



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: April 16, 2020

Name of District: Leelanau Montessori Public School Academy

Address of District: 7401 East Duck Lake Road Lake Leelanau, MI 49653

District Code Number: 45901

Email Address of the District: info@leelanaumontessori.org

Name of Intermediate School District: Traverse Bay Area ISD

Name of Authorizing Body (if applicable): Bay Mills Community College

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: April 16, 2020

Name of District: Leelanau Montessori Public School Academy

Address of District: 7401 East Duck Lake Road Lake Leelanau, MI 49653

District Code Number: 45901

Email Address of the District Superintendent: wilsona@leelanaumontessori.org

Name of Intermediate School District: Traverse Bay Area ISD

Name of Authorizing Body (if applicable): Bay Mills Community College

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:

LMP SA Learning from Home (LAH) Program utilizes several methods to ensure children and their families are connecting to learning experiences and the school staff for supports. We have

implemented a hybrid model providing paper, weekly activity lists and electronic based curriculum. Students and their families have been provided a Learning at Home handbook that outlines the ways that we will work together during the school closure to continue connection to learning. The primary methods for students/families to access alternate modes of instruction are email, printed packets by request, on-line learning sites, on-line classroom platforms for interaction, video chats and presentations, video conferencing and telephone calls. Our hybrid model allows for individual considerations to maximize equity, engagement and access for all ages and abilities. LMPSA will provide devices and free internet resources but will not offer technical support or hot spots. Instructional elements included in the LAH plan include prioritizing critical standards and skills at current level, practicing foundational skills, using multiple learning styles and choice to show engagement, opportunities for planning and processing the task and content, optimizing and accessing the conditions for learning and social and emotional field of the child within the family and providing regular feedback for children.

- 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 Learning at Home handbook and Enhanced Learning at Home program keep children at center of their learning basing the content and expectations on education of the whole child. Our goal is to work in collaboration with families to keep alive the culture of learning and provide families with support and activities that match the developmental needs and characteristics of the child. We encourage and provide resources for families as they adapt to the new situation. These include written guidelines to establish routine, structure and feelings of safety, setting up the home for learning, managing stress and self-care and methods of connection in times of need.

LMPSA continuum of connection is provided through:

- 1) A dedicated Google Classroom Page for all school age students. This is accessed through the student email that is shared with individual students and families through the weekly classroom email.
- 2) Weekly conversations, emails and scheduled phone and video conferences with instructional staff. Letters have already been written and these are part of an on-going school wide expectation that each student will receive a handwritten letter during the closure. Classmates may send letters to one another and use the school directory for contact information.
- 3) A specific platform for live streamed groups to maintain community connection for the Elementary age. Circle Time for Primary once a week to start. Parent Enrichment and Information sessions on Zoom. There is a calendar that outlines these times throughout each week.
- 4) Posted activities on Google classroom and via email each Monday including outdoor suggestions, curricular suggestions (math, language, sensorial, science, the arts) and suggestions on how to enable greater independence at home.
- 5) To support the human tendency for orientation, activity and communication, each classroom is formally adopting the concept of the WORK JOURNAL. This framework will look different between ages but provide a record of your child's activity while Learning at Home. We know that children need structure and predictable patterns to feel secure, settled and soothed, especially while adapting to new situations. You, along with your child's guide, will have opportunity to review this artifact of engagement and effort. Guidance will be provided within your weekly classroom email as well as through student conferences and weekly check ins..
- 6) Specific hours are scheduled for parents to contact teachers with questions.
- 7) Student check ins with their guide once a week. For those who have internet, this may done on a device and platform of choice arranged with your child's guide, otherwise phone calls are offered.
- 8) Coffee and conversation/parent enrichment/connection with the Head of School, Arden Wilson on Zoom. Invitations will be shared weekly via email. The HOS will have certain topics prepared and published however overall delivery is in the spirit of connection.
- 9) On-going opportunities to give feedback about the program and your student and family needs from the school. These area offered through surveys, informal phone calls, emails and candid connections throughout the period of closure.

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

District/ PSA Response:

Content is delivered electronically with activities and ideas in two formats (google classroom and email), through on-going video on Zoom and Google hangouts and phone chats and on-line learning platforms such as IXL and Prodigy. For those not accessing on-line delivery, the school provides written learning activities, supplemental learning opportunities and critical content via in person delivery or mail. Staff is providing whole class and individually designed activities. There is opportunity to access some activities through pre-recorded videos, such as read aloud and storytelling. Assignments are turned in via google classroom and other platforms such as Bloomz and teacher email and school mail as needed to allow for video uploads, photo evidence and individual plans. Those students with IEP's are provided provisions as needed to access core curriculum. These individual plans are outlined in Contingency Learning Plans based on the students IEP or 504 and completed in collaboration with school, the parents and the ISD team. Contingency plans determine how and what service(s) will be provided. Documentation of Contingency plans and good faith efforts are kept by Special Education staff and Lead Teachers and are part of the school record. The school is working with the ISD to understand what provisions become part of EasyIEP on Catamaran should changes be needed.

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

District/ PSA Response:

Monitoring participation is the goal as we continue providing our educational services and instruction in the next month. A school wide system of documentation held by classroom teachers in concert with the School Leadership Team is updated weekly and reviewed by the Head of School. This record keeping system is in place to measure level of student and family participation and will lead into greater oversight of student engagement moving forward. Staff are tracking interactions and conversations about learning at home program and potential for each child in formal and informal ways on-line and through email and phone connections. They are providing ideas for structure(i.e daily routines, goal setting) and situational supports (ie. SEL, instructional supports) on an individual basis. The faculty is signaling efforts of accountability and requiring at least one artifact of learning based on the school provided learning activities. Some online platforms (i.e prodigy, IXL) allow for monitoring of minutes and give feedback well and these will be used for those who decide to access.

To support the human tendency for orientation, activity and communication, each classroom is formally adopting the concept of the WORK JOURNAL. This framework will look different between ages but provide a record of the child’s activity while Learning at Home. Guides will talk with parents and students about the work journal and guidance will be provided. This tool will be used as a springboard for discussion and reflection about the child’s interests and initiative. It will be a keepsake for this era of containment.

Assessment is addressed in various ways. Teachers keep track of general participation levels on a daily and weekly basis. For assignments, Teachers document online and instructional interactions and provide feedback and monitoring individually and in small groups about assignments. District Benchmark documents show the current level of performance on grade level skills and will be used to measure growth and engagement until the end of the school year. Narrative reports will be provided all students as part of the EOY procedures to report needs and strengths for the next year’s learning continuum. All students will advance to the next grade level as anticipated before the March closure. Immediate and intensive interventions and instruction will be provided upon reopening for students at every grade level to help address gaps.

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:

We are not anticipating large amounts of additional expenditures associated with the plan. If we incur extra costs, Title I and General Education funds will be allocated to those areas as needed. Re-opening plans may include increased staff and prescriptive curriculum to help close the gaps that we anticipate.

Extra supplies	\$500
Safety and health planning	\$15,000 includes extra staffing, space and sanitizing systems
paper and printing costs	\$500

extended school year services/SE needs	\$10,000

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:

District administrators and staff created the Learning at Home handbook and enhanced Learning at Home program as a school wide supportive framework for the period of school closure. Within the framework, faculty and staff are responsible to deliver services according to each child's learning needs. Classroom staff bring the learning to life and keep the closest connections to children and their parents. Each week the staff gives feedback and reports needs to the Administration about the plan. The Board was asked for their input through shared letters and previews prior to launching the plan. Board members helped to ensure policy and practices align with the educational mission and vision of the school and its viability moving forward.

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

District/ PSA Response:

The students and parents have been notified of the Plan through email, the postal service and repeated reference on our website and weekly letters, links and updates.

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:

LMPSA has already implemented the plan beginning on March 16th and will continue to fine tune, accentuate and alter parts of the plan based on feedback loops, student and parent needs and sustainability of school year supports.

9). Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act glo of gppl, as amended, MCL inn.kgg to inn.khj, and Career and Technical Preparation Act, hkn PA hooo, as amended, MCL inn.gpog to inn.gpgi, in completing the courses during the hogp-hoho school year.

District/ PSA Response:

Not applicable. We serve children ages 1-12 years old.

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

District/ PSA Response:

LMPSA does not participate in a formal food service program. During regular operations, we provide Blessing in a Backpack in partnership with a local food bank and school lunches upon request. Blessings in A Backpack boxes will continued to be delivered and picked up from the school. Leelanau Christian Neighbors, a local non-profit, provides Blessings in a Backpack. There are two (2) meals per day per child in monthly boxes. It is shelf stable food. This food is provided at no cost to the school. The school is providing \$50 grocery cards to qualifying families on a weekly basis. Community meal locations and resource websites are provided through the LAH handbook and letters to our parent community.

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:

LMPSA is committed to uninterrupted pay for all employees. Daily staff schedules and responsibilities are outlined and include the following expectations:

Lead Guides:

will send email to whole class/families once a week. This outlines the assignments, activities, reflections, access, announcements and reminders, etc.

Consider ways daily for the children to stay connected to their school community through a daily video, read aloud, personal call, rotating individual outreach?

Check email daily and respond per our operation manual policy. Make Individual phone calls and email as needed.

Maintain self-care and use this time for grounding. Keep HOS abreast of developments and student needs.

Maintain records of communication and instructional interactions.

Have one on one meeting with HOS as scheduled.

Make a phone call or write a personal email/letter to each family at least once a week now to provide another mode for connection/communication.

Attend on line meetings including the All Staff meeting every Wednesday at noon.

Enroll in a webinar from American Montessori Society that will propel your learning and teaching craft.

Record keep in Montessori Compass.

Childcare licensed caregivers work toward GSQ artifacts.

Support staff will:

Support Lead guides in designing and delivering learning activities. Assist in communication with students and families as needed.

Attend on line meetings including the All Staff meeting every Wednesday at noon. Enroll in a webinar called Montessori Assistants on Trillium Montessori.

Have one on one meeting with HOS as scheduled.

Maintain self-care and use this time for grounding.

Keep HOS abreast of developments and student needs. Childcare licensed caregivers work towards

GSQ artifacts for licensing.

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

District/ PSA Response:

Phone logs, online interaction and instructional interaction records and documentation are kept by classroom staff. Staff share concerns and inconsistent communication patterns with school leadership to signal additional actions or needs that may be helpful. Monthly surveys and regular opportunity for feedback are offered to all participants to help staff address each unique situation in order to maximize participation.

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-gp.

District/ PSA Response:

Ongoing outreach and personal phone calls, resources in the LAH Handbook, weekly emailed letters with resources are the primary ways we deliver SEL and mental health supports. Some staff are enrolled in an 8 week SEL course that will can be a source of information and resources during our closure. We are considering what the needs of students upon reopening as well through use of Federal grant dollars that fund SEL and mental health needs for students during our period of re-opening. ISD behavior specialists and social workers will be included in our support system as needed.

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 hoho-g1 or any executive order that follow it.

District/ PSA Response:

We filled out the survey from the state in March indicating that we were available to explore how we could support childcare needs for essential workers. LMPSA has not been called to deliver any personnel or facility in response to child care needs. None of the parents who filled out the survey in March self-reported as essential workers.

Optional question:

gk. Does the District to adopt a balanced calendar instructional program for the remainder of the school year? Does the District plan to adopt a balanced calendar instructional program for the 2020-21 school year?

District/ PSA Response:

Not yet decided.

Name of District Leader Submitting Application:

Arden Wilson

Date Approved: April 20, 2020

Name of ISD Superintendent/Authorizer Designee: Mariah Wanic, Director of Charter Schools

Date Submitted to Superintendent and State Treasurer: April 20, 2020

Confirmation approved Plan is posted on District/PSA website: