed in the Friday distributions in order to accommodate the weekend needs.

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 OCA M&T confirms that all faculty and staff will be paid in accordance with their normal rates. Faculty have received individualized explanations of changes to their work responsibilities and duties based upon the need to deliver instruction remotely in compliance with this plan.

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

District/ PSA Response:

OCA M&T Students will have age appropriate instructional times on task within the time frames of 9:00 am to 2:00 pm and based upon the recommendations set forth by the Michigan Association of Intermediate School Administrators (MAISA). Students will receive instruction via 1:1 electronic device (chrome books distributed to the students on April 14, 2020). Working in conjunction with our IT department we will be able to monitor student participation. Teachers will create within Google Classroom records student attendance, and this information will be subsequently entered into the student information system. Clerical and administrative support personnel will make daily calls to students who have not been marked present by 10:00 am each morning. Teachers will conduct progress monitoring to help determine academic success. Teachers will meet weekly with the principal for 30 minutes to discuss concerns and successes. The primary rationale for this educational plan is to fortify the foundational learnings and understandings of our learners. Students who were passing on March 13, 2020 will be promoted for the 2019/20 academic year. The minority of students, who were struggling on and/or before March 13, 2020, have received notification of the possibility of retention. The students in this latter category, will be placed on a plan for acceleration in order to eventually meet the promotion expectations.

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 part of the professional learning provided to faculty and staff prior to the April 20th implementation, explicit training focused on the areas of cultural competency, effective communications in a virtual context, Electronic Learning, and techniques for supporting Learning Management System that will result in positive student academic improvement and mental health. This training also guides teachers with ways to identify possible signs of student crisis. Also, teachers will still have the ability to refer students to the social worker for additional support where necessary.

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:

The district does not currently offer early childhood education, but is desirous of offering Great Start Readiness Programs beginning in 2020/21, and the district is open to supporting

Oakland ISD efforts to mobilize disaster relief child care centers as described in Executive Order 2020-16 or any executive order that follow it.

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:

We are not considering implementing a balanced calendar in either the current or 2020/21 academic years. Students received enrichment instructional engagement from March 16, 2020 until April 20, 2020. OCA M&T has only exhausted four (4) days for weather emergencies. It is not necessary for the district to add days of service in order to meet the state mandated 180-day requirement.

Name of District Leader Submitting Application: Ms. Timeka Brown, Principal

Date Approved: _____

Name of ISD Superintendent/Authorizer Designee: Mr. Christopher Oshelski

Date Submitted to Superintendent and State Treasurer: _____

Confirmation approved Plan is posted on District/PSA website: _____