



April 27, 2020

Ms. Monica Martin
ACE Academy
330 Glendale
Highland Park, MI 48203

Re: Approval of Continuity of Learning and COVID-19 Response Plan ("Plan")

Dear Ms. Martin:

I am pleased to inform you that the Plan for ACE Academy ("Academy") has been approved by The Governor John Engler Center for Charter Schools at Central Michigan University and will be transmitted by our office to the State Superintendent of Public Instruction and the State Treasurer. The Plan is effective as of the date indicated in the Plan. You may proceed with Plan implementation for the remainder of the 2019-2020 school year and, if applicable, other elements that affect the 2020-2021 school year.

Please also proceed with the following next steps:

- To fulfill one of the required assurances, immediately add a copy of the approved Plan, assurances document, and budget outline to the Academy's website. An approved copy of the Plan is attached and can be found in Epicenter.
- Present the Plan to the Academy's Board of Directors ("Academy Board") at its next scheduled meeting. At that meeting the Academy Board should approve any necessary amendments to the Academy's 2019-2020 budget or other relevant agreements needed to implement the Plan. In accordance with the Terms and Conditions of the Academy's charter contract ("Contract"), the approved Plan shall constitute a Contract amendment to the Contract upon approval by the Academy Board. This Contract amendment will remain in effect as long as the Plan remains in effect. Attached please find a draft resolution for the Academy Board to use in approving the Plan and Contract amendment.

If the Academy requires an amendment to the Plan, please contact Amy Densmore, Director of Charter Accountability, at (989) 506-0355 or via email at avanatten@thecenterforcharters.org to initiate that process.

Thank you for all your efforts to keep student learning moving forward in these trying times. If you have any further questions or need additional support, please do not hesitate to contact us.

Sincerely,

A handwritten signature in black ink that reads "Corey Northrop". The signature is written in a cursive, flowing style.

Corey Northrop
Executive Director

cc: Dean Bach, Board President
Barb Criqui, Board Corresponding Agent

Attachments:

Approved Continuity of Learning and COVID-19 Response Plan
Academy Board Resolution



ACE Academy

Re-engaging Youth in Learning and Self-Improvement



CONTINUITY of LEARNING PLAN

2019-2020

APRIL 24, 2020

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 Name of District Leader Submitting Application: Dr. Anna Amato 48

SECTION 1 – INTRODUCTORY STATEMENTS

PREAMBLE

WHEREAS, the People of Michigan through their Constitution have provided that schools and the means of education shall forever be encouraged and have authorized the Legislature to maintain and support a system of free public elementary and secondary schools; and

WHEREAS, all public schools are subject to the leadership and general supervision of the State Board of Education; and

WHEREAS, the Legislature has authorized an alternative form of public school designated a "[Strict Discipline Academy](#)" (SDA) to be created to serve the educational needs of pupils and has provided that pupils attending these schools shall be eligible for support from the State School Aid Fund; and

WHEREAS, the Legislature has delegated to the governing boards of state public universities, community college boards, intermediate school district boards and local school district boards, the responsibility for authorizing the establishment of strict discipline academies; and

WHEREAS, pursuant to Section 1311b to 1311m of the Revised School Code ("Code"), the **Central Michigan University Board of Trustees** (Authorizer) has considered and has approved the issuance of a contract to **ACE Academy** ("the Academy");

WHEREAS, on March 10, 2020 the Governor of the state of Michigan issued a State of Emergency through Executive Order 2020-04, (replaced by EO 2020-33 on April 1, 2020), followed by several other Executive Orders including rescindments, extensions and additions to the main order, which among other mandatory provisions, and except for critical infrastructure workers, required all Michigan residents to "Stay Home, Stay Safe," and;

WHEREAS Executive Orders 35, 48, 42, 41, 38, and 37 uniquely and in several instances, directly impact all edtec-managed charter public schools (**ACE Academy**, Capstone Academy Charter Schools and Life Skills Center of Pontiac), hereafter referred to as the "Schools," and their respective sub-sites (**ACE Lincoln**, **ACE Calumet**, **ACE Woodward**, **ACE Jefferson**, **ACE Bowman**, Capstone Main, Capstone Mayfield, and Capstone JDF), when compared to other traditional regular school districts or public charter schools; and

WHEREAS the unique situations of each School site and sub-site is interdependent on the respective partner Agency, which also directly determines the extent that edtec teachers and support staff are able to provide distance learning methods of teaching and learning; and

WHEREAS all Schools also operate under approved Michigan Department of Education waivers with respect to required instructional hours, school days and attendance percentages in order to remain eligible for full state aid applicable to the 2019-2020 fiscal and academic year; and

WHEREAS Schools have already met the approved number of required hours, days and attendance levels as of March 13, 2020 necessary to receive full state aid; and

WHEREAS having already provided and fully met its instructional obligations for the 2019-2020 academic year, none of the Schools need an approved Continuity of Learning plan in order to receive their remaining state aid payments (April through August, 2020); however

GIVEN that the Schools, through their Boards of Directors in cooperation and agreement with their Educational Service Provider (edtec central and its management, support and educator teams), still wish to provide supplemental and extended learning opportunities to all of the students they collectively serve at least through the end of the current school year as if the original approved school calendars had remained in effect;

NOW THERFORE, pursuant the desires of the parties, on behalf of the Schools' respective Academy Boards of Directors, edtec central submits this Continuity of Learning Plan on behalf of:

ACE ACADEMY	
School Sites	
ACE–Calumet	ACE–Lincoln
ACE–Bowman	ACE–Woodward
ACE Jefferson	

CAPSTONE ACADEMY CHARTER SCHOOL

School Sites
 Capstone-DBI John R (Main)
 Capstone-DBI Mayfield (Annex)
 Capstone-JDF (Wayne County)

LIFE SKILLS CENTER OF PONTIAC

GUIDING PRINCIPLES

Continuity of Learning and COVID-19 Response Plan (“COL Plan”) Guiding Principles

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 impact learning.
- ❖ Develop a Weekly Plan and Schedule: Offer routines and structures for consistency and to balance 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 and of Michigan Merit Curriculum.
- ❖ Deliver Flexible Instruction: Consider how to deliver content depending on tools and resources accessible to each student. Delivery of instruction may include printed learning materials, phone contact, email, online instruction, 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 their reflection on effectiveness of instruction and to determine next steps for student learning.
- ❖ Engage Families: Communicate with and seek input from families about assessment results in order to inform next steps and the potential for supplemental summer learning. Provide translations as necessary.

ASSURANCES

Continuity of Learning and COVID-19 Response Plan (“COL Plan”) Assurances

Date Submitted:	April 24, 2020
Name of District:	ACE Academy
Address of District:	330 Glendale St. Highland Park, MI 48203
District Code Number:	82998
Email Address of the District:	ACE-COLPlan@edtec.net
Name of Intermediate School District:	Wayne RESA (ISD)
Name of Authorizing Body:	Central Michigan University, Board of Trustees

The applicant hereby provides assurance it will follow the requirements for a Continuity of Learning 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.
2. Applicant provides assurance that it will pay all current 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 local bargaining units and school boards agree to implement the Continuity of Learning Plan.
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 Plan, Assurance Document, and Budget Outline will be posted immediately following approval to the District’s/PSA’s budget transparency website icon.

SECTION 2 – COL PLAN COMPONENTS

Continuity of Learning and COVID-19 Response Plan (“COL Plan”)

The goal of a Continuity of Learning Plan and COVID-19 Response Plan is to ensure that each District and Public School Academy is, to the best of their ability, providing each student with 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 will be necessary and may vary by grade level, student population, school building, sub-site and/or Agency.

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In accordance with [Executive Order 2020-35](#) our COL Plan includes all of the following parts:

Item 01 – Alternative Modes of Instruction

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 meaningfully access 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 in response to COVID-19.

District/PSA Response:

We have specifically designed a comprehensive and flexible [Continuum of Delivery](#) (COD) approach (see [Schedule 1.0](#)) to optimize student engagement and participation, regardless of which alternative modes or methods of instruction might be deployed, based on two overarching factors:

- 1) Our students in at-home situations utilize various technology tools from computers to cell phones to PC's; and
- 2) Our students remaining in residential and secure facilities have varying degrees of access to technology tools based on each Agency's unique situation and policies (primarily, overall facility lay-outs, Agency staffing levels, internet access, and licensing and security requirements). Each Agency has differing capacities to facilitate interactions between students and outside persons ([see EO-2020-27, April 5, 2020](#), for residential and juvenile detention facilities).

To accommodate differences between our Schools, sub-sites, and unique student populations, our COD, which applies to services and methods described throughout the COL Plan, begins with the most **Basic** level (see [Schedule 1.1](#)) and progresses to the **Best of All** level (see [Schedule 1.4](#)).

Over time, and as more resources come to bear, including as other changes and outside forces emerge (e.g. new executive orders, opening up of the economy, etc.) we anticipate moving from one end of the COD to the other, in a scaffolded manner and as more complex modes of delivery become possible for each School and sub-site.

Likewise, should changing conditions negatively impact overall resources, especially staffing levels (such as unavoidable reductions in either School staff or Agency staff due to COVID-19 cases and/or mandatory COVID-19 leave, especially in critical areas), returning to the Basic level for the delivery of instructional services to all students across all School sites and sub-sites, could become necessary.

Assuming a positive outlook, first, the School teams will utilize several alternative modes of instruction in order to best meet the needs of our students during the time when in-person instruction is not an option:

- ❖ Use of online learning through instructional platforms including but not limited to Edmentum [Plato](#) and [Study Island](#).
- ❖ Utilizing telephone communications.
- ❖ Utilizing email to share pertinent instructional information, when allowable.
- ❖ Utilizing [virtual instruction](#), online and offline videos, and TV.
- ❖ Utilizing podcasts and slideshows.
- ❖ Implementing project-based learning activities.
- ❖ Utilizing instructional [work packets](#) and [work books](#).

Our teachers will be encouraged to utilize the modes of learning that will work best for students with consideration given to their age and their overall familiarity with the tools needed to actively engage in the learning activity. The COL Planning teams have researched multiple tools and options for bringing new and often free [educational resources](#) to forefront, for use by both students, teachers, and caregivers.

Second, but perhaps most important, all students will have the opportunity to receive grade-level instructional packets on a regular basis, including packets that are customized to meet the needs of any student eligible for Special Education.

Further, when considering the levels contained within the COD, steps have previously been taken to ensure that all students have access to the forms of electronic instruction that would be needed for distance learning possibilities. Importantly, prior to the COVID-19 crisis we had already established [1-to-1 learning environments](#) at all Schools and sub-sites.

Finally, access to student devices and labs was provided to the Agencies in which non-home students reside, immediately upon learning of the COVID-19 emergency (March 16, 2020). Access to technology devices for at-home youth was ascertained by the respective School teams on this day as well, to ensure all students could continue to have access to existing online instructional platforms. Access to technology-delivered teaching and learning activities will be monitored throughout the COL implementation period by each respective School team, in order to ensure students continue to be able to participate without technical barriers.

Item 02 – Keeping Pupils at the Center

Please describe the methods the district will use to keep pupils at the center of educational activities, including outreach to continue building relationships and maintain connections, and to help pupils feel safe and valued.

District/PSA Response:

The mission of **ACE Academy**, in partnership with youth serving agencies, is to re-engage youth in the active pursuit of self-improvement, interpersonal growth and educational development. Within a climate where students, staff and stakeholders feel safe, secure and valued as individuals, ACE Academy will encourage all students to excel to their highest potential, while providing them the support and tools needed to explore the infinite possibilities that learning and life has to offer.

In keeping with the School's mission, we remain committed to:

- ❖ Maintaining individualized learning plans to guide student progress.
- ❖ Maintaining a consistent but flexible schedule with reasonable routines.
- ❖ Maintaining consistent contact with students' parents, caregivers and guardians (as allowed).

Teachers will be expected to make contact with every student at least one time during the week. This will be done through the contacts in the instructional platform or other forms of district-approved and secured media platforms such as Remind (text alerts), GoToMeeting (on-line conferencing), [Jigsaw](#), etc. In some cases, phone calls may be a better option to connect with students personally, as well as teleconferencing methods provided by an Agency.

In all cases, the focus will be on two-way communication, even in cases where only written communication may be possible due to restrictions and/or limitations of any particular sub-site or partner Agency's circumstances.

Item 03 – Multiple Content Delivery Methods

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

District/PSA Response:

Our district is prepared to deliver content in multiple ways in order to ensure that all students are able to access the learning in meaningful ways. edtec has designed four delivery of service modes, within the framework of a dynamically-tiered continuum of delivery model, to be used for continuity of learning. The four delivery modes are developed with the following student populations in mind (see [Schedule 1.0](#)).

1. For those students for whom the technology cannot be provided as determined by the safety and security team of the partner Agency, the main mode of delivery will be through hard-copy instructional packets. This will be supplemented with phone conferencing to support student engagement and progress. Instructional packets will be delivered weekly for all youth using a predetermined schedule (see [Schedule 3.0](#)). Schedules will be modified as may be needed, per a given School, Agency and/or sub-site.
2. As allowed by the partner Agency, and enabled for all at-home youth, for students with technology access, content will be delivered through the existing online instructional platforms and supported by other video conferencing media (Remind, GoToMeeting, Jigsaw, etc.).

Teachers will be available for [synchronous instruction](#) multiple times per week and [asynchronous instruction](#) through pre-made videos at times convenient to students, parents and care-givers. In preparation for full implementation of all levels across the COD, edtec and the Schools will continue 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: Set goals using knowledge of each student, content area standards, and the 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, TV, slideshows, project-based learning, use of instructional packets, or a combination of these to meet diverse student needs.
- ❖ Endeavor to Engage Families: Communicate 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.)

In considering how the Schools plan to deliver content in multiple ways so that all pupils can access learning, each will provide a free and appropriate public education (FAPE) consistent with the need to protect the health and safety of all, including those students with disabilities and IEPs/504 plans, by providing education, specialized instruction, and related services, as needed.

District-provided FAPE may include, as appropriate, special education and related services provided through technology-based methods such as distance instruction delivered virtually, online, and/or telephonically.

Disability-related modifications and services may be provided on and offline, including but not limited to: extensions of time for assignments; videos with accurate captioning or embedded sign language interpreting; accessible reading materials; and speech or language services through video conferencing.

Where, due to the global pandemic and resulting closures of schools, there has been an inevitable delay in providing services – or even making decisions about how to provide services - the IEP team will make an individualized determination whether and to what extent compensatory services may be needed when school resumes normal operations.

Finally, although federal law requires distance instruction to be accessible to students with disabilities, it does not mandate specific methodologies. Where technology itself imposes a barrier to access or where educational materials simply are not available in an accessible format, educators will still meet their legal obligations by providing children with disabilities equally effective alternate access to the curriculum or services provided to other students.

Item 04 – Monitoring and Managing Student Learning

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

District/PSA Response:

Although students will not be penalized if they are unable to fully participate in online learning opportunities, monitoring student learning through a variety of assessments is essential. The assessments administered and the data collected will be used to determine next steps including:

- ❖ Planning necessary supplemental lessons and/or follow-up instruction.
- ❖ Determining the potential need for summer learning opportunities.
- ❖ Focusing on students to keep them on trajectory tracks, which were in place previous to the COVID-19 emergency, including high school graduation, grade-level promotion, and/or GED high school completion.

[IMPORTANT] High school seniors at all school sites (community- and residential-based), and youth who previous to the emergency were close to completion and/or release from their rehabilitation treatment programs, will receive extra attention and support through the initial implementation weeks.

Despite the challenges of remote learning, teachers will still monitor student learning and check for understanding throughout the learning process. Additionally, teachers will ensure that comprehensive, actionable feedback is provided to students in a timely manner. In order to meet these expectations, teachers will engage in the following:

- ❖ Purposeful planning within instructional teams using a common planning template when appropriate.
 - ❖ Implementation of effective feedback practices and ongoing formative assessments to guide reflection on effectiveness of instruction and determine next steps for student learning.
1. Instructional teams will meet to discuss successes, opportunities for growth, and instructional plans will be created and revised to better meet the needs of students.
 2. Special education 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.
 3. [Special education](#) teachers will actively monitor and assess the learning of children on their caseload in order to provide suitable accommodations, to the extent possible, based on individual needs.

- ❖ Provision of weekly updates regarding their students' academic progress. This may include:
 1. Every-other-week summaries of content covered, current level of student understanding, and suggestions for extending knowledge using evidence of learning.
 2. Communication of any pertinent assessment data along with an explanation of next steps (if necessary).

- ❖ Keeping communication channels open, while adhering to established schedules to the extent possible, with best efforts in mind (see [Schedule 3.0](#) and [4.0](#)).
 1. Learning packets will be collected each week.
 2. Teachers will review the learning packet and provide feedback to the student during their weekly phone call, virtual meeting, or email if access is available.
 3. Learning packets with written feedback will be returned to the student the next week.
 4. Feedback from the teacher will include differentiated work as needed, along with examples to support student learning. An example of differentiation may be providing a student that is struggling with double-digit subtraction additional practice and several written examples with the steps.
 5. A phone call would also be used as a follow-up if needed. When possible, virtual calls may be used.

- ❖ Grading, credit, promotion, graduation and issuing of diplomas.
 1. The Schools will consider a student's grade at the time of closure as the lowest grade to be awarded and designated on a report card or transcript (as applicable) for that course grade and/or credit.
 2. In place of a failing grade, the academy will designate credit as "incomplete" (I) so that students have an opportunity to make up the work.
 3. All students will be provided the additional opportunity and supports needed, including during the summer, to improve their grade through make-up, exemption of non-essential grades, or completion of additional learning activities.

4. In reference to 12th Grade Student Grading, as mandated by EO 2020-35, and as described in Item 5 below, the Schools shall do all of the following:
 - Issue grades to pupils in Grade 12;
 - Award credits needed for graduation;
 - Provide for completion of the Michigan Merit Curriculum;
 - Issue diplomas to pupils; and
 - Reflect continued learning by pupils pursuant to the Order

5. The Schools will employ one or more of the following options relating to 12th grade students (and for all other students related to a promotion), based on the student's academic profile as of March 13, 2020:
 - Award credits and grades for courses taken based on coursework through March 11, 2020.
 - Provide an optional final exam or other culminating activity to test pupil understanding of the subject matter of a course to the extent practicable.
 - Certify pupils in Grade 12 as eligible to graduate using a prior learning assessment, a portfolio, or a resume approach.
 - Offer an interdisciplinary culminating activity that encompasses essential standards missed by pupils due to the closure of schools.

In all cases, the Schools are committed to ensuring that students, through no fault of their own, are not harmed by the Covid-19 pandemic and the emergency school closures which followed. This will remain one of our highest priorities as important decisions regarding grades, credits, promotions, graduations and the issuance of diplomas, proceed.

Item 05 – Budgeting Premises

Please attach a Budget Outline estimating [any] additional expenditures associated with the COL Plan and sources of revenue to pay for those expenditures.

District/PSA Response:

In order to ensure that our students have access to adequate technology, during these extraordinary circumstances, our district may utilize Title I funds in ways listed below, as outlined within the Memorandum regarding Flexible Title Funds for Technology from Deputy Superintendent Venessa Keesler, dated March 27, 2020:

- ❖ To purchase devices for teacher use to support student learning.
- ❖ To purchase student devices including iPads, Chromebooks, and Tablets.

We may utilize Title IIA Funds in the following ways:

- ❖ To fund training and professional learning for our teachers to better prepare them to virtually deliver instruction and connect with students.
- ❖ To fund virtually delivered professional development opportunities to support goals identified within the district improvement plans.
- ❖ To purchase devices needed to support the training opportunities offered to our teachers.
- ❖ To support student learning using technology by transferring funds to Title I.

We may utilize Title IV Funds in the following way:

- ❖ To support technology, which includes devices, access, and materials for students and teachers.

In order to comply with reporting mandates, we will email our Michigan Department of Education (MDE) Regional Unit Manager to inform him/her of the changes. We will note all changes and approvals for future audit purposes. Additionally, if further budget amendments are necessary, we will make changes to our local budget to reflect the actual expenditures.

See [Section 3, Budget Outline](#) for further details.

Item 06 – Stakeholder Collaboration

Please describe the manner in which district administrators, board members, teachers, and any representatives of teachers collaborated in development of the COL Plan.

District/PSA Response:

Our district values the opinions and ideas of all stakeholders. For this reason, we included each of the following groups as we worked to develop a comprehensive COL Plan for providing continuity of learning to all students:

- ❖ School Board Members.
- ❖ District Administrators.
- ❖ Building Administrators.
- ❖ [Child Caring Institution](#) Administrators.
- ❖ Teachers.
- ❖ Paraprofessionals.
- ❖ Social Workers.
- ❖ Technology Team.
- ❖ Care Management Organizations.
- ❖ Community-based Support Organizations.

Primarily, to involve stakeholders (going back to March 13, 2020), the leadership teams organized and conducted numerous meetings and work sessions between and among various team members representing stakeholder groups. These interactions were conducted using a variety of methods including phone calls, teleconferencing, video conferencing, online chats and email exchange.

Item 07 – COL Plan Notification to Pupils and Parents

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

District/PSA Response:

To ensure all stakeholders are aware of the COL Plan, and that the COL Plan is executed well, we are implementing a clear, consistent, concise, and accessible communication plan. In addition to the regular schedules for contacting students and delivering and receiving student work, elements of the communication plan include several methods for notifying parents, caregivers and guardians about the COL Plan and to keep them connected and engaged throughout execution.

Methods include, but are not limited to, the following:

- ❖ Direct Person-to-Person Telephone Calls.
- ❖ Video Calls (when allowable and possible).
- ❖ Robo Calls.
- ❖ Regular US Mail – Letter mailed to families.
- ❖ Email (when accessible and/or allowable).
- ❖ Remind (organization-wide communication platform).
- ❖ Regular Text Messages.
- ❖ Flyers and Newsletters.
- ❖ Social Media posting(s).
- ❖ Website posting(s).
- ❖ Home Visits – where possible/necessary (in accordance with social distancing requirements).

Item 08 – Implementation Date

Please provide an estimate of the date on which the district will begin implementation of the COL Plan, which must be by April 28, 2020.

District/PSA Response:

Across all Schools and sub-sites, the COL Plan, while essentially in practice since March 16, will be officially implemented on April 28, 2020 at the [Basic](#) level of the [Continuum of Delivery](#) approach (see [Schedule 1.0](#)).

For all at-home youth, we will also implement [Better](#) and [Better Yet](#) modes of alternative instruction. Moving each student to the [Best of All](#) level will evolve over time as we train up staff, as well as identify which students, if any, require additional technology devices and improved internet access from within their home settings.

For all students residing in non-home settings, it is our goal for these youth to be able to access remote learning options as soon as possible. To that end, our district is committed to thoughtfully and systematically adding more layers of our [COD](#) scaffolded approach as resources enable and circumstances with our various partner Agencies evolve and change.

Item 09 – Postsecondary Dual Enrollment Assistance

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 the 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:

For the 2019-2020 school year, no Schools have any pupils who are enrolled in any postsecondary dual enrollment courses under Public Act 160 of 1996, as amended, MCL 388.511 to 388.524, and the Career and Technical Preparation Act, 258 PA 2000, as amended, MCL 388.1901 to 388.1913.

Item 10 – Assuring Food Security for Pupils

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

District/PSA Response:

For students enrolled in Schools located inside of partner Agency facilities, the Agency (as a licensed Child Caring Institution) is responsible for and will continue to provide all meals to youth. The School will provide additional evidence of this obligation by the Agency and of this being the practice and understanding since the School's founding.

For Schools serving at-home students, the School team will continue to ensure youth and their families are connected to community-based food distribution programs. The School team in Pontiac for instance, already assisted each student and family to connect with and make use of the local Gleaner's community-based food program, at the onset of the emergency. Students and parents were also provided a list of agencies and contacts for food programs in their community (see [List-1](#) and [List-2](#)). A copy of this list will be maintained in the School's online COL Plan, available through the School's Transparency Reporting page, a link familiar to our students, parents and other caregivers. The administrative team will also distribute any updates to the Lists via USPS, as required.

Through their regularly scheduled check-ins and other communication contacts (see [Items 2, 3, 4](#) and [7](#)), School teams will also check to see if any food insecurity issues emerge. In such cases, a School liaison will follow up by email, text and/or phone, to reconnect families to food programs and/or other special COVID-19-related support programs as may become available and/or might be helpful to a student and their family.

Item 11 – Confirmation to Pay School Employees

Please confirm that the district will continue to pay school employees while redeploying staff to provide meaningful work in the context of the COL Plan, subject to any applicable requirements of a collective bargaining agreement.

District/PSA Response:

We confirm that school employees will continue to be paid, while redeploying staff as may be needed in order to provide meaningful work in the context of the COL Plan.

An example of our redeployment of staff could include having our staff, to the extent that they can do so safely, assist with the delivery of instructional materials. Other ways we may redeploy staff is to have team members volunteer to serve as:

- ❖ Community and partner liaisons.
- ❖ Beta-testers and researchers for technology-based teaching and learning resources.
- ❖ Internal trainers.
- ❖ Creation of teaching videos, special lessons and project-based instructional guides.
- ❖ Assessment reviewers.
- ❖ COL Plan monitors.
- ❖ Supporting tasks (sewing edtec-wide masks).
- ❖ Supplemental pupil support (guided by teachers).
- ❖ Reviewing homework against answer keys.
- ❖ Other emergent needs.

Item 12 – Evaluating Pupil Participation in the COL Plan

Describe how the district will evaluate the participation in the COL Plan by pupils.

District/PSA Response:

Teachers will keep track of which students are completing the weekly instructional packets (see [Schedule 4.0](#)).

Teachers and support staff will use phone calls, as well as the built-in instructional platform completion and progress alerts, to monitor student wellness, engagement, and completion of assignments. Staff will also keep logs of communication contacts with students, parents and partner Agency caregivers.

Inconsistent completion and/or communication patterns will be raised to the School Leader level in order to develop a plan to reconnect with the student, including involving the parent and/or partner Agency caregiver.

Surveys and interviews will be used to obtain feedback from students with the goal of identifying and rating components of the COL Plan from least effective to most effective, with an emphasis on identifying those elements students ranked as the best (in their view) and which they readily engaged in most often (based on logs and completion rates).

Item 13 – Assuring Mental Health Supports for Pupils

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:

We are committed to providing ongoing mental health supports to pupils affected by our state of emergency and state of disaster prompted by COVID -19.

We will provide several modes of support to all students. Staff will be provided a variety of resources that can be used with students to help explain our current reality, while easing fear and anxiety where possible. The resources will include, but not be limited to:

- ❖ Lesson plans designed to educate and inform the students on COVID -19.
- ❖ Journaling prompts to allow an outlet for students to express their thoughts and concerns surrounding COVID -19.
- ❖ Connecting at-home students to virtual social workers and/or family counselors as may be appropriate.
- ❖ Working with partner Agency staff who likewise are providing mental health supports to all affected students residing in non-home placements.

Item 14 – Supporting the Intermediate School District

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:

Our community-based Schools stand ready to mobilize disaster relief child care centers by opening classrooms if and when called upon for such support. We are aware of the coordinated efforts of the ISDs, which have the necessary contact information by which to reach us.

This component is not applicable to any of our Schools or sub-sites which operate inside of other private, child-caring institutions.

Item 15 – Balanced Calendars

Does the District's COL Plan provide for the adoption of a balanced calendar instructional program for the remainder of the 2019-2020 school year and/or does it call for the adoption of a balanced calendar instructional program for the 2020-2021 school year?

District/PSA Response:

Since their inception, all of edtec-managed Schools have continuously operated using a year-round schedule, and adopted a *balanced calendar* for the 2019-2020 school year. (see [2019-2020 School Calendar](#)). The Schools will also adopt a year-round, balanced calendar for the 2020-2021 school year.

Further, Schools operate under alternative education waivers approved annually by MDE. This results in each School meeting (and exceeding) the minimum number of instructional hours, days and attendance levels, which are required for either the current school year (see [MDE Approval Letter](#)) or will be required under a waiver renewal for the subsequent school year.

2019-2020 School Year: Instructional Days | Hours by Month

	Month	Days	Note - Excluded from Days Column Count
	Jul	16	
	Aug	12	
	Sep	16	3 PD Days
	Oct	21	2 PD Days
	Nov	17	1 PD Day
	Dec	14	1 PD Day
	Jan	19	
	Feb	15	2 Snow Days 1 PD day
140	Mar 1 - 13	10	School open thru Mar 13. Total 140 Days, excluding snow and PD, by this date.
	Mar 16 - Apr 3	15	Distance Learning (DL) Moved previously scheduled PD to Break.
	Apr 13 - Apr 27	11	DL Moved previously scheduled PD to Break
	Apr 28 - Jun 15	36	DL COL Plan Start 1 PD Day
	Subtotal	202	Instructional Days (without any forgiven Snow Days or PD days)
		2	Snow Days forgiven
		5	PD Days Used (out of 8 provided thru Feb 28)
		10	Extra School Days added this year during "Xmas Camp" as a beta test.
	Total Days	219	
5.5	Total Hours	1,204.5	July 8, 2019 - June 15, 2020
Hrs/Day		878.4	Required under alternative education waiver.

Item 15.1 – Recap of Instructional Days and Hours

Jul 1, 2019 – Mar 13, 2020

Mar 16, 2020 – Apr 5, 2020 and April 13, 2020 – April 27, 2020

April 28, 2020 – June 15, 2020

Worksheet for Calculating Instructional Days 2019-20			
Item Description	Originally Scheduled 2019-2020	Traditional Schools	Alt Ed Waiver
Number of Instructional Days required (or scheduled) for 2019-2020.	201	180	146
Number of actual Instructional Days provided through and including March 13, 2020.*	140	140	140
Number of actual Instructional Days provided from March 16 - April 3, 2020.	15	15	15
Number of actual instructional Days provided from April 13 - 27, 2020.	11	11	11
Number of non-instructional Days used before March 13 because of conditions not within the control of the school "snow/sick" (up to 6 days will be counted as instructional days).*	2	2	2
Number of PD Days/Hours (38) allowed before March 13.*	5	5	5
Number of additional instructional days added during the Winter Break for "Christmas Camp," with full day schedules & teachers (documented).	10	10	10
Number of non-instructional days after March 13 and before Continuity of Learning Plan start date. We provided learning packets & on-learning.	N/A	N/A	N/A
Number of non-instructional Days after March 13 and before Continuity of Learning Plan start date used because of COVID-19 school closure (up to 13 days + number of unused "snow/sick" days will be counted as instructional days). We use unused snow days here.**	4	4	4
Number of non-instructional Days after March 13 and before Continuity of Learning Plan start date used for preparing for alternative modes of instruction (up to 5 days will be counted as instructional days). We use 5 PD days that occurred during the students' break (April 6 - 10, 2020).**	5	5	5
Number of instructional days from Apr 28 - June 15, 2020.	36	36	36
Total Instructional Days for 2019-2020.	228	228	228
Number of days below either 50% or 75% Attendance	-	-	-
Total Instructional Days that will be provided by June 15, 2020	228	228	228
*These days, before the shut-down, add up to 147 days, which exceed the waiver minimum of 146.			
**These days if allowed under the EO are the only "extra" Covid-19 days we include. If not counted, we still meet the required days and hours.			
Alternative Education Waiver Requirements: Days = 146 Hours = 878.40 Minimum Daily Attendance = 50%			

Note: The difference between the total days on this chart (228) and the total days shown on the previous chart (219) are the additional 4 unused snow days, plus the additional 5 PD days (9 days in total) that occurred during the student break when staff continued to work (April 6 – 10, 2020).

edtec schools

2019-2020 School Calendar

July 2019						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
0						16

August 2019						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
						12

September 2019						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
3						16

October 2019						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
2						20

November 2019						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
1						17

December 2019						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
1						14

January 2020						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
						19

February 2020						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
1						17

March 2020						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
2						20

April 2020						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
1						16

May 2020						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1					18

June 2020						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
						15

	School Closed		First or Last Day of Session		ACE Graduation
	PD Day		Up to 5 PD Days = 206 Days		LSP Graduation
	End of Quarter		201 Instructional Days		CAA Graduation

SECTION 3 - BUDGET OUTLINE

A – Current Financial Position

Using confirmed local, state and federal revenues, and considering 9 months of spending trends, ACE Academy is projected to end the current fiscal year with an estimated Fund Balance of \$184,924 (lowest) to \$740,620 (highest) The budget allows for COVID-19 spending of \$52,000. We also show a Fund Balance set aside for potential mandatory leave liability covering 12 months.

RevMajClass	Adopted and Current Budget	Amended Budget	Actuals (YTD)	Encumb. (YTD)	Available
192 - Private Sources	17,500	7,687	7,687	-	-
311 - Unrestricted - State Revenues	1,908,900	1,198,585	682,320	-	516,265
312 - Restricted - State Revenues	178,300	205,162	116,410	-	88,752
414 - Restricted from Fed Gov thru State	709,552	513,627	190,740	-	322,886
Total	2,814,252	1,925,060	997,157	-	927,903
Function	Adopted and Current Budget	Amended Budget	Actuals (YTD)	Encumb. (YTD)	Available
110 - Basic Programs	813,200	813,200	603,847	731	208,621
120 - Added Needs	524,937	524,937	501,759	-	23,178
xxx - COVID-19 Resources	-	52,000	-	-	52,000
210 - Support Services - Pupil	416,190	416,190	160,313	-	255,877
220 - Support Services - Instructional Staff	271,288	271,288	90,845	-	180,443
230 - Support Services - General Administration	186,900	186,900	101,877	-	85,023
240 - Support Services - School Administration	152,700	152,700	122,712	12	29,976
250 - Support Services - Business	168,700	168,700	58,332	-	110,369
260 - Operations & Maintenance	317,800	317,800	177,883	-	139,917
270 - Pupil Transportation Services	1,000	1,000	550	-	450
280 - Support Services - Central	250,500	250,500	92,672	1,446	156,382
330 - Community Activities	17,100	17,100	12,674	-	4,426
Total	3,120,315	3,172,315	1,923,464	2,190	1,246,661
Revenue (Under) Over Expenditures	(306,063)	(1,247,255)	(926,307)	(2,190)	(318,758)
Beginning Fund Balance July 1 (Audited)	1,279,872	1,432,179	1,432,179		152,307
Ending Fund Balance June 30 (Estimated)	973,809	184,924	505,872	(2,190)	(166,451)
Total Available State Funds @ 100% paid (12 months)			1,403,747		
Federal Aid @ 100%			672,490		
Carry-over for Summer School Costs			(158,863)		
Local Aid (YTD) @ 100%			7,687		
Total Available Rev thru Jun 30, 2020.			1,925,060		
Beginning Fund Balance			1,432,179		
Total Available Funds			3,357,239		
Original Budgeted Expenditures			(3,120,315)		
Covid-19 Resources			(52,000)		
Estimated Fund Balance Jun 30 (Lowest)	FB to SAR Ratio	13%	184,924		
Potential Savings					
Expenditure Trends YTD Jul - Mar 31	1,923,464	Low FB	184,924		
Average Per Month (9 months)	213,718	+Savings	555,696		
A. Annual Estimate (12 months)	2,564,619	High FB	740,620		
B. Original Estimate	3,120,315				
Savings to Fund Balance (B - A)	555,696				
Mandatory Leave Set-Aside @ \$15,000 / Emp	25	15,000			
Assigned Fund Balance			375,000		
Unassigned Fund Balance			365,620		
Total Estimated Fund Balance (Highest)			740,620		

B – Cash Flow

	July Actual	August Actual	Sept. Actual	Oct. Actual	Nov. Actual	Dec. Actual
Beginning Cash Balance	674,975	668,014	629,407	951,041	772,772	623,759
Deposits:						
Local	5,993		2,564		3,589	
State Aid	184,098	184,312		152,775	153,243	70,778
Federal			631,053			
Credits and Prior Year Adjustments	13,218		1,736	17,177		
SAN Loan Proceeds						
Total Deposits	203,310	184,312	635,353	169,952	156,831	70,778
Total Available Funds	878,285	852,326	1,264,760	1,120,993	929,603	694,537
Use of Funds:						
Personnel Expenses - Fund 11	85,000	75,000	140,000	195,000	200,000	-
Operating Expenses - Fund 11	85,167	107,810	173,714	149,133	101,756	117,458
SAN Loan Repayment - Principal	34,132	33,995	-	-	-	-
SAN Loan Repayment - Interest	1,581	1,718	-	-	-	-
Prior Year Expenditures - Fund 11	-	-	-	-	-	24,820
Authorizer Fee	4,386	4,391	-	4,083	4,083	-
Bank Transfer Fee	5	5	5	5	5	5
Total Funds Used	210,271	222,918	313,719	348,221	305,845	142,283
Ending Balance - Fund 11 (Per Bank Statement)	668,014	629,407	951,041	772,772	623,759	552,254
Less: Outstanding Transactions (Checks in Transit)	24,076	1,202	36,635	41,682	26,257	12,027
Ending Cash Balance (Per Balance Sheet)	643,938	628,205	914,407	731,090	597,502	540,226
	Jan. Actual	Feb. Actual	March Actual	April Estimate	May Estimate	June Estimate
Beginning Cash Balance	552,254	536,936	432,508	250,428	291,965	153,073
Deposits:						
Local	1,534	-	-	-	4,375	-
State Aid	190,535	156,122	174,559	116,106	122,228	122,228
Federal	-	-	-	190,740	-	322,886
Credits and Prior Year Adjustments	431	-	-	-	-	-
SAN Loan Proceeds	-	-	-	-	-	-
Total Deposits	192,500	156,122	174,559	306,846	126,603	445,114
Total Available Funds	744,754	693,057	607,067	557,275	418,567	598,187
Use of Funds:						
Personnel Expenses - Fund 11	90,000	110,000	212,000	110,000	110,000	110,000
Operating Expenses - Fund 11	88,621	122,568	115,709	151,797	151,797	151,797
SAN Loan Repayment - Principal	-	-	-	-	-	-
SAN Loan Repayment - Interest	-	-	-	-	-	-
Prior Year Expenditures - Fund 11	24,820	24,820	24,820	-	-	-
Authorizer Fee	4,367	4,083	4,861	4,367	3,131	4,079
Total Funds Used	207,808	261,471	357,391	266,164	264,928	265,876
Ending Balance - Fund 11 (Per Bank Statement)	536,946	431,586	249,676	291,111	153,639	332,311
Less: Outstanding Transactions (Checks in Transit)	21,865	18,337	14,570	-	-	-
Ending Cash Balance (Per Balance Sheet)	515,080	414,171	235,859	291,965	153,073	332,693

C – Reallocated Resources

ACE Academy does not need to reallocate any current federal funds. All anticipated expenditures for supporting the COL Plan are possible under the Amended Budget.

However, should it become necessary to reallocate existing federal funds for any specific COL Plan needs, the team will follow the guidance as provided in MDE’s memo dated March 27, 2020: [“Flexibility in Title Funds for Technology.”](#)

Estimated COVID-19 Resource Costs: \$52,000 (rounded up)

DESCRIPTION	TOTAL	QTY	UNIT	COST
EduLastic – Assessment Data Hub and Dashboard @ \$2/student	400	200	Lics.	2
Training @ \$2,000 per session / 3 sessions	6,000	3	Days	2,000
GoToMeeting / GoToWebinar - Virtual Conferencing and Training SaaS @ \$220/month.	2,640	12	Month	220
Network configuration support and implementation roll-out 50 hours @ \$95/hr.	4,750	50	Hours	95
Training @ \$2,000 per session / 3 sessions	6,000	3	Days	2,000
Essential Workbooks. Reading / Math / ELA-Writing / Smart Skills. 200 @ \$60/student	12,000	200	Sets	60
Printing and Deliver Costs (estimated) FedEx to each site, 2 times per month @ \$250/ea.	4,500	6	Delivs	750
Miscellaneous Supplies Allocation per student. 200@ 50/student.	10,000	200	Studs	50
Miscellaneous Supplies Allocation per staff. 20 @ \$250/staff.	5,000	20	Staff	250
Total (Estimate)	51,290			

SECTION 4 - SCHEDULES

Schedule 1.0 – Dynamically-Tiered Instructional Delivery Model

Continuum of Delivery (COD)

	<i>Description</i>	Basic	Better	Better Yet	Best of All
Daily Duration	<i>How long will the school day be?</i>	½ Day	½ Day	Full Day	Full Day
Days Per Week	<i>How many days per week will we provide services and on what days during the week?</i>	4 M, T, W,R	4 M, T, W, R	5 with Project Friday Alternating every other Week M, T, W, R, F	5 with Project Friday Weekly M, T, W, R, F
Teacher Interaction	<i>How will the teacher interact with the youth?</i>	Written Feedback on returned packets 1 Weekly Phone Call	Written Feedback 2 Weekly Phone Calls	Written Feedback 3 Weekly Phone Calls 2x Weekly Virtual sessions	Written Feedback 2 Weekly Phone and 3x Weekly Virtual sessions
Student Work	<i>What work will the youth complete?</i>	Weekly Work Packets	Grade Level Packets Grade Level Workbooks	Grade Level Packets Grade Level Workbooks Online Computer Assignments	Grade Level Packets Grade Level Workbooks Online Computer Assignments Teacher Created and Led Project Based Learning
<i>For secure and non-secure sites, all instructional models are designed with consideration given to availability of technology, adult supervision, required assistance and teacher interaction.</i>					

Schedule 1.1 – Basic

Basic	
<i>The Basic tier instructional mode is the first level of content delivery and teacher interaction. It is not technology inclusive or dependent.</i>	
	<i>Description</i>
Daily Duration <i>What time will be identified for two-way communication?</i>	Teachers will reach out to students via telephone between the hours of 8:00 AM and 11:30 AM.
Days Per Week <i>How many days per week will we provide services and on what days during the week?</i>	Teachers will make scheduled phone calls four days per week Monday – Thursday with Friday reserved for make-up calls.
Teacher Interaction <i>How will the teacher interact and/or provide feedback?</i>	<p>Written Feedback on returned packets with 1 Weekly Support phone call.</p> <hr/> <p><i>Teacher Interaction is not real time; support call may happen after or before student completes packet sections.</i></p>
Student Work <i>What work will the youth complete?</i>	Grade level Work Packets delivered, collected and returned weekly.

Schedule 1.2 – Better

Better	
<i>The Better tier instructional mode is the second level of content delivery and teacher interaction. It is not technology inclusive or dependent. Teacher interaction is increased and student materials include all materials from the Basic tier.</i>	
	Description
Daily Duration <i>What time will be identified for two-way communication?</i>	Teachers will reach out to students via telephone between the hours of 8:00 AM and 11:30 AM twice per week.
Days Per Week <i>How many days per week will we provide services and on what days during the week?</i>	Teachers will make scheduled phone calls four days per week Monday – Thursday with Friday reserved for make-up calls.
Teacher Interaction <i>How will the teacher interact and/or provide feedback?</i>	Written Feedback on returned packets with 2 Weekly Support phone calls.
	<i>Teacher Interaction is not real time; support call may happen after or before student completes packet sections.</i>
Student Work <i>What work will the youth complete?</i>	Individualized Grade level Work Packets delivered, collected and returned weekly. Self-paced, independent, commercially produced Grade level workbooks provided to all students, with teacher monitoring and tracking

Schedule 1.3 – Better Yet

Better Yet	
<i>The Better Yet tier instructional mode is the third level of content delivery and teacher interaction. It is technology inclusive.</i>	
	<i>Description</i>
Daily Duration <i>What time will be identified for two-way communication?</i>	Teachers will make contact daily between the hours of 8:00 AM and 3:00 PM via telephone and virtual computer-based platform. Students will participate in teacher led Project Based Learning every other Friday.
Days Per Week <i>How many days per week will we provide services and on what days during the week?</i>	Teachers will make scheduled phone calls three days per week and will host virtual sessions twice per week.
Teacher Interaction <i>How will the teacher interact and/or provide feedback?</i>	Written Feedback on returned packets with 3 Weekly Support phone calls 2 virtual instruction sessions. <i>Teacher will have the opportunity to interact in real time, virtually, as students complete assignments.</i>
Student Work <i>What work will the youth complete?</i>	Individualized Grade level Work Packets delivered, collected and returned weekly. Self-paced, independent, commercially produced Grade level workbooks provided to all students, with teacher monitoring and tracking. Students will work on computers with teacher direction through the Plato/Study Island Platform .

Schedule 1.4 – Best of All

Best of All	
<i>The Best of All tier instructional mode is the fourth level of content delivery and teacher interaction. It is technology inclusive.</i>	
	<i>Description</i>
Daily Duration <i>What time will be identified for two-way communication?</i>	Teachers will make contact daily between the hours of 8:00 AM and 3:00 PM via telephone and virtual computer-based platform. Students will participate in teacher led Project Based Learning every other Friday.
Days Per Week <i>How many days per week will we provide services and on what days during the week?</i>	Teachers will make scheduled phone calls twice per week and will host virtual sessions three times per week.
Teacher Interaction <i>How will the teacher interact and/or provide feedback?</i>	<p>Written Feedback on returned packets with 2 Weekly Support phone calls 3 virtual instruction sessions.</p> <hr/> <p><i>Teacher will have the opportunity to interact in real time, virtually, as students complete assignments.</i></p>
Student Work <i>What work will the youth complete?</i>	<p>Individualized Grade level Work Packets delivered, collected and returned weekly. Self-paced, independent, commercially produced Grade level workbooks provided to all students, with teacher monitoring and tracking.</p> <p>Students will work on computers with teacher direction through the Plato/Study Island Platform.</p> <p>Students will complete inquiry-based teacher led projects.</p>

Schedule 2.0 – Educational Resources

Educational resources researched by education team members and saved to Padlet.

Title	My dazzling shelf of COVID-19 Resources	Padlet: Online Organizing Resource
Description	Online Resources for Teaching during the Shut Down	
URL	https://padlet.com/loislane7167/qxcd5dtifub6ah1	
Builder	Lois	
Created At	2020-04-15 13:43:37 UTC	
Subject	Body	Attachment
Description		
	This resource guide is a living document of all the available tools for SDA and alternative teachers dealing with COVID-19 virus impact. The resources have been selected to target the work in alternative settings with secondary students who need a more secure set of online tools.	https://padlet.com/loislane7167/qxcd5dtifub6ah1
Activities		
Live Streamed Activities	Livestream Activities Calendar	https://docs.google.com/spreadsheets/u/1/d/1d9vA4JUnr1xFafSY5n7iF75eCb3fX2Azy_6rZOOzH_8/htmlview?usp=sharing&sle=true&urp=gmail_link
Art at Home	A list of online resources for art.	https://docs.google.com/document/u/1/d/1EVMQiHHKugF4RQ071DzimkSKn1AuiBNOJ-i6xs1mBts/preview?usp=sharing&fbclid=IwAR2DmvKI-cPkrYwWcEagzAcimY3ftW7IW1_J30RKRG47ns5wsAKq5ahDFmc&sle=true
Applied Digital Skills		https://applieddigitalskills.withgoogle.com/s/en/home
30 Virtual Field Trips	Over 30 Virtual Field Trips with Links!	https://docs.google.com/document/d/1SvIdgTx9djKO6SjyvPDsoGIkgE3iExmi3qh2KRRku_w/preview?fbclid=IwAR1LpGrFNJZimcSJQXaMo1OA3tt7X5riZwiliZzy3p5-49dfk8INNmEHGDg&pru=AAABcQhJzPs*a7MaF31ETWAKCrhE9gQWSg
Ted Ed Video List	Ted Ed video list categorized by topics for easy integration.	https://docs.google.com/document/d/1IUzad8RFMU8cFwCLMeTv7bq1R3ctmdAo1MvZ-NOobpY/preview

Gifted and Talented Resources	Virtual Gifted and Talented Enrichment Support Materials	https://docs.google.com/document/d/1UbaobL2ymO4_MW4N0eVvdBEfMPLYGaH7KipH27Onmg0/edit?usp=sharing
Digital Citizenship Lesson	Digital Citizenship lessons for a 9 day unit.	https://docs.google.com/document/d/1N3rCdSyu4NmGmmdlVF4odhh3lg_KiywUI9BkrQiid6l/edit
Math Videos By Content	Math video links to YouTube videos by a math teacher. Each one is its own activity.	http://www.tarveracademy.com/blog/google-classroom-and-video-hangouts-tips-and-tutorials
90 Math Bell Ringers	90 Math Bell Ringers to start class.	http://www.tarveracademy.com/bell-ringers
Student Podcasts	This year, NPR held its first Student Podcast Challenge — a podcast contest for students in grades 5 through 12. As we listened to the almost 6,000 entries, we smiled, laughed, and even cried. Students opened their lives to us with stories about their families, their schools and communities and their hopes for the future.	https://www.npr.org/2019/06/08/729605772/eight-student-made-podcasts-that-made-us-smile?fbclid=IwAR1cFgc3sxh2icGTbyCKdc_Udm7kUfeooUU75elmelaLF2OniAnR8Y8S2UY
Bunk History	Digital archive of a variety of media produced about current events, public history and government. Bunk shows connection both spatially and across historic eras.	https://www.bunkhistory.org/
VR Field Trips	It is time to EXPLORE the world!	https://docs.google.com/document/d/1ZAxvFV2_uSk44q75y4odr8XjuZ7KWUDvkSptHi6TVfE/preview?fbclid=IwAR3RsM3wqnziAadvjxRh8pF-gGv6q5gP6Cs5fKNA-MNkhWpZgFaCfzWyQ9Y
Active History	1 month free trial! When you get your email there is one extra step to consider ***To activate your account and receive your password, please REPLY to this message with the word 'PROCEED'.	https://www.activehistory.co.uk/free_trial/4_thanks.php
ULTIMATE Activities GUIDE	eLearning activities can be fun AND promote quality learning. Here are lots of examples and templates to use!	https://ditchthattextbook.com/elearning-activities/

Video Conferencing and Screen Cast		
JIGSAW	E-teaching	https://jigsawinteractive.com/solutions/education/
Blue Jeans	Video Conferencing	https://pages.bluejeans.com/video-conferencing-trial.html?utm_source=google&utm_medium=cpc&personsource=paid_search&utm_content=TriallP&utm_term=blues%20jeans&utm_campaign=NA%20-%20Branded%20Core&utm_adgroup=NA%20-%20Branded%20Core%20-%20BlueJeans%20Misspellings
Google Meet Training	This is a series of Google Meet training videos.	https://www.controlaltachieve.com/2020/03/meet-videos.html
Screencast	If your school has temporarily closed due to the Coronavirus and is looking for a solution for remote learning, please have an administrator contact us at sales@screencastify.com . We'll do whatever we can to help at no cost.	https://www.screencastify.com/
Loom	Screencasting Tool	https://www.loom.com/
Avaya	Our free Avaya Spaces offer provides a cloud meeting and team collaboration solution that enables people and organizations to connect and collaborate remotely – and goes beyond integrating chat, voice, video, online meetings and content sharing. It gives users all the meeting and team collaboration features needed, including voice and video conferencing for up to 200 participants.	https://www.avaya.com/blogs/archives/2020/03/avaya_spaces_cv/
Google Meet	Google Video Calls.	https://meet.google.com/_meet
Blue Jeans	Video conferencing platform for students and teachers with built-in security.	https://www.bluejeans.com

Guides to Online Learning		
GoToMeeting	Meeting platform that can host conference calls, video calls, and webinars. Can create separate classrooms for different groups of students.	https://www.google.com/url?q=https://www.gotomeeting.com/work-remote&sa=D&ust=1584204868972000&usg=AFQjCNFW7NQhblZAwlqxIRWbr8oeci7IPg
Sphero EDU	Sphero EDU launches free premium activities.	https://edu.sphero.com/cwists/category?utm_source=ActiveCampaign&utm_medium=email&utm_content=Complimentary+Access+to+Premium+Sphero+CS+Content&utm_campaign=CSF+3%2F26
Google's Guide	This is Google's guide to teaching from home.	https://teachfromhome.google/intl/en/
MASSIVE ONLINE GUIDE	A curation of resources we know, use and love--both in the classroom and beyond.	https://sites.google.com/view/rtwdistancelearning/home?authuser=0
Guide to All Things Screencasting	Screencasting is the capture all of the action on a computer screen while you are narrating. Screencasts can be made with many tools and are often used to create a tutorial or showcase student content mastery. This page provides links to information, ideas, rubrics, and tools for the creation of screencasts by both teachers and students.	https://www.schrockguide.net/screencasting.html
Online Tool Kit	Kennesaw State University's iTeach, a service unit in the Bagwell College of Education, is prepared to support teachers, learners, and communities in the event of a 'tele-school' scenario. We provide coaching and consulting services both face-to-face and virtually through our many partnerships, and can help to ensure that educators feel supported to migrate their content and pedagogy to the cloud.	https://docs.google.com/document/d/1nG9NrPIOu-uJktITd8Evdsz0NExqfuwLf6N5JqUWyhC/preview?fbclid=IwAR1GSQzQW8I6jnKb8gamOz6_l3tHmAel_d7oNLNM39aySfYj5TK-UicE0A4

7 Big Things Ideas as you Shift Towards Online Teaching	If you're reading this right now, there's a good chance your school is moving quickly from face-to-face to online instruction. With COVID-19, there are many classrooms doing a quick shift toward online instruction. You are likely a K12 educator but you might be a professor at a university where your school has suddenly shifted classes online without any warning.	http://www.spencerauthor.com/online-teaching/
10 Tips for First-Time Online Faculty	... Suddenly Forced to Teach Online Due to a Global Pandemic	https://medium.com/@andrewvandenheuvel/10-tips-for-first-time-online-professors-6373ca1c5c40
How to Teach Remotely with a Google Slides Hyperdoc	How to teach remotely with a Google Slides Hyperdoc. In this week's education technology tutorial, veteran educator and edtech enthusiast Sam Kary shows teachers how to set up a lesson during virtual teaching.	https://www.youtube.com/watch?v=qtXj0gB_rB0&fbclid=IwAR1SZh_jMg2N2A0gx_EgXnvNj2AiYva-ehIDEgZ1SeXniLYIQSDe4ZaM3g
Online Teaching Guide	Check out this guide to structuring your online class.	https://www.edtechemma.com/single-post/2020/03/11/Online-Teaching-in-the-Time-of-Coronavirus
Organizing Google Classroom for Distance Learning	Check out this guide to organizing your Google classroom.	https://www.edtechemma.com/single-post/2020/03/12/How-I-Organize-My-Google-Classroom-for-Online-Instruction
10 Tips for Distance Learning	Check out these 10 tips for distance learning!	https://tommullaney.com/2020/03/09/10-tips-for-converting-to-distance-learning/

Free Web Tools		
READWORKS		https://www.readworks.org/
PBS		https://dptv.pbslearningmedia.org/
Pear Deck	This tool will allow you to share your presentation and lead students through lessons on their own devices.	https://www.peardeck.com/staying-connected
Quizizz	A quiz app that allows multiple students to play at once virtually.	https://quizizz.com/join/

Quizlet	Quizlet is free for teachers and students. (🐼) But what else do you need to know? Watch our four-part video series and download handouts for parents and students. If you end up really loving it, join our Quizlet Ambassador program and help spread the word. (And maybe even earn yourself some PD hours!)	https://quizlet.com/features/quizlet-teacher-guide-getting-started
Libby	Online e-book library.	https://www.overdrive.com/apps/libby/
Go Formative	Formative enables teachers to build their own assessments and assignments, or pull and customize “formatives” from our Library of thousands of pre-made materials. Educators can act on live student responses to intervene as needed; give feedback and auto-grade students’ work; track student growth over time; visualize student performance across assignments/assessments; and easily integrate supportive tools, like Google Classroom, Flipgrid, Desmos, Padlet and other resources.	https://goformative.com/
Free AP Resources	We have free resources for AP students including live reviews, live trivia, and study guides!	https://app.fiveable.me/
Explain Everything	Free Explain Everything for schools affected by a temporary or indefinite emergency closure.	https://explaineverything.com/keep-calm-and-teach-online-free-explain-everything-for-closed-schools/?utm_source=Twitter&utm_medium=Referral&utm_campaign=KeepCalmTeachOnline
Data Classroom	Play with data sets or import your own	https://about.dataclassroom.com/blog/flatten-the-curve
Chrome Music Lab	Chrome Music Lab is a website that makes learning music more accessible through fun, hands-on experiments.	https://musiclab.chromeexperiments.com/
BrainPop	Consider using BrainPOP’s animated movies, assessment resources, and creative tools for: Distance learning Support for projects and homework Keeping students on track with their studies	https://educators.brainpop.com/2020/02/19/free-brainpop-access-for-schools-affected-by-the-coronavirus/?utm_source=organic&utm_medium=social&utm_campaign=coronavirus&utm_content=free-access

Breakout EDU	In the event that your school is closed for an extended period of time as a result of recent events, we've put together a collection of digital games that students can play at home. Students can click on any game and start playing!	https://www.breakoutedu.com/funathome
IXL	Math and ELA activities for K-12.	https://www.ixl.com/
Flipgrid	Flipgrid is simple. Engage and empower every voice in your classroom or community by recording and sharing short, awesome videos ... together!	https://info.flipgrid.com/
Kami App	Kami is the leading PDF & document annotation app for schools. Improve engagement and interaction in the classroom with Kami as your digital pen and paper.	https://www.kamiapp.com/
EdPuzzle	Trim/Send YouTube Videos and Your Own Videos with Embedded Self-Grading Questions You Created	https://edpuzzle.com/signup/teacher?rc=x15tap
Ascend Math	Math instruction that is individualized for each student.	https://ascendmath.com/coronavirus-offer/
Newsela ALL Free	Start by initiating your complimentary access to Newsela ELA, Newsela Social Studies, Newsela Science, and The Newsela SEL Collection through the 2019/2020 school year.	https://newsela.com/about/distance-learning/?fbclid=IwAR398cB-qldXeFeP6i82tqIZsfklqUgfO5CylZo3DGE55v6NpbeSamwC6Vg

For Purchase		
Edulastic	Web-based tool for connecting assessment data to SIS system. Allows for dashboards and scanning data from bubble sheets matched to teacher and School-created tests.	www.edulastic.com
Essential Workbooks	Workbooks, online programs and offline programs (for out-of-home youth) for preparing for earning high school equivalency exams; career and life building skills	https://www.essential.com/educators

Schedule 3.0 – Distribution and Collection Schedule

Grade Level Packet Distribution and Collection Calendar

	Sun	Mon	Tue	Wed	Thu	Fri	Sat	IN OT
				1	2	3	4	10 Good Friday
	5	6	7	8	9	10	11	12 Easter Sunday
	12	13	14	15	16	17	18	
	19	20	21	22	23	24	25	
	26	27	28	29	30			29 Return packets for week ending 4-24
						1	2	10 Mother's Day
	3	4	5	6	7	8	9	25 Memorial Day
	10	11	12	13	14	15	16	6 Return packets for week ending 5-1
	17	18	19	20	21	22	23	13 Return packets for week ending 5-8
	24	25	26	27	28	29	30	20 Return packets for week ending 5-15
	31							27 Return packets for week ending 5-22
		1	2	3	4	5	6	21 Father's Day
	7	8	9	10	11	12	13	3 Return packets for week ending 5-29
	14	15	16	17	18	19	20	10 Return packets for week ending 6-5
	21	22	23	24	25	26	27	17 Return packets for week ending 6-12
	28	29	30					24 Return packets for week ending 6-19
<p>LEGEND</p> <p>Deliver To: Deliver packet for the week to students / site</p> <p>Receive From: Receive packet for the week from students / site.</p> <p>Return To: Return teacher-reviewed work to students/ site.</p>								

Schedule 5.0 – Special Education: Good Faith Effort

edtec-managed Schools are following the direction of the ISDs in which its schools are situated, including Oakland Schools (ISD) and Wayne RESA.

To that end, School teams will make good faith efforts, including parent communication and thorough documentation to the extent feasible, to facilitate implementation of special education supports and services during these unprecedented circumstances. Our efforts will be directed at meeting the needs of all students, including those eligible for Special Education.

April 6, 2020

Region 4 ISD Special Education Administrators, representing eight ISDs, believe it is imperative that supporting the educational needs and well-being of students remain at the forefront of our efforts.

In consideration of the Governor’s Executive Order and all of the presenting information, including what appears to be differing legal opinions; Region 4 ISD Special Education Administrators recommend each local district utilize good faith effort, thorough documentation and parent communication to facilitate implementation of special education supports and services during these unprecedented circumstances.

According to the Executive Order, Governor Whitmer stated “Schools and students alike must be enabled to innovate and adapt, and those efforts must not be unduly inhibited by requirements or restrictions that are misplaced in this time of unprecedented crisis.” Time and energy spent on the creation of a contingency plan would take away from reasonable, appropriate and accessible support for our students.

Respectfully,

Karen J. Olex	Oakland Schools
Karen Howey	Wayne RESA
Justin Michalak	Macomb County ISD
Deana Tuczek	St. Clair County RESA
Jody Howard	Lenawee ISD
Maureen Keene	Jackson County ISD
Rachel Kopke	Monroe ISD
Cherie Vannatter	Washtenaw ISD

Schedule 6.0 – Terms and Definitions

1-to-1 Learning Environment – The availability of one technology device (laptop, tablet, computer, etc.) per every student, able to be deployed all at the same time.

Asynchronous Instruction – Instructional activities, usually repeatable, which can occur through online or offline channels, without real-time interaction with a teacher, tutor or other learning assistant.

Child Caring Institution (CCI) – Facility that is organized for the purpose of receiving minor children for care, maintenance, and supervision, usually on a 24-hour basis, in buildings maintained by the child caring institution for that purpose, and operating throughout the year.

Continuum of Delivery (COD) – Description of the different levels and modes of instructional delivery. The levels of the continuum become increasingly complex and sophisticated, while integrating the characteristics of the previous level.

Jigsaw – Multidimensional online teaching tools, allowing for simultaneous activities and the use of multiple document formats to optimize user facility and information retention, with performance metrics to track student participation and learning in real time.

Plato – A standards-based, comprehensive online learning program for K-12 students.

Strict Discipline Academy (SDA) – An educational program designed specifically for displaced youth residing in out-of-home, residential treatment settings through the juvenile court or DHHS systems. SDAs operate in close collaboration with the rehabilitation and treatment program staff so students can successfully reintegrate into non-secure school settings or progress to high school graduation.

Study Island – A data-driven, skills-based solution designed to help K-12 students master content specified by the Michigan K-12 Standards. Its high-impact, high-value programs provide proven academic support through practice, immediate feedback, and built-in remediation to improve students' performance in core skill areas. It is adaptable for credit recovery through course completion of formative and summative exams.

Synchronous Instruction – Online or distance education that happens in real time.

Virtual Instruction | Sessions – In our COL Plan, real-time interactions that take place over the Internet using integrated audio and video, chat tools, and application sharing. Offers a way to engage students in fully interactive, online learning experiences such as lectures, discussions, and tutoring. Also considered *synchronous* instruction.

Workbooks – Student consumable text books containing instruction and exercises relating to a particular subject. Workbooks are commercially produced and purchased for single, student use.

Work Packets – Hard copy student materials designed to be high quality, relevant educational resources, which include lessons in English, Social Studies, Math, Science, and Health/PE. It also incorporates activities that support social and emotional learning, art, problem solving and design thinking. The only technology needed to use these resources is a printer, whether on-site (ideal) or off (to then be delivered).

AFTERWORD

This Continuity of Learning Plan was envisioned, designed and molded together with the hard work and dedication of many enthusiastic, relentless and engaged edtec team members, along with [Macro Connect, Inc.](#) and key stakeholder volunteers, during what can only be described as unprecedented times and circumstances.

Core COL Planning, Research and Design Team

Ms. Monica C. Martin, Superintendent

Talia Clapp, Project Director (ACE-COM)	Valerie Hartzler, Social Studies Teacher
Kia Holmes, Assessment and Coordination	Kate Kelly, Executive Assistant
LaTonya Lewis, Technology Support	Amber Nardecchia, School Social Worker
Brian Serafino, Administrator	Catherine Smith, Paraprofessional

School Team

William Sanders, Project Manager (ACE-CAA)

John Addo, Special Education Teacher	Margot Anderson, Paraprofessional (SPED)
Donald Baker, Paraprofessional (SPED)	Latonia Barnes, Paraprofessional
Mary Coston, Science Teacher	Kathy Henderson, Life Skills Teacher
Sonya Johnson, Administrative Assistant	Aileen Lingatong, Science Teacher
Kambui Moore, Youth Advocate	Salvador Ponte, Jr., Social Studies Teacher
Tasia Seros, Spanish Teacher	Mathew Trotter, PE Teacher
Ulysses Williams, Safety and Security	David Young, Jr., Art Teacher

Center of Support Team

Barb Criqui, VP Operations & Governance

Kris Brown, Executive Assistant	Stacey Culver, Finance Assistant
Harriet Rice, Sr. Business Analyst HR	Brandon Schwab, Accountant

Partner Organizations

Melissa Fernandez, Executive Director Spectrum Juvenile Justice Services	Kristi Einem-Smith, Clinical Supervisor Training Coordinator, Wolverine Center
Debora L. Howard, Program Coordinator Holy Cross Services – Bowman House	Nick Kovach, Attorney (ACE Board) Shifman & Carlson, P.C.

Review Team (Board Members)

Dean Bach, Board President

Monica Palmer,
Treasurer

Shirley Murray,
Secretary

Christina Schechter,
Vice President

Final Approval

Dr. Anna Amato, Founder | Caretaker Company Culture

APPROVAL PAGE

Name of District Leader Submitting Application: Dr. Anna Amato

Date Approved:	
Name of ISD Superintendent/Authorizer Designee:	
Date Submitted to Superintendent and State Treasurer:	
Confirmation approved COL Plan is posted on the District/PSA website:	



Amy Densmore <amyvanatten@gmail.com>

Continuity of Learning and COVID-19 Response Plan ("Plan")

1 message

Google Forms <forms-receipts-noreply@google.com>
To: amyvanatten@gmail.com

Mon, Apr 27, 2020 at 9:37 AM

Thanks for filling out [Continuity of Learning and COVID-19 Response Plan \("Plan"\)](#)

Here's what we got from you:

Continuity of Learning, and COVID-19 Response Plan ("Plan")

In accordance with the Governors Executive Order No. 2020-35, there has been a suspension of in person K-12 instruction for the remainder of the 2019-2020 school year. School districts are required to submit a "Continuity of Learning and COVID-19 Response Plan" (Plan) to their Intermediate School District (ISD) or authorizing body (if applicable) for review and approval no later than April 28, 2020. Intermediate districts and authorizing bodies shall submit one copy of the approved Plan by District to the State Treasurer and State Superintendent by completion of the following form and uploading a complete copy of the approved Plan. All questions regarding submission can be directed to OSRFA@michigan.gov

Email address *

Intermediate School District/ Authorizing Body Information

Name of Intermediate School District (If you are an Authorizing Body select "Other") *

Name of Authorizing Body (if an ISD please answer "NA") *

Central Michigan University

Name of ISD Superintendent/Authorizer Designee *

Corey Northrop

School District Information

Name of School District *

ACE Academy (SDA) ▼

School District Code Number *

82998 ▼

School District Contact Name *

Monica Martin

School District Contact Email Address *

monica-martin@edtec.net

School District Contact Phone Number *

313-852-7500

Plan Specifics

Confirmation "Continuity of Learning and COVID-19 Response Plan" has been approved by your ISD/Authorizing Body? *

- Yes
- No

Date of ISD/Authorizer Body Approval? *

April ▼	27 ▼	2020 ▼
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What is your best estimate of additional cost associated with Plan implementation? *

\$52,000

Attach a PDF file of the Approved Plan. *

Files submitted:

82998 ACE CLP Approved - Amy Densmore.pdf

By clicking submit on this form, you are certifying that the District's Plan has been approved by the ISD/Authorizing Body, contains a PDF file of the approved Plan, and the information provided is true, accurate, and in accordance with Executive Order No. 2020-35. *

- Yes
- No

Create your own Google Form