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 8, 2020

Name of District: Airport Community Schools

Address of District: 11270 Grafton Rd., Carleton, MI 48117

District Code Number: 58020

Email Address of the District: jkimmel@airportschools.com

Name of Intermediate School District: Monroe County Intermediate School District

Name of Authorizing Body (if applicable): NA

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 10, 2020

Name of District: Airport Community Schools

Address of District: 11270 Grafton Rd., Carleton, MI 48117

District Code Number: 58020

Email Address of the District Superintendent: jkrimmel@airportschools.com

Name of Intermediate School District: Monroe County Intermediate School District

Name of Authorizing Body (if applicable): NA

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:
Airport Schools will use a multitude of different modes of pupil instruction including, but not limited to, electronic and web based solutions, email correspondence, telephone communication, and instructional packets that will be delivered or available for pick up. All modes will insure proper distancing measures and precautions are recognized to help prevent any unnecessary exposure. Specific examples of each mode that Airport Schools will be using are specified below:

Electronic and web based solutions: Google Classroom and additional Google applications; Zoom, Loom, Screencastify, iRead, Successmaker, iXL, Edupuzzle, Envision Math, Padlet, Reading A-Z, Newsela, Mystery Science, Flipgrid, Michigan Open Book Project, Audible, Epic, Screencastomatic, Khan Academy, Michigan Model Health and PE, BrainPop, Quizizz, Kahoot, Edulastics, Scholastic Resources, Go Guardian, No Red Ink, Imagine Math and Language & Literacy. Other electronic web based solutions may be used if they improve the delivery of instruction and provide additional support to students.

Many of the above applications have been used in our schools as the primary mode of content delivery, such as Google Classroom, Envision Math, Mystery Science, Michigan Model Health and PE.

All of our students in grades 5-12 have a school issued Chromebook with them at home. We are providing “hot spots” to the students/families that do not have access to internet service. We are also exploring the appropriate use of school internet in the immediate surrounding areas of our physical school buildings.

All of our students in grades have the option to complete learning activities in paper form and we have a pickup/drop-off system in place using delivery or safe school drop-off. All options will have appropriate feedback from assigned teacher.

Students in grades K-4 will have a hybrid program. Physical copies of learning activities in paper form will be furnished through a safe pickup/drop-off system at buildings and bus delivery. K-4 students will also have the opportunity to complete digital learning activities. Remote access will be furnished to families that require it.

We are emphasizing the limited, consistent use of electronic applications for our students in grades K-4 to insure parental support does not have an excessive amount of logins/passwords and platforms that will overwhelm and hinder support.

Email Correspondence: All students in grades K-12 have a school issued email address. All teachers and support staff (Independence Facilitators) have access to these email addresses in addition to access to the email addresses of the parents/guardians that were submitted to our schools. Administrators also use this mode of communication to support teachers and students.

Telephone Correspondence: All teachers and support staff (Independence Facilitators) have access to the phone numbers of parents/guardians that were submitted to our schools. Administrators also use this mode of communication to support teachers and students. Many teachers use Remind 101 and Class Dojo to communicate to the parents and students.
**Instructional Packets:** Students/Families that need physical instructional packets will be furnished by Airport Schools. These are primarily used in grades K-4 or when specifically requested. Administration and support staff will be responsible to reproduce these packets at school and have them available in bins outside for individual pick up/completed drop off. We also deliver these packets daily during our food delivery routes when needed. We will also deliver any school supplies that are needed (pencils, pens, paper, crayons, glue stick, etc…)

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:**

Airport Schools will continue to maintain contact with our students through a number of different ways to insure social/emotional support. A consistent, daily, scheduled communication with all students by the teacher and supported by administration will occur. A daily log of student contact will be kept and reviewed by administration each week. Any lack of contact will be immediately followed up by the building principal and/or central office. All teachers will have set “office hours” that they will be available for students/families to contact them. Teachers, building principals, counselors and restorative practice personnel are generating a list of students that we believe will need some additional social/emotional support and will reach out to them early and often to determine and maintain the level of support they need. We will also focus on the students that have already been identified by our Multi-tiered Systems of Support (MTSS) teams that need additional support.

Airport Schools is working closely with the Monroe County Intermediate School District (MCISD) to monitor and support all students with an IEP and the necessary accommodations and specialized instruction. Independence Facilitators will continue to contact their assigned student daily to support them with daily assignments and accommodations. Case Managers are working with general education teachers to emphasize and monitor appropriate learning activities and accommodations. Administration from both Airport and the MCISD will be meeting weekly, virtually, with teachers to insure all special education students have access to all materials and are being supported appropriately. Any adjustments to scheduled IEPs will be done with the MCISD in accordance to the adjusted COVID19 guidelines/timelines established by the Michigan Department of Education (MDE). Building level 504 Coordinators will work with all teachers to insure appropriate 504 accommodations are being followed to support students with their daily instructional lessons. Weekly updates will be reviewed by coordinators and teachers.

Individual Reading Improvement Plans (IRIP) – Students in grades K-3 that have already been identified through interim and extensive assessments will continue to receive appropriate reading support by teachers and support staff. Every effort will be made to focus on the specific areas of need that have been identified by interim and extensive assessments.

English Learners (EL) – The District ESL Coordinator has set up a Remote Learning Check-In (contact log) with all our identified EL students and families to document correspondence. The
coordinator is identifying any barriers and additional necessary support these learners need. She is also identifying any questions they may have related to daily instruction or district plans.

Food Delivery – Airport Schools will continue with daily food delivery to all students. During those deliveries, safe and appropriate contact is made with students and families receiving meals.

All teachers and administrators have access to the Monroe County Mental Health Resource Guide which lists all county support institutions. This resource guide and the information it contains can be given to any family that may need additional professional support.

COVID19 – Any family directly affected by COVID19 will be contacted by our school counselors and guidance/information from the Monroe County Health Department and the Monroe County Resource Guide will be made available to them.

Family Medical Center (FMC) – Airport Schools has a partnership with FMC that provides individual mental health consultation and support. They will continue to provide this support remotely (virtually).

Positive Behavior Intervention and Supports (PBIS) - All teachers, by grade level, have been encouraged and have the option, to continue to give PBIS points and maintain monthly charts.

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

   District/ PSA Response:

   **Electronic and web based solutions**: Google Classroom and additional Google applications; Zoom, Loom, and Screencastify.

   **Email Correspondence**: All students in grades K-12 have a school issued email address. All teachers and support staff (Independence Facilitators) have access to these email addresses in addition to access to the email addresses of the parents/guardians that were submitted to our schools. Administrators also use this mode of communication to support teachers and students.

   **Telephone Correspondence**: All teachers and support staff (Independence Facilitators) have access to the phone numbers of parents/guardians that were submitted to our schools. Administrators also use this mode of communication to support teachers and students. Many teachers use Remind 101 and Class Dojo to communicate to the parents and students.

   **Instructional Packets**: Students/Families that need physical instructional packets will be furnished by Airport Schools. These are primarily used in grades K-4 or when specifically requested. Administration and support staff will be responsible to reproduce these packets at school and have them available in bins outside for individual pick up/completed drop off. We also deliver these packets daily during our food delivery routes when needed. We will also deliver any school supplies that are needed (pencils, pens, paper, crayons, glue stick, etc…)

4. Please describe the district’s plans to manage and monitor learning by pupils.
District/ PSA Response:

Content and grade level teachers will identify appropriate content standards that are necessary to meet course objectives. Content will be delivered using the above referenced modes of instruction. Students will demonstrate understanding of the content standards through formative and summative assessments, project based learning, collaborative learning group activities, presentations, online certification requirements, Collins Writing assignments, Advanced Placement (AP) lessons, etc. Student demonstration of understanding content standards will be documented in eSchools Gradebook. Final evaluations of student participation and demonstration of understanding content standards will be reported with a Satisfactory (S) or Unsatisfactory (U). A student receiving a Satisfactory (S) will receive credit for that course or grade level. A student may receive an Unsatisfactory (U) if they consistently choose not to participate or engage in daily learning activities. Access will not be a limiting factor in a student receiving a Satisfactory or Unsatisfactory grade. No grade point averages will be used or factored in during the second semester of the 2019-2020 school year.

The goal of every Airport teacher is to establish and document daily contact/engagement with every student on their scheduled class list. Every teacher will have a documented contact log that will be maintained and shared with building administration. Every building principal will have a weekly Zoom meeting with all teachers to review specific students that are not engaging in their learning. Building administration will communicate with all identified students, and families, that are not engaged in the daily learning activities. School counselors and restorative practice personnel will also be involved in making contact with identified students. Current Virtual Learners will continue to follow approved district and state guidelines which include documentation of weekly two-way communication.

Career Development Facilitator (CDF) – The Airport CDF will continue to contact students and provide appropriate support and guidance to students K-12. She will focus on high school students.

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:

Sources of Revenue: General fund, Instructional Technology Millage funds, and appropriate state and federal grant funding.

Expenses: not to exceed $75,000 which may include technology services, technology hardware and software, internet access “hotspots”, safe drop-off/pickup supplies, consumable school supplies.

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 district administration was included in the development of the Plan. Secondary Subject Department Heads, select middle and elementary school teachers were consulted. The Plan was reviewed by all Airport Community School Board members. The Plan was submitted to the Airport Education Association (AEA), the teacher union leadership for review. The Monroe County Intermediate School District Regional Special Education Director was included in discussion regarding weekly contact with our entire special education department. The Airport Director of Operations, Chief Financial Officer, and custodial/maintenance staff were also included in the discussion of the plan.

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

   District/ PSA Response:

   A personal email including an outline of the Plan. The Plan will also be available on our district website. The Superintendent will email all parents highlighting the specific student requirements of the Plan and be available to answer any questions related to the Plan.

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: April 13, 2020


   District/ PSA Response:

   Airport students currently enrolled in dual enrollment courses will continue to fulfill requirements set by the post-secondary institution (Monroe County Community College, Schoolcraft College). Career-technical education students will receive instruction consistent with the modes of communication and instructional delivery referenced above. Airport Schools will continue to work with the Downriver Career-Technical Consortium to support all students enrolled in the state approved career and technical courses.

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

    District/ PSA Response:

    Airport Community Schools will continue to deliver food to eligible pupils based on the revised guidelines set forth on March 13, 2020. We currently have 11 bus routes delivering food daily and enrollment mechanisms in place to insure access to all eligible participants.
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:

Airport Community Schools will continue to pay hourly workers and teachers throughout the remainder of the 2019-2020 school year in compliance with all collective bargaining agreements. The Superintendent will work with bargaining units to redeploy any employee necessary to safely provide meaningful work in the district.

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

District/ PSA Response:

The goal of every Airport teacher is to establish and document daily contact/engagement with every student on their scheduled class list. Every teacher will have a documented contact log that will be maintained and shared with building administration. Every building principal will have a weekly Zoom meeting with all teachers to review specific students that are not engaging in their learning. Building administration will communicate with all identified students, and families, that are not engaged in the daily learning activities. School counselors and restorative practice personnel will also be involved in making contact with identified students. Current Virtual Learners will continue to follow approved district and state guidelines which include documentation of weekly two-way communication.

Math and Reading Interventionists currently have an established relationship with many students identified to receive additional support. Those relationships and the need for support will continue through this process.

Career Development Facilitator (CDF) – The Airport CDF will continue to contact students and provide appropriate support and guidance to students K-12. She will focus on high school students.

In addition, each building principal will have a weekly remote meeting with individual teachers to gather specific documentation regarding students that are not participating or engaged in learning activities. Each building principal will also have a remote building-wide staff meeting, as needed, with an agenda which will include student participation and specific strategies to enhance participation and engagement.

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:

Airport Schools will continue to maintain contact with our students through a number of different ways to insure social/emotional support. A consistent, daily, scheduled communication with all students by the teacher and supported by administration will occur. A daily log of student contact will be kept and reviewed by administration each week. Any lack of contact will
be immediately followed up by the building principal and/or central office. All teachers will have set “office hours” that they will be available for students/families to contact them. Teachers, building principals, counselors and restorative practice personnel are generating a list of students that we believe will need some additional social/emotional support and will reach out to them early and often to determine and maintain the level of support they need. We will also focus on the students that have already been identified by our Multi-tiered Systems of Support (MTSS) teams that need additional support. Airport Schools will also continue to partner with the Monroe County ISD’s Mental Wellness team to provide supports to all students. Specific students that are identified by teachers or administrators will be also be referred to the ISD’s Mental Health team to identify specific strategies to support these students. When appropriate, students and families will be referred to a Monroe County mental health professional service for additional support.

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:

   Airport Community Schools currently has child care available from 6:00am to 6:00pm available to support child care for first responders and front-line care providers.

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:

   Depending on the extent of the “Stay Home, Stay Safe” Executive Order, Airport Schools currently plans on offering summer school for identified students in July/August 2020. In accordance with adopted collective bargaining agreements, Airport Schools will develop a school year calendar for the 2020-2021 school year.

Name of District Leader Submitting Application:

John Krimmel, Superintendent

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

Date Submitted to Superintendent and State Treasurer:
Confirmation approved Plan is posted on District/PSA website: