



**Continuity of Learning and COVID-19 Response Plan (“Plan”)
Application Template
AMENDED**

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
AMENDED**

Date Submitted: April 10, 2020

Name of District: Rutherford Winans Academy School District

Address of District: 16411 Curtis Street Detroit, Michigan 48235

District Code Number: 82748

Email Address of the District: Lscott@solidrock-management.com

Name of Intermediate School District: Wayne RESA

Name of Authorizing Body (if applicable): DPSCD

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 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”)
AMENDED

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 Rutherford Winans Academy School District has developed proactive contingency plans to support continuous student learning due to the COVID-19 pandemic.
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We acknowledge that this is a stressful time for our families, staff, and community; and that academics is only one piece of our collective concerns. Our approach is to continue to provide learning activities and resources to families to keep students actively engaged in learning and minimize regression. Continuous learning allows our students to maintain skills in a different learning environment. If possible, students will utilize a device to access meaningful virtual learning experiences and digital resources needed to engage in their learning. Where possible, the school will distribute devices to families and assist with free internet resources. While most learning will be digital, print materials, consumables, and resources will be distributed to those families that lack online and/or Wi-Fi capabilities. Equity for us means that all **students** will have options that do not require technology, and such will be communicated to families from the classroom teacher, school website, and robocalls daily.

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:

Goal: To provide guidance and parameters for the forward instruction phase of Rutherford Winans Academy continuity learning plan. This plan will remain flexible to meet requirements by law and will continue to be collaboratively developed in partnership with RWA school community and its affiliated partners.

Core Values: The RWA Administrative Team, staff and school community working collaboratively agree that we will:

- Understand that Maslow's Needs are the 1st priority and will make decisions that minimize stress for students, families, and teachers
- Balance forward momentum with the level of support we can provide
- Address equity in every way within our control
- Create inclusive online and offline spaces for students to engage safely and feel valued

Rutherford has adopted a **Blended Learning Model** which consists of digital and in-print learning modalities such as but not limited to Google Classroom Platform, project-based learning, math/reading/science/social studies/writing curriculum resources, technology-based programs and social emotional learning modules.

Shared Agreements: The Rutherford Administrative Team, staff, school community and its partners working collaboratively agree that:

- Rutherford will provide professional development for teachers according to their needs.
- Rutherford will provide resources and support to ensure teachers have what they need to instruct in an online setting.
- Teachers will utilize the districts supported learning platforms - Google Classroom.
- Teachers will support students by making activities and lessons as accessible as possible for all students.
- Teachers will focus on learning with feedback and support in a low-stress manner.
- Teachers will monitor and encourage participation of all students according to the district specified manner and will work together in PLC's to address student concerns.
- Teachers will use assessments for purposes of planning forward and for student self-assessment only.
- Teachers will not require synchronous participation but will provide flexible opportunities for students to access lessons when they are able. (Recorded videos, etc.) We may provide voluntary live class interaction opportunities.
- Teachers will provide two opportunities per week for office hours. Teachers will check and respond to emails and phone calls daily.

K-8 Daily Social Emotional Messaging and Learning Opportunities

During traumatic events such as this, the importance of attending to students' social emotional needs is more important than ever. Teachers know their students best and, in most cases, maintain the closest relationships to students. In addition to the lessons detailed below, teachers should maintain connections and relationships with students throughout the closure, reaching out to individuals not participating and checking in with the class often to ask how they are doing and what we can do to support them. Posting a daily message of care remains an expectation.

- Daily SEL opportunities, created by Rutherford administration and others, will be made available for teachers to post daily or weekly.
- Weekly Restorative Groups will be hosted via Zoom and/or Google Meet with targeted students
- Activities and lessons will be housed centrally, and teachers will be able to copy the links to these lessons for posting in their online platforms.
- Buildings can consider methods of supporting SEL such as the "daily message" slide show model that teachers can personalize also (See Scarlett and Tappan models).
- It is expected that teachers will make SEL activities available to their students on a weekly basis.
- Morning Meeting and SEL teacher check ins are highly encouraged and teachers should engage in social/emotional connections with students regularly.
 - Teachers may consider hosting "morning meeting" times for this purpose.
 - Teachers should consider staggering times for these opportunities so that students can attend according to the needs of their families.
 - Friday "Checks for Understanding" may also become a way of checking in on social emotional needs of students. "How are you feeling? What's stressing you out?"

Social-Emotional Health for Rutherford Families

- Big Life Journal** provides engaging resources that help kids develop a growth and resilient mindset so they can face life's challenges with confidence: Pre-K – High School. <https://biglifejournal.com/>
- Character education** lesson plans & activities for families: K – High School. <https://travismanionfoundation.force.com/lms/s/character-resources>
- Camp Kindness Count** is a non-profit organization that supports social emotional learning and character development in elementary school aged kids: Pre-K – Middle School. www.campkindnesscounts.org/kind-world
- Coping Skills.** Animated videos and worksheets aimed at teaching coping skills to teens and their families: Middle School – High School. www.counsellearning.com

In a time of challenges and stress, it is important to focus on your own wellbeing physically, mentally, and emotionally. In addition to drinking water and making sure you're getting plenty of rest, here are resources for scholars and families to use to maintain and/or develop their social-emotional health

There are several resources available for anyone who needs social or emotional health support during this time, and below are three recommended sources of information and support that are endorsed by our school counselors:

- [Coping With Stress During Infectious Disease Outbreaks](#)
- [Talking to Children About COVID-19 \(Coronavirus\): A Parent Resource](#)
- [COVID-19 \(Coronavirus\) Information and Resources](#)

Overview

The forward moving instruction phase of the Continuous Learning Plan (beyond review and enrichment) will begin **April 27th**. This document represents the **planning, support and expectations** related to this phase of the plan.

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

District/ PSA Response:

Goal: Design Learning for Equity and Access- Plan and deliver content in multiple ways so all students can access learning.

Content and support will be delivered and made accessible to students in a combination of the following:

- **Hard copy packets:** Photocopies of reference materials, curriculum, and assignments will be prepared in advance for distribution to students who lack online and/or Wi-Fi capabilities.
- **Online materials:** Digital copies of reference materials, assignments, and audio-visual learning supports will be made available on the Internet using Google Classrooms, Google Hangouts, Class DoJo, email, and school website.
- **Teacher check-ins and tutorials:** A variety of technologies (telephone, email, web conferencing) will be used to facilitate one-on-one interaction between students and teachers, counselors and other appointed adults (e.g., tutors) during the implementation of the Continuity Plan.
- **Recorded class meetings:** Using audio or video technology, recorded class meetings can be given to some or all students via Class Dojo, podcasts, live on-demand (YouTube), daily telephone communications.
- **Live class meetings:** Schools can use available tools such as conference calling or webinars, online Google Classroom with two-way interaction between the teacher and students in addition to weekly emails.

Family Communication Plan

- **Email:** All staff will monitor email daily and respond within 24 hours
- **Office hours:** Teaching staff will hold office hours twice a week during regular school hours with a degree of flexibility for students and parents that require support outside school hours.
 - Office hours must take the form of availability in real time such as email, Google Meets/Hangouts, Class Dojo, text messaging, and phone calls.
- **School Correspondence:** Building leaders, Teachers, Interventionists and support teams will conduct Wellness check ins, offer support modules, school/community updates, etc. Mailings, School Website, Email, Google Classroom, Class DoJo, ROBO Calls to Homes
- **School Website:** The IT team will make updates on the School website and Social Media platforms to also keep the Rutherford family connected and informed.

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

District/ PSA Response: ***Lesson Posting***

With equity at the heart of our work, the Rutherford Winans Academy staff will continually seek ways to support students and families in accessing and being successful in learning during this time. Having a predictable schedule for posting and guidance for lesson pacing is an important way we support students and families with expectations and predictability. For all levels, lessons will be posted by 8:00 am and may be posted for the week to allow students to self-pace. Additional guidance by level follows.

General Lesson Components

- Setting new norms to establish an online learning community
- Helping students to understanding the use of new tools, etc.
- Daily message of care
- Clear learning target
- Key vocabulary
- Video and/or other form of visual instruction
- Differentiation including extension opportunities
- Interactive components / discussions
- Practice of skill / application of learning
- Assignments with due dates and options to make up work
- Meet diverse learner needs
- Guidance as to how to turn in completed assignments
- Feedback on assignments to improve learning

Lesson Pacing

We must take all factors into account regarding student learning expectations and will not attempt to recreate a full school day of learning online. Managing expectations and providing support for students, families and staff during the pandemic is important and we must consider the many varied and diverse needs of our community during this very challenging time.

We ask that all teachers maintain lesson pacing in accordance with the ranges shared by level below. Extension activities can be made available for those wishing to go above and beyond.

Rutherford Winans Academy, along with Solid Rock Management have worked collaboratively within our organization and have explored a wide range of Michigan and national plans, in addition to best practice research, to make determinations. The pace reflects the total time needed to attend to the lesson and complete the assignments.

Elementary Level Expectations

Every effort should be made to accommodate the needs of learners in this online setting. Lessons should be posted weekly when possible to allow for student flexibility to complete the work during the week at a pace and at the times that work best for families. Teachers will provide lessons/instruction/materials not to exceed the ranges below for total instruction and activity completion times per week.

- Lessons will be posted for Monday - Thursday. No lessons are posted on Fridays (see below for Friday expectations).
- In addition, **daily activities** may be specified by classroom teachers at each grade level such as Study Island, RAZ Kids, IXL, Virtual field trips, writing and independent reading.
- **Special area** teachers will post weekly lessons to a shared Google template for their school. Classroom teachers will access and reference these lessons in their platforms by posting one link, one time only. This link will take students to an updated weekly plan.

Lesson Pacing Guide by Grade Band

Grade Level	Daily Range for Lessons + Activities	Weekly Range for Lessons + Activities
K, 1	45 minutes - 1.5 hours	3 - 6 hours
2, 3	1.5 hours - 2.5 hours	6 - 10 hours
4, 5	2 hours - 3 hours	8 - 12 hours

Elementary Teacher Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Lessons posted daily by 8am	Lessons posted daily by 8am	Lessons posted daily by 8am	Lessons posted daily by 8am	Post a Check Understanding by 8 AM
1 Activity Daily: <ul style="list-style-type: none"> Reading Writing Math 	1 Activity Daily: <ul style="list-style-type: none"> Reading Writing Math 	1 Activity Daily: <ul style="list-style-type: none"> Reading Writing Math 	1 Assessment: <ul style="list-style-type: none"> Reading Writing Math 	Conduct: <ul style="list-style-type: none"> Assessment review Individual student follow-up/ support Class Discussions
1 Activity Weekly: <ul style="list-style-type: none"> Social Studies Science 	1 Activity Weekly: <ul style="list-style-type: none"> Social Studies Science 	1 Activity Weekly: <ul style="list-style-type: none"> Social Studies Science 	1 Activity Weekly: <ul style="list-style-type: none"> Social Studies Science 	
P.E., art, music, etc. (1 special per day by student choice)	P.E., art, music, etc. (1 special per day by student choice)	P.E., art, music, etc. (1 special per day by student choice)	P.E., art, music, etc. (1 special per day by student choice)	P.E., art, music, etc. (1 special per day by parent choice)
Collaboration with Teacher support as needed	Collaboration with Teacher support as needed	Collaboration with Teacher support as needed	Collaboration with Teacher support as needed as needed	Daily activities such as Study Island, RAZ Kids, IXL, writing, independent reading

Friday is designed to provide families and students with flexibility to continue learning in ways that serve families best and for teachers to pause, support and monitor participation. Our concerns for student safety and well-being are at the heart of carefully monitoring participation and having a weekly connection is an important means of monitoring students for those who may need more support.

- Teachers will post a “Check for Understanding” every Friday within Google Classrooms means of checking in and monitoring participation. Students will have until Tuesday at 4pm to respond. The “Check” should require students to respond to a question related to the learning that week or as a social emotional check. Teachers will report students not participating weekly to administrators via Google Tracking Form. This refers to students who have not participated in the learning at any point in the week, not just for the Check for Understanding.
- Teachers will contact students and/or families not participating to attempt to understand the barrier or reason for the lack of participation. Support staff will be available to support in contacting families and students. Teachers may need to support families by sharing lessons and activities in multiple means such as via email.
- Staff should report barriers to principals to ensure assistance for families.
- Friday may be a day for students to:

- work on passion or choice projects
- access supplemental activities posted earlier in the week
- receive individual support from a teacher
- continue to work on daily activities such as Study Island, IXL, writing, independent reading
- complete special area activities
- work on incomplete assignments

Middle School Level Expectations

Every effort should be made to accommodate the needs of learners in this online setting. Lessons may be posted for the week or daily according to the block schedule by 8am. If lessons are posted for the week, lessons should be clearly delineated by day to assist students in managing their time and structuring their learning. Lessons will be posted for Monday - Thursday. No lessons are posted on Fridays (see below for Friday expectations).

Pacing Guidelines

Daily Range for Course Lessons + Activities	Weekly Range for Course Lessons + Activities
30 minutes - 45 minutes	60 - 90 minutes

Middle School Teacher Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Lessons posted daily by 8am 1 lesson daily <ul style="list-style-type: none"> • ELA • Math • Social Studies • Science P.E., art, music, etc. (1 special per day by student choice) Collaboration with Teacher support as needed	Lessons posted daily by 8am 1 lesson daily <ul style="list-style-type: none"> • ELA • Math • Social Studies • Science P.E., art, music, etc. (1 special per day by student choice) Collaboration with teacher support as needed	Lessons posted daily by 8am 1 lesson daily <ul style="list-style-type: none"> • ELA • Math • Social Studies • Science P.E., art, music, etc. (1 special per day by student choice) Collaboration with teacher support as needed	Lessons posted daily by 8am 1 Assessment <ul style="list-style-type: none"> • ELA • Math • Social Studies • Science P.E., art, music, etc. (1 special per day by parent choice) Collaboration with teacher support as needed	Post a Check for Understanding by 8 AM <ul style="list-style-type: none"> • Google and/or phone call discussions • Assessment review • Individual student support P.E., art, music, etc. (1 special per day by parent choice) Daily activities such as Study Island, RAZ Kids, IXL, writing, independent reading

Friday is designed to provide families and students with flexibility to continue learning in ways that serve families best and for teachers to pause, support and monitor participation and learning progress. Our concerns for student safety and well-being are at the heart of carefully monitoring participation and having a weekly connection is an important means of monitoring students for those who may need more support.

- ☐ Teachers will post a “Check for Understanding” every Friday via Google Classroom as a means of checking in and monitoring participation. Students will have until Tuesday at 4pm to respond. The “Check” should require students to respond to a question related to the learning that week or to a social emotional check by the Culture Climate Team and/or Teacher.

- ❑ Teachers will report students not participating weekly to administrators via Google Tracking Form. This refers to students who have not participated in the learning at any point in the week, not just for the Check for Understanding.
- ❑ Teachers will contact students and/or families not participating to attempt to understand the barrier or reason for the lack of participation. Support staff will be available to support in contacting families and students. Teachers may need to support families by sharing lessons and activities in multiple means such as via email.
- ❑ Staff should report barriers to principals to ensure assistance for families. Advisory or building designated teachers/staff will contact students and/or families not participating to attempt to understand the barrier or reason for the lack of participation.
- ❑ Friday may be a day for students to:
 - work on passion or choice projects
 - access supplemental activities posted earlier in the week
 - receive individual support from a teacher
 - work on incomplete assignments

Special Education Services

In accordance with Executive Order 2020-35 section 6, we will provide accommodations and support to our students with special needs to the best extent possible in an online, by mail, video conference and over the phone settings.

- ❑ **Elementary Resource Room Teachers and Teacher Consultants** will work with general education teachers of caseload students as co-teacher on classroom platforms to provide accommodations and support students to every extent possible.
- ❑ **Elementary and Secondary Ancillary Staff** will continue to support students and staff in ways already specified until specific services and supports can be determined collaboratively and according to instructional capabilities within an online and paper/pencil remote settings and student needs.
- ❑ Psychologists will continue to support their buildings in reaching out to families that are not participating in distance learning and support/facilitate resources.
- ❑ Speech Language Pathologists, School Social Workers and Occupational Therapists will continue to send weekly email checking in with families and providing learning opportunities.

STEPS FOR SERVICING TIER 4 (Special Education) STUDENTS & LOGGING/RECORDING SERVICE TIME AND RESULTS

5. Providers will face-time with Special Education Coordinator as a begin time for the day. They will create lessons for their students online or via copies of lessons to be sent to students.
6. Providers will service their students with a phone call via phone numbers already verified by parents.
 - a) Providers will use their phones to take screen shots of the lesson for the day with the student's name in view on the computer screen to show the date and time at the bottom of the screen.
 - b) Providers will send a screen shot at the beginning of the lesson and again at the end of the lesson as evidence of service time length.
7. Providers will use lessons created on Study Island to assist students learning needs (objective service logs).
 - a) Providers will record the daily progress of their students from Study Island and oral questioning onto the individual student objective service logs.
 - b) If students do not have electronics/technology access, packets can be made or consumables made available to those who need them.

- 8. Special Education Coordinator will record student service time on the Caseload Service Logs as a record of service that should match the individual student objective service logs. This time will also serve as a record of contractor service time.
- 9. Special Education Coordinator will send an update of services to Principal and Superintendent weekly.

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:

See Chart Below				
Rutherford Winans Academy Continuity Learning Plan				
Budget				
Item	Cost	Term	Source	Budgeted
IXL	\$ 2,295.00	Annual	Title One	2019-2020
Study Island	\$ 5,091.75	Annual	Title One	2019-2020
Raz Kids	\$ 1,039.05	Annual	Title One	2019-2020
Wonders	\$ 46,292.85	5 Year (2017)	General Funds	2017-2018
Google Classroom	\$ -	Annual		
Chromebooks	\$ 18,792.00	Annual	Title One	2019-2020

6. Please describe the way district administrators, board members, teachers, and any representatives of teachers collaborated in development of the Plan.

District/ PSA Response:

Using the Governor’s Executive Order ([EO 2020-35](#)), each member of Rutherford Winans Academy School District provided feedback on best practices as it relates to equity and accessibility for their respective grade levels, targeted populations, roles and responsibilities. Such feedback was communicated in a school-wide outline for all Administrators, teachers, and staff to review and provide feedback and adjustments until a cohesive plan was designed. The RWA board discussed the plan in full on April 15, 2020. The plan was board approved for submission to DPSCD with recommended changes.

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

District/ PSA Response:

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The forward moving instruction phase of the Continuity of Learning Plan will begin **April 27th**. This document represents the planning, support and expectations related to this phase of the plan. Family will be communicated by mail, school website, Class Dojo, ROBO Calls, and teacher phone calls.

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: **AMENDED**

Rutherford Winans Academy School District will:

Rutherford Winans Academy began implementation of the plan on March 16, 2020 utilizing Study Island, IXL and Reading Wonders online learning platforms.

The bullets listed below represents a timeline of our online learning platform and the implementation of our continuity learning plan.

- Trained staff on RWA Online Learning Platform March 13, 2020
- Implemented RWA Online Learning Platform began March 16, 2020
- Train staff on Transition to Continuity Learning Plan beginning Monday April 13, 2020
- Introduce plan to parents and students on the transition to the Continuity Learning Plan beginning April 13, 2020
- Train parent and student community on the Continuity of Learning Plan beginning April 20, 2020
- Transition to Continuity Learning Plan school wide by April 27, 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:

Detroit Public Schools Community District provides breakfast and lunch for Rutherford Winans Academy School District students when school is in session. Students will be able to continue to receive meals by picking up breakfast and/or lunch from select buildings during the morning and afternoon Monday through Friday from Detroit Public Schools Community District. Links to the DPSCD website is posted on our website and provided to families as they contact the school. This is per a conversation with Wallace Whitfield on 3/13/2020. Email is below.

Ms. Little,

This is a reminder that your students from Winans Academy is able to go to any of DPSCD feeding sites to pick up meals for breakfast and lunch.

Pick up days are Monday & Thursday from 8am-1pm. A few sites that are open are Renaissance, Denby, Mumford, Pershing, East English Village and

Gompers. These are just a few but there are 19 sites open.

Thank you,

Wallace Whitfield

Director of Operations
Detroit Public Schools District
Office of School Nutrition
1601 Farnsworth
Building C
Detroit, MI 48211

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:

Rutherford Winans Academy School District under the management of Solid Rock Management Company will continue to pay school employees as they provide remote learning from home to provide meaningful work in the context of the Plan.

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

District/ PSA Response:

Evaluation of Pupil Performance and Participation

Every effort is put in place to afford students with equitable qualitative learning opportunities. Given the alternative modes of instruction; multiple ways to access learning; distribution of materials, devices and resources; equipment both digital and in-print; availability and employability of teachers, interventionist, tutors, tier 2, 3, and 4 support teams we believe that it is reasonable to assess learning in the case where all measures have been secured and made available to students.

The district is seeking to implement an evaluation system that will (1) assess student learning (2) acknowledge their effort and commitment to their learning process to the best of their ability as it relates to taking advantage of every opportunity within their capabilities and (3) inform and drive our course of actions upon students reentry back to school. No formal grades will be applied under this evaluation system.

We recognize implementing an evaluation system is hard to grasp under a state-wide Stay-At-Home Executive Order, but we are confident that it is possible and with a great degree of sensitivity and value for our demographics of students, it is viable. To disregard the growth, development and/or lack thereof of our students during a 4-month school closure and 2-month summer off, will ill-inform us as we proactively prepare to meet the needs of our students upon their return in September. Our students cannot be set up for failure by ignoring and disregarding their need to have adequate support mechanisms in place now and forthcoming. Feedback and ongoing evaluation systems encourages participation and improves learning. It is also true that a lack of feedback discourages participation and learning. We understand that support and guidance is needed to support students and teachers in providing quality, efficient and effective feedback in this online and in-print setting. For this cause:

- Assignments and activities will be monitored weekly by teachers.
- Assessments as and Checks for Understanding will be recorded following timely feedback.

- Contact logs will be maintained by all staff and communicated weekly to administration.
- Support staff will follow as to barriers and wellness checks using all modes of communication.

Evaluation Descriptors

- ❑ **Exceeds Expectations:** The student consistently demonstrates advanced understanding of lessons, standards and activities online and/or in-print. Performance is characterized by higher level thinking and application of skills as evidenced with a consistent 90-100% mastery of content, participation, and teacher performance review.
 - Students who Exceed Expectations will advance to the next grade level with an intended learning plan and readiness for grade level standards and performance-based learning. Pending fall preassessments, qualifying students may be qualified to receive advanced level courses of study in one or more content areas upon their reentry to school.

- ❑ **Meets Expectations:** The student demonstrates understanding of lessons, standards and activities online and/or in-print. Performance is characterized by consistent application of skills, degree of accuracy and quality progressing to the next level of learning as evident with 80% mastery of content, participation, and teacher performance review.
 - Students who Meet Expectations will advance to the next grade level with an intended learning plan and readiness for grade level standards and performance-based learning. Pending fall preassessments, qualifying students who function at this similar academic, social, and emotional levels, may be placed **in the** same cooperative learning **group** together.

- ❑ **Require Review and Reassessment:** The student demonstrates partial understanding of lessons, standards, and activities with significant gap(s) in completion, rate of accuracy with online and/or in-print learning. Performance is inconsistent and application of skills and strategies needs considerable support and guidance as evidence with 60% minimum mastery of content, participation, and teacher performance review.
 - Students who Require Review and Reassessment will advance to the next grade level with an intended Tier 2 learning plan and partial readiness for grade level standards and performance-based learning. Pending fall preassessments, qualifying students who function at this similar academic, social, and emotional levels will be placed in Tier 2 Review-for- Readiness cooperative learning group prior to beginning grade level standards and performance-based learning.

- ❑ **Marginal Expectations:** The student demonstrates marginal understanding of lessons, standards, and activities with significant gap(s) and inconsistencies in completion, rate of accuracy with online and/or in-print learning. Performance is sporadic and application of skills and strategies are intermittently attempted as evidenced with below 50% mastery of content, participation, and teacher performance review.
 - Students who Marginal Expectations will advance to the next grade level with an intended Tier 2 or Tier 3 learning plan and minimum readiness for grade level standards and performance-based learning. Pending fall preassessments, confirmation of Tier 2 or Tier 3 placements will occur
 - Qualifying Tier 2 students who function at this similar academic, social and emotional levels will be placed in Tier 2 Review-for- Readiness cooperative learning groups prior to beginning grade level standards and performance-based learning. Qualifying Tier 3 students who function at this similar academic, social and emotional levels will be placed in Tier 3 Remedial cooperative learning groups prior to beginning grade level standards and performance-based learning. Such students will complete a rigorous review of prior grade level content to ensure adequate placement and confidence excelling forward.

❑ **Not Accessible and/or Insufficient Evidence:** The student has demonstrated little or no evidence of lessons, standards and participation be it online and/or in-print. Consistent contact and outreach have been made to remove barriers by all support teams including resources, devices, tools and wellness checks by support teams - but fragmentary or no response provided.

- Students who have no Accessible and/or Insufficient Evidence will advance to the next grade level with an intended Tier 3 learning plan with an unreadiness for grade level standards and performance-based learning. Pending fall preassessments, qualifying students who function at this similar academic, social, and emotional levels will be placed in Tier 3 Remedial cooperative learning groups prior to beginning grade level standards and performance-based learning. Such students will complete a rigorous review of prior grade level content to ensure adequate placement and confidence excelling forward. This allows the school to support students who for 5 months have not completed any work, and without mitigating circumstances, have their needs addressed immediately.

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:

During traumatic events such as this, the importance of attending to students' social emotional and mental health needs is more important than ever. Teachers know their students best and, in most cases, maintain the closest relationships to students. In addition to the lessons detailed below, teachers will work to maintain connections and relationships with students throughout the closure, reaching out to individuals not participating and checking in with the class often to ask how they are doing and what we can do to support them. While the Center for Disease Control and Prevention will be our main resource, the following measures of care remains an expectation.

- Daily Social Emotional Learning (SEL) opportunities, created by our Rutherford team of school social workers, school psychologists, counselors, intervention specialists, and others, will be made available for teachers to post daily or weekly.
- Activities and lessons will be housed centrally on the school's website and Google Classroom for teachers to copy the links to these lessons for posting in their online platforms.
- Weekly SEL modules will be incorporated into every teacher's lesson plan. Now looking at the newly revised schedule that we created, would it be possible for our Thursdays to focus on ASSESSMENTS AND SEL?
- Weekly PLC's/PD's offered to teachers from Administration and Behavior with teachers to share best practices, strategies and informational tools for teachers to share with students.
- Student based Restorative Groups will be conducted on Thursdays with the Behavioral Interventionist with small student groups. They will cover all K-6 groups minimally twice per month using Google Meet and/or phone conferencing.
- A library of SEL Modules will be made readily available on the RWA Website.
- Some SEL components can be incorporated into project-based learning activities.
- Teachers are mandatory reporters and should report as required by law in situations 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 child care centers as described in Executive Order 2020-16 or any executive order that follow it.

District/ PSA Response:

Should Rutherford Winans Academy School District be called upon to 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 we will provide assistance in support of our Intermediate district to the best of our ability while under their instruction and guidance.

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:

The District does plan to adopt a balanced calendar instructional program for the remainder of the school year that will include cancellation of summer school. At the same time, the District will adopt a balanced calendar for 2020-2021 school year. The latter will undergo a collaborative process at all school levels and will be board approved prior to completion and submission.

Name of District Leader Submitting Application: Stephanie Little

Date Approved: April 28, 2020

Name of ISD Superintendent/Authorizer Designee: Jendayi Gardner, Ph.D., Executive
Director for DPSCD Office of Charter
Schools

Date Submitted to Superintendent and State Treasurer: April 28, 2020

Confirmation approved Plan is posted on District/PSA website: By April 28, 2020