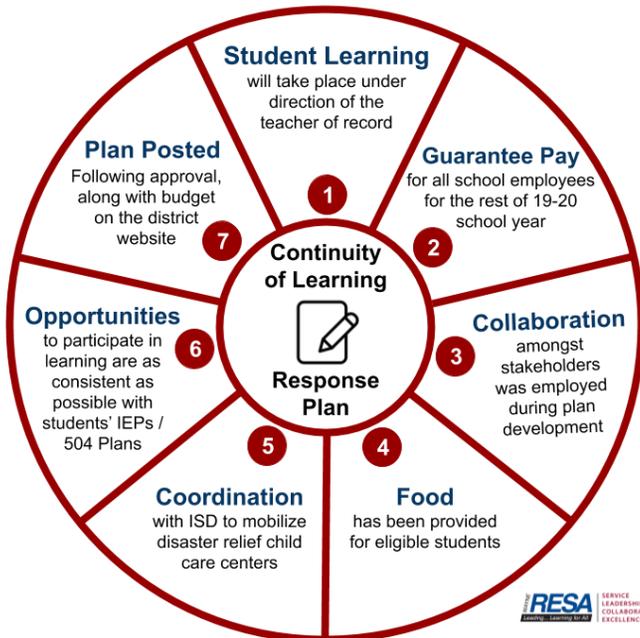


Continuity of Learning and COVID-19 Response Plan

Submission Date April 8 - April 28	April 16, 2020
District	Creative Montessori Academy
District Address	12701 McCann St. Southgate, MI 48195
District Code Number	82969
Superintendent Name	Laura Moellering
Superintendent Email Address	Lauramoellering@choiceschools.com
Intermediate School District	Wayne RESA
Authorizing Body (If Applicable)	Wayne RESA



Creative Montessori Academy Plan

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

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CMA teachers will be continuing the small group lessons for ELA and math that happens in a Montessori classroom. Teachers will create a plan to have all of their students on a zoom meeting, google hangouts or phone call at least two times a week. They will be logging their communication with families on a google excel sheet where they document date, student name, contact type (zoom, remind, google hangouts, email, etc.), description/notes from the meeting, and whether it was a one or two way communication. All teachers will be required to have a google classroom where their students can:

- access their individualized work plan for the week every Monday by 8am
- access all documents needed for the week and available to print at home
- access websites that will be needed for the work-plan
- access online Montessori materials
- access videos of lessons and resources

K-3 teachers will be using:

- Freckle to monitor student progress through math, ELA, science and social studies content.
- Raz Kids to monitor student progress with reading
- Teachers will use the Montessori Scope and Sequence as a resource for ELA and math.
- FOSS website for science resources
- MC3 framework on RESA's website for social studies resources.

- Scholastic News and Storyworks will be used as a reading resource.

4-8th grade teachers will be using:

- Study Island and Khan Academy to monitor student progress through math, ELA, science and social studies content.
- IXL Math and/or Prodigy to monitor student progress with math
- Montessori Scope and Sequence as a resource for ELA and math
- FOSS website for science resources
- MC3 framework on RESA's website and ConnectEd for social studies resources
- Scholastic Scope and Storyworks will be used as a reading resource

Teachers will give guidance to families as to what to use and when on a weekly basis. The lessons will be available in a mixed media format primarily online in the Google Classroom but also in paper form for parents to pick up from the school (or it can be mailed) if they request a hard copy from their teacher. All communication from families of how to gain access to work will go through the teacher.

CMA plans to use a hybrid model of instruction using hard copy instructional packets and online learning platforms. For those students that have internet access, but don't have a device, devices will be made available. Students without internet access will have access to instructional materials through a weekly instructional packet.

The following steps have been taken to ensure that all students have access to the forms of electronic instruction indicated.

- Teachers made contact with their families to see if a device was needed.
- A master list was created by house lead teachers and given to school leaders.
- On a needs first basis, staff will reach out to parents to coordinate a pick up time to get the device.

The alternative modes of instruction identified will also be provided to our special education population, and we will continue to follow IEP's, to the best extent possible.

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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

Part of the Montessori philosophy is the use of small group lessons. We have embraced the [Whole School, Whole Community, Whole Child \(WSCC\) Model](#), which is the CDC's framework for addressing health in schools. We are intentionally focused on our students and emphasize the collaboration between schools, communities, public health, and health care sectors for the purpose of better aligning resources in support of the whole child.

During this time, CMA teachers and staff will continue to reach out to students and families each week not only to deliver lessons to progress the students' learning, but to also check in with the child and the family to see about needs that need to be met (i.e. from finding and connecting the family to an array of supports from counseling to social services). For students who have special education programs and services, we will be initiating a contingency plan, with parent input, to address the needs of each individual student. Students with IEPs will be provided with learning opportunities in the same manner as general education students. These learning opportunities will include accessibility options as well as materials that have been accommodated and modified. Teachers will be supporting students through virtual or phone contact.

Now, more than ever, we are striving to be intentional in our outreach to continue building relationships and maintain connections. We are committed to do all we can to help students feel safe and valued. To that end, we commit to the following:

- Plan for Student Learning: Building on individual strengths, interests, and needs and using this knowledge to positively affect learning.
- Develop a Weekly Plan and Schedule: Offering routines and structures for consistency and for the balancing of think time, work time, and play time for health and well-being.
- Contact Families: Partnering to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority.

All staff, including teacher assistants, specials teachers, Title 1 support staff, and student advocates will also be reaching out to support the learning of the students as well as cultivate a sense of safety and community to bolster the child's sense of self-worth and value.

Students who speak a language other than English primarily will be given work that is translated and have access to resources in their primary language as well as in English. The following link from Wayne RESA for English Language Learners will be made available to our community via Google Classroom and Facebook.

<https://padlet.com/wulatik/hrur4juif060>

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

District /PSA Response

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CMA is prepared to deliver content in multiple ways in order to ensure that all students are able to access the learning in meaningful ways. In order to make this happen, we commit to:

- Leverage the instructional technology team to provide professional development so that teachers are ready and able to deliver content in multiple ways.
- Teach Content: Setting goals using knowledge of each student, content area standards, and the Michigan Merit Curriculum.
- Deliver Flexible Instruction: Considering 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.
- Endeavor to Engage Families: Communicating with families about engagement strategies to support students as they access the learning.
- Knowing that families are critical partners, we will provide translations as necessary.

For students who have special education programs and services, we will be initiating a contingency plan, with parent input, to address the needs of each individual student. Students with IEPs will be provided with learning opportunities in the same manner as general education students. These learning opportunities will include accessibility options as well as materials that have been accommodated and modified.

	<p>Teachers will be supporting students through virtual or phone contact.</p> <p>CMA teachers will continue to monitor and report which resources and supports are needed for each specific family during our mixed-method of instructional delivery. This may include mailing packets home or having them available for pick-up, connecting with our Technology Teacher to troubleshoot issues, discussing with the classroom teacher the depth and length of the work the student is required to complete and how the effectiveness of the learning is measured.</p>
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4	<p><i>Please describe the district's plans to manage and monitor learning by pupils.</i></p>
	<p>District /PSA Response</p>
	<p>CMA's plan to manage and monitor learning is to have teachers:</p> <ul style="list-style-type: none"> • document their communication with families on a google excel sheet where they document date, student name, contact type(zoom, remind, google hangouts, email, etc.), description/notes from the meeting, and whether it was a one or two way communication. • All teachers will have a Google Classroom where all resources and work for students will be held. • Teachers will monitor progress on Freckle, Raz Kids, Study Island, Khan Academy and IXL Math. • A schedule will be created by teachers so that they are trying to reach all of their students at least two times a week via zoom, Google Hangouts or phone calls. • Engage in purposeful planning and debriefing sessions with grade level colleagues using a common planning template when appropriate and talking through successes and opportunities for growth. • Special education and/or Title I teachers will work closely with teacher teams in order to modify course work and scaffold instruction in order to better meet the needs of all students. • Special education and/or Title I teachers will actively monitor and assess the learning of children on their caseload in order to provide suitable accommodations based on individual needs and their contingency plan.

5	<i>Please attach a budget outline estimating additional expenditures associated with the Plan and sources of revenue to pay for those expenditures.</i>
	District /PSA Response
	<p>Items – Cost – Source</p> <p>Mailing Work Packets and other items to families – \$3,000 – 31a (includes postage and supplies)</p> <p>Internet reimbursements staff and students – \$3,000 – 31a (includes hotspot purchases, etc.)</p> <p>Additional technology for students or staff – \$24,000 – Title 1a (includes chromebooks, tablets, laptops, etc.)</p> <p>Books directly mailed to students – \$8,000 – Title 1a</p> <p>Online programming – \$15,000 – General Fund (includes Freckle for K-3)</p>

6	<i>Please describe the manner in which district administrators, board members, teachers, and any representatives of teachers collaborated in development of the Plan.</i>
	District /PSA Response
	<p>This plan was created with the input from the Head teachers who discussed with their grade level houses some ways to progress the learning of the child. These discussions were handled in the three weeks of the original shutdown of schools. The school leaders helped to shape the plan and give guidance on the requirements of staff and student engagement. District leadership provided further support in</p>

setting up on-line supports and the technical aspects of learning from home for our school. The School Board was presented with this plan and supports during the week of April 6 where they also gave input and ideas to make this time of learning available to all of our community and to keep the whole child in the center of the plan.

7	<i>Please describe the methods the district will use to notify pupils and parents or guardians of the Plan.</i>
	District /PSA Response
	<p>To ensure all stakeholders are aware of the Plan, and that the Plan is executed well, we will develop a clear, consistent, concise, and accessible communication plan. Elements of our communication plan includes a variety of methods the district will use to notify pupils and parents or guardians of the Continuity of Learning Plan and keep them connected/engaged throughout the execution of the Plan.</p> <p>Methods include, but are not limited to, the following:</p> <ul style="list-style-type: none">• Direct Person-to-Person Telephone Calls• Regular US Mail – Letter mailed to families• Email• Remind 101• Class Dojo• MISTAR-Q Parent Portal• Text/Groupme Messages• Social Media posting(s)

	<ul style="list-style-type: none"> • Website posting
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8	<p><i>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.</i></p>
	<p>District /PSA Response</p>
	<p>It is our goal to offer our students remote learning options as soon as possible. To that end, our district is committed to thoughtfully and systematically roll out this comprehensive implementation on April 20, 2020.</p>

9	<p><i>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 MCL 388.1913, in completing the courses during the 2019-2020 school year.</i></p>
	<p>District /PSA Response</p>
	<p>CMA does not have any student enrolled in Postsecondary dual enrollment course or Career and Technical Preparation Act.</p>

1 0	<p><i>Please describe how the district will continue to provide or arrange for continuation of food distribution to eligible pupils.</i></p>
	<p>District /PSA Response</p>
	<p>Due to our inability to provide absolute protection from the spread of COVID-19 to families and staff, families were referred to use the School Closure Meal Program (Meet Up and Eat Up) interactive map, or text FOOD to 877-877, to find the closest location in their immediate area, and to local food pantries, via email, and through our school website's COVID-19 resource web page.</p> <p>Our school has sent out the “Meet Up & Eat Up” through parent emails and will continue to post on our Facebook site the Feeding Sites throughout Wayne County. In each of the emails, text, and posting the following link is provided to show where and when the food pick up sites are available to them and their families: https://www.resa.net/community/feeding</p> <p>Local districts include Allen Park, Dearborn, Ecorse, Flat Rock, Lincoln Park, River Rouge, Riverview, and Taylor School Districts. Postings will go out weekly and the link given to those who request information as needed.</p> <p>We will monitor this process for our students, and provide added resources if needed, per the requirements of the executive order</p>

1 1	<p><i>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.</i></p>
	<p>District /PSA Response</p>
	<p>The district continues to pay all staff employed at Creative Montessori Schools. Staff whose in-person role is no longer applicable have been redeployed in reaching out to families who have been hard to reach, and teaming with teachers to provide small group instruction. Interventionists, with parent permission, are providing one-on-one or small group remote instruction and support staff continue to work directly with students. The collection and keeping of engagement data, following up on it, as well as contacting families is spread across these staff members. Custodial and maintenance continue to maintain/disinfect the building as staff have access to it.</p> <p>All employees are expected to participate in the approved Continuity of Learning Plan and may be asked by the school leader to work in a role different than what was in their original offer of at-will employment for the 2019-2020 school year. School leaders will take each employee's strengths and growth plans into consideration when making these assignments and will communicate them clearly in writing</p>

	<p>to each hourly employee assigned to a different role than what was stated in their offer of at-will employment. Employees assigned to the Academy in the board-approved budget will be paid as outlined in their signed offer of at-will employment for the 2019-2020 school year. The offers of at-will employment for the 2019-2020 school year have not been amended due to circumstances surrounding COVID-19. If the school's spring break falls during the closure, hourly staff will be paid and will not have to use Paid Time Off (PTO). Teachers are required to provide their students with learning opportunities as outlined in the approved Continuity of Learning Plan and in accordance with the expectations of the school leader.</p> <p>At a minimum, hourly staff will be paid based on the average number of hours worked during a normal week. The average hours of a normal week will not include overtime. If the school leader asks an hourly employee in writing and in advance to work beyond the average number of hours of a normal week, the hourly employee will be paid for those leader approved hours. Hourly employees will be asked by the school leader to help with tasks to assist with the continuity of learning plans.</p>
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	<i>Please describe how the district will evaluate the participation of pupils in the Plan.</i>
	District /PSA Response
1 2	<p>In order to evaluate the participation of the students, teachers will engage in the following activities as appropriate:</p> <ul style="list-style-type: none"> • Teachers will monitor student progress in the online websites Study Island, Freckle, IXL Math, Prodigy and Raz Kids. • They will document their communication with families on a google excel sheet where they document date, student name, contact type(zoom, remind, google hangouts, email, etc.), description/notes from the meeting, and whether it was a one or two way communication. • Take attendance at virtual meetings and reach out separately to those who did not participate. • Remove roadblocks that may hinder students from progressing their learning. • Support staff will help in reaching out to those not participating, as well as a letter and some work being mailed to the child's residence.

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

CMA staff will be checking in with students and families for more than academics and lessons. CMA has two specific staff members, the Student Advocate and School Social Worker, who are ready to follow-up with families who communicate distress about their current living situation. Both have created health and wellness blogs surrounding mental health activities and resources. As families reveal to school staff, both the SA and SSW will make attempts to reach out to the family and see how best we can support their concerns and needs and how best we can connect them to other, further community resources to support the whole child and their families through this pandemic.

Both links can be found here:

<https://rachelmoul.edublogs.org/>

<https://www.thementalhealthreport.com/>

Other resources include:

- [Talking to kids about the coronavirus – ChildMind](#)
- [Just for Kids: A comic exploring the new coronavirus – NPR](#)
- [Talking to teens and tweens about coronavirus – NYTimes](#)
- [PBS videos and resources](#)
- JED Foundation - JED exists to protect emotional health and prevent suicide for our nation's teens and young adults. Text "START" to 741-741 or call 1-800-273-TALK (8255)
 - <https://www.jedfoundation.org/covid-19-and-managing-mental-health/>
- [Coping & Dealing with COVID via CDC](#)
- [National Association of School Psychologists](#)
- [Supporting students with Autism Spectrum Disorder and COVID-19](#)

Additionally, the principal will hold weekly meetings with teachers to identify any additional students or families in need. If there are specific concerns shared by teachers, staff will reach out to families and students to assess any needs and provide supports for students and families.

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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 follows it.

District /PSA Response

If needed, you will be expected to open a classroom (preferably one that has been licensed by LARA, and/or one where before and/or after school care is normally held) in one of your school buildings to support the child care for Essential Workers.

CMA stands ready to mobilize disaster relief child care centers by opening classrooms, when called upon for support, if necessary. We are aware of the coordinated efforts of Wayne RESA and are in contact regularly regarding the needs.

Wayne Regional Educational Service Agency (Wayne RESA) is working in cooperation with our local school districts, PSAs, and Community Based Organizations to coordinate emergency childcare for children birth-12 years old for the Essential Workforce that is working daily to support our community throughout the public health crisis. The Early Childhood Support Network (ECSN), United Way, 2-1-1, and the Great Start Collaborative are all working in concert with us to ensure childcare sites are open, safe, and following all DHHS licensing regulations as they provide care to the children of the Essential Workforce.

These efforts are being coordinated per Governor Whitmer's Executive Order on Expanded Child Care Access during the COVID-19 Emergency.

Essential Workers contact Wayne RESA using one of the options listed below:

Email a Wayne RESA Emergency Childcare Coordinator

- Lena Montgomery montgol@resa.net
- Kaitlyn Carpen carpenk@resa.net

Members of the Essential Workforce may go to the Essential Worker Child Care Intake Form (<https://www.helpmegrow-mi.org/essential>) and enter their information, which routes to a Wayne RESA Emergency Childcare Coordinator. A robust list is compiled and updated daily to document centers that are open, closed, and those that may be willing to reopen. Ages of children, hours, and type of care the center provides is shared with Essential Workers when they reach out for childcare support. ECSN workers directly connect Essential Workers

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to open sites. Currently over 100 families have been linked to care.

An Essential Worker is defined as:

Health care workers, home health workers, direct care workers, emergency medical service providers, first responders, law enforcement personnel, sanitation workers, child care workers (including any employees acting as child care workers in essential workforce child care centers), personnel providing correctional services, postal workers, public health employees, key government employees, court personnel, and others providing critical infrastructure to Michiganders. Critical infrastructure includes utilities, manufacturing, mass transit, and groceries or other essential supplies, goods, or equipment. We stand committed to support the health and wellbeing of young children, their families and all who care for, educate, and work on their behalf.

Optional Question	
1 5	<i>Does the District plan 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?</i>
	District /PSA Response
	CMA has no plans to adopt a balanced calendar for the remaining school year 2019-2020 nor for the upcoming year 2020-2021. However, we will have a required informative meeting available to our community to discuss the MDE Labor Day Waiver on May 12 at 8 AM. Having this waiver will allow CMA to start one week prior to Labor Day in accordance with waiver requirements for three consecutive years.

* Please forward completed forms to Wayne RESA Superintendent Dr. Randy Liepa by April 28, 2020.

