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

As a result of COVID-19 and the closing of school buildings for the 2019-2020 School Year, school districts must submit a Continuity of Learning and COVID-19 Response Plan ("Plan") in order to continue to receive state aid for operations. Although schools are closed and not providing in-person instruction, teaching and learning must continue. Michigan educators have been called to provide our students with continued learning.

There are varied states of readiness to provide continuity in learning among districts. Even within districts of multiple school sites, there are varied states of readiness. It is expected that schools will provide instruction at a distance using a variety of methods that meet local needs, including printed materials, phone contact, email, virtual learning, or a combination to meet student needs. We should avoid assuming that continuity in learning can only occur through online means.

While many educators have been providing distance learning opportunities, the Governor's Executive Order (EO 2020-35) requires all schools to begin providing learning opportunities for all students no later than April 28, 2020. Districts who are able to begin their plans earlier are encouraged to do so.

Each District shall submit a single completed Assurance Document, Budget Outline, and Continuity of Learning Plan to its Intermediate School District. Each Public School Academy shall submit a completed Assurance Document, Budget Outline, and Continuity of Learning Plan to its Authorizer. A single Application should be filed for the district rather than multiple applications for individual schools within a district. The following items are required for the application which may be submitted beginning April 8, 2020:

1. Assurances Document
2. Continuity of Learning Plan
3. Budget Outline

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

As Districts and Public School Academies complete the Assurances and Continuity of Learning Plans, they should consider utilizing the following principles to guide their work:

Keep Students at the Center
> Intentional outreach to continue building relationships and maintain connections. Help students feel safe and valued. At minimum, plan to do the following:
> - Plan for Student Learning: Build on each student's strengths, interests, and needs and use this knowledge to positively affect learning.
> - Develop a Weekly Plan and Schedule: Offer routines and structures for consistency and for the balancing of think time, work time, and play time for health and well-being.
> - Contact Families: Partner to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority. Provide translations as necessary.

Design Learning for Equity and Access
> Plan and deliver content in multiple ways so all students can access learning.
> - Teach Content: Set goals using knowledge of each student, content area standards, and of Michigan Merit Curriculum.
> - Deliver Flexible Instruction: Consider how to deliver content depending on tools and resources accessible to each student. Alternative modes of instruction may include use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a combination to meet diverse student needs.
> - Engage Families: Communicate with families about engagement strategies to support students as they access the learning. Families are critical partners. Provide translations as necessary.

Assess Student Learning
> Manage and monitor student learning and plan what's next for learning including the potential need for summer and supplemental learning.
> - Check Student Learning: Use a variety of strategies to monitor, assess, and provide feedback to students about their learning.
> - Make Instructional Adjustments: Use formative assessment results to guide educators' reflection on effectiveness of instruction and to determine next steps for student learning.
> - Engage Families: Communicate with families about assessment results in order to inform next steps and the potential for supplemental summer learning. Provide translations as necessary.

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

Date Submitted:

Name of District:

Address of District:

District Code Number:

Email Address of the District:

Name of Intermediate School District:

Name of Authorizing Body (if applicable):

This Assurance document needs to be returned to your Intermediate School District or, for Public School Academies, your Authorizing Body with your Continuity of Learning Plan and Budget Outline beginning April 8, 2020 to indicate that the District will adopt a plan to ensure continuous learning for all students through the remainder of the 2019-2020 school year.

Districts should submit a single district plan that relates to all of their schools.

The applicant hereby provides assurance it will follow the requirements for a Plan for the remainder of the 2019-2020 school year:
1. Applicant assures that all student learning will take place under the direction of a teacher of record for each student enrolled in the district.
2. Applicant assures that it will continue to pay school employees during the balance of the 2019-2020 school year under the same terms and conditions established prior to the school closure order period.
3. Applicant assures that the Plan was developed in collaboration with district administrators, school board members, teachers, and local bargaining units.
4. Applicant assures that food distribution has been arranged for or provided for eligible students.
5. Applicant assures coordination between applicant and Intermediate School District in which the District/PSA is located to mobilize disaster relief child care centers.
6. Applicant assures that to the extent practicable the District/PSA will in good faith provide students with IEPs/Section 504 Plans the opportunity to participate in learning consistent with existing plans.
7. Applicant assures that Continuity of Learning and COVID-19 Response Plan, Assurance Document, and Budget Outline will be posted immediately following approval to the District's/PSA's website.

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

*The goal of a Continuity of Learning Plan and COVID-19 Response Plan is to ensure that each District or Public School Academy is providing, to the best of its ability, each student with alternative modes of instruction to help them stay on pace in their learning. This application recognizes that there is no "one-size-fits-all" solution; multiple means of engaging students and supporting families may be necessary that may vary by grade level, school building, or student population served.*

For the purposes of the Plan, "district" refers to school districts and public school academies.

Date Submitted:

Name of District:

Address of District:

District Code Number:

Email Address of the District Superintendent:

Name of Intermediate School District:

Name of Authorizing Body (if applicable):

In accordance with Executive Order 2020-35 a Plan must include all of the following parts:

1. Please describe the methods the district will use to provide alternative modes of instruction other than in-person instruction and a summary of materials each pupil and the pupil's parents or guardians will need to access meaningfully the alternative modes of instruction included in the Plan. If the Plan relies on electronic instruction, the Plan must ensure to the extent feasible that pupils have access to a connected device capable of accessing the electronic instruction and must not penalize a pupil for the pupil's inability to fully participate.

   ***"Alternative modes of instruction" means modes of pupil instruction, other than in-person instruction, that may include, without limitation, partnerships with other districts or intermediate districts or community colleges or institutions of higher education, use of vendors, use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a hybrid of multiple modes of learning that still promote recommended practices for social distancing to mitigate the spread of COVID-19.***

   District/ PSA Response:

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

   District/ PSA Response:

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

   District/ PSA Response:

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

   District/ PSA Response:

5. Please attach a budget outline estimating additional expenditures associated with the Plan and sources of revenue to pay for those expenditures.

   District/ PSA Response:

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

   District/ PSA Response:

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

   District/ PSA Response:

8. Please provide an estimate of the date on which the district will begin implementation of the Plan, which must be no later than April 28, 2008.

   District/ PSA Response:

9. Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act 160 of 1996, as amended, MCL 388.511 to 388.524, and Career and Technical Preparation Act, 258 PA 2000, as amended, MCL 388.1901 to 388.1913, in completing the courses during the 2019-2020 school year.

   District/ PSA Response:

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

    District/ PSA Response:

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

    District/ PSA Response:

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

District/ PSA Response:

13. Please describe how the district will provide mental health supports to pupils affected by a state of emergency or state of disaster prompted by COVID-19.

District/ PSA Response:

14. Please describe how the district will support the efforts of the intermediate district in which the district is located to mobilize disaster relief child care centers as described in Executive Order 2020-16 or any executive order that follow it.

    District/ PSA Response:

Optional question:

15. Does the District to adopt a balanced calendar instructional program for the remainder of the 2019-2020 school year?  Does the District plan to adopt a balanced calendar instructional program for the 2020-2021 school year?

    District/ PSA Response:

Name of District Leader Submitting Application:

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website:

# CORNERSTONE SCHOOLS

**Individual Student Learning Plan (ISLP)**
**2020-21 School Year**

| | | | |
|---|---|---|---|
| Student Name: | Student Identification Number: | Grade: | This student has an IEP<br>Yes     No |
| Homeroom Teacher: | Date of Plan: | | This student has a 504 Plan<br>Yes     No |
| Homeroom Teacher email: | Student email: | | IEP Case Manager: |
| Advisory Teacher email | Student Phone Number: | | Preferred communication method: |

### i-Ready, NWEA, PSAT, SAT Scores

| Testing Cycle | Fall | Winter | Spring |
|---|---|---|---|
| Math | | | |
| Reading | | | |

| Reading Skills/Vocabulary to be addressed | Strategy/Activity to enforce and assess | Evidence of Mastery | Date Assessed for Mastery |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |

| Math Skills/Vocabulary to be addressed | Strategy/Activity to enforce and assess | Evidence of Mastery | Date Assessed for Mastery |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |

| Social Studies/Vocabulary Skills to be addressed | Strategy/Activity to enforce and assess | Evidence of Mastery | Date Assessed for Mastery |
|---|---|---|---|
| | | | |

# CORNERSTONE SCHOOLS

**Individual Student Learning Plan (ISLP)**
**2020-21 School Year**

| | | | |
|---|---|---|---|
| | | | |
| | | | |

| Science Skills/Vocabulary to be addressed | Strategy/Activity to enforce and assess | Evidence of Mastery | Date Assessed for Mastery |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

| Electives/Specials Skills/Vocabulary to be addressed | Strategy/Activity to enforce and assess | Evidence of Mastery | Date Assessed for Mastery |
|---|---|---|---|
| Visual/Performing Arts: | | | |
| Physical Education: | | | |
| Technology: | | | |
| High School Electives:: | | | |
| High School Career Pathway: | | | |

**Social / Emotional Support Needed:**

**Credit Recovery Needs (High School Only):**

**Primary Online Delivery Modes**

| Platform | Platform Type | Grade Levels / Content Area | Capabilities / Strengths & Features | Tutorials | Cornerstone PD Sessions, Support Contacts | Record Ability | Compatible With: |
|---|---|---|---|---|---|---|---|
| Remind | Communication | Grades K-12 | This is a way for the teacher to communicate with parents and students without using their cell phone number. Communication can happen via computer or cell phone. | Getting Started for Teachers<br><br>Add People to your Class<br><br>Join a Class | | | Available from any Chrome Browser<br><br>Download Available from:<br>● Google Play<br>● App Store (Apple)<br>● Chrome Web Store<br>● Android |
| ClassDojo | Communication | Grades K-12 | ClassDojo is an educational technology communication app and website. It connects teachers, students and families through communication to keep parents up to date on student progress. | Intro to ClassDojo<br><br>Teacher Account Setup | | | Google Play<br><br>App Store (Apple) |
| Zoom | Communication | Grades K-12 | Zoom is a video conferencing tool.  It allows users to connect through video, audio chat or dial in.  Users can easily share screens as they | Using Zoom to Teach Online Lessons | | Yes | |

| | | | connect. | | | | |
|---|---|---|---|---|---|---|---|
| Jive | Communication | Grades K-12 | Jive is a cloud-based phone system - used for phone conferences, the homework hotline, and the student support network hotline | | | | |
| Google Classroom | Learning | Grades 3-12 | Google Classroom allows you to have easy access to post & share products from Google Docs and Google Drive. Instant collaboration between students & teachers outside the classroom.  It is a simple set up & you can easily track a student's progress. | Create a Class

Add Students and Guardians in Classroom

How to Add Materials

Using the Grading Tool

GVSU Google Classroom 101 | | | Available from any Chrome Browser


Download Available from:
● Google Play
● App Store (Apple)
● Chrome Web Store |
| i-Ready | Learning | Grades K-8 Math & Reading | i-Ready builds individual learning paths based on a student's twenty lowest scoring domains in both math | | | | |

| | | | and reading, based on the diagnostic. These skills are then practiced to proficiency, but do not change unless another assessment is given or unless the teacher assigns a new skill or new level. | | | | |
|---|---|---|---|---|---|---|---|
| IXL | Learning | Grades K-12 Math, ELA, Spanish<br><br>Grades 2-8 Science, Social Studies | IXL is a tool for students to practice skills that you assign or that they personally choose. Students have access to the content of all grade levels Pre-K to 12th, which allows them to easily fill gaps, work on grade-level content, as well as advanced skills that are above grade-level. Students can work independently on IXL, as it immediately gives them a brief explanation for every question answered incorrectly. | | | | |
| Screencast-o-matic | Screen Recording | | Create tutorials or lessons for classroom instruction.  Share videos with students so they can learn on their own and engage students with video conversations.  Students can create videos to communicate their ideas or you can capture your lecture.  Quick share videos to Facebook, Twitter, and Google Classroom or embed videos to a site or blog. | Beginner's Guide | | Yes | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Clever | Student Portal | Grades K-12 | Online portal that houses easy access to several CEG digital resources. | | | | |
| Moodle | Student Portal | Grades 9-12 Florida Virtual | Online portal that gives easy access to Florida Virtual for credit recovery. | | | | |
| TeachBoost | Teacher PDP Portal | Staff | TeachBoost is the portal used to edit and view PDPs, HQIs, evaluations, and professional development logs. | | | | |

## Additional Online Learning Resources

| | |
|---|---|
| **Elementary** | **Science** <br>● [Khan Academy](#) |
| | **Social Studies** <br>● [Khan Academy](#) |
| | **Math** <br>● [Khan Academy](#) <br>● [Starfall](#) |
| | **ELA** <br>● [Khan Academy](#) <br>● [Remote Learning](#) Beaverton, OR <br>● [Starfall](#) <br>● [Listenwise](#) |

|  |  |
|---|---|
|  | <ul><li>[NewsELA](#)</li><li>[CommonLIT](#)</li><li>[StoryCorps – Stories from people of all backgrounds and beliefs](#)</li></ul> |
| <span style="background:black"> </span> | <span style="background:black"> </span> |
| **Secondary** | **Science**<ul><li>[Khan Academy](#)</li><li>[CommonLIT](#)</li><li>[NewsELA](#)</li><li>[Bozeman Science](#)</li><li>[Zinn Education Project](#)</li><li>[Math Science ELA](#)</li><li>[Teaching Remotely for Grades K - 12 \| Free Resources and Strategies](#)</li></ul> |
|  | **Social Studies**<ul><li>[Khan Academy](#)</li><li>[CommonLIT](#)</li><li>[NewsELA](#)</li><li>[www.icivics.org](#) [www.gilderlehrman.org](#)</li><li>[Smithsonian Learning Lab: Discover, Create, Share](#)</li><li>[www.sheg.stanford.edu](#)</li><li>[Teaching Remotely for Grades K - 12 \| Free Resources and Strategies](#)</li><li>[iCivics](#)</li><li>[Stanford History Education Group](#)</li><li>[PBS Learning Media Crash Course](#)</li><li>[Gilder Lehrman Institute](#)</li><li>[Teach American History](#)</li><li>[Foundation for Teaching Economics](#)</li><li>[Bill of Rights Institute](#)</li><li>[World Digital Library](#)</li></ul> |

|  | <ul><li>[The Cagle Post](#)</li><li>[Harp Week](#)</li><li>[Imgflip](#)</li><li>[Maps of War](#)</li><li>[National Geographic](#)</li><li>[The American Yawp Reader](#)</li><li>[US History](#)</li><li>[GeoGuesser](#)</li></ul> |
|---|---|
|  | **Math**<br><ul><li>[Khan Academy](#)</li><li>[Prodigy](#)</li><li>[Math Science ELA](#)</li><li>[Teaching Remotely for Grades K - 12 | Free Resources and Strategies](#)</li><li>[Algebra Nation](#)</li><li>[Geometry Nation](#)</li><li>[GeoGebra | Free Math Apps - used by over 100 Million Students & Teachers Worldwide](#)</li><li>[NCTM Illuminations](#)</li><li>[Mathalicious Lessons](#)</li><li>[Virtual Nerd](#)</li><li>[MobyMax | Fix learning gaps](#)</li><li>[Quizizz - Find a Quiz](#)</li><li>[Distance learning platform | Online learning features](#)</li><li>[New Sims](#)</li><li>[Daily STEM Resources](#)</li><li>[Estimation 180 Days](#)</li></ul> |
|  | **ELA**<br><ul><li>[Khan Academy](#)</li><li>[NewsELA](#)</li><li>[CommonLIT](#)</li><li>[Actively Learn](#)</li></ul> |

| | |
|---|---|
| | • Tween Tribune<br>• TED Talks Browse the library of TED talks and speakers<br>• LibriVox \| free public domain audiobooks<br>• Free Rice<br>• Math Science ELA<br>• Teaching Remotely for Grades K - 12 \| Free Resources and Strategies |
| | |
| **Specials/ Electives** | **Physical Education/Health**<br>• Active Home<br>• Believe in You Video Series – Season One<br>• ChooseMyPlate: MyPlate<br>• Online Health Educators Unite |
| | **Art**<br>• Online Art Teachers<br>• www.theartofeducation.edu<br>• www.Davisart.com/OpenAccess |
| | **Music**<br>• Facebook Group: Musicplay Teacher<br>• Teach Music Online: The Online Music Teacher<br>• Teaching Music Online 101<br>• Facebook Group: Music Educators Creating Online Learning<br>• Elementary Music Teachers Public Group<br>• Choir app for practice & performance \| Choir Player Ios & Android<br>• American Choral Directors Choir Teachers<br>• Music Educators and Teachers Resources |
| | **Technology**<br>• TechnoKids Computer Curriculum \| Technology Projects Computer Curriculum<br>• Technology Lesson Plans K-5 Computer Lab |

|  | ● [Adventure Academy](#)<br>● [CS Fundamentals for grades K-5](#) |
|---|---|
|  | **Library/Media** Ann LaPrise Office Hours 8:00-11:30<br>● [Digital Citizenship](#)<br>● [EPIC](#)<br>● [Vooks](#) |
|  | **World Language**<br>● [IXL Spanish](#)<br>● [Señor Wooly](#)<br>● [Pear Deck](#)<br>● [Quizlet: Learning tools & flashcards, for free](#) |
|  | **Theater/Drama**<br>● [Instructional resources](#)<br>● [Welcome to Digital Theatre+ \| Digital Theatre](#)<br>● [Theatre in Video Series](#)<br>● [The WWW Virtual Library for Theatre and Drama](#)<br>● [Drama Online: Home](#)<br>● [14 Audio Drama Podcasts to Get You Hooked on Fiction …](#) |
|  |  |
| **Career Pathways** | **Engineering**<br>● [MIT Open Courseware](#)<br>**Health Science**<br>● [Health ScienceTeacher Resources](#) |

# Cornerstone Intensive Student Support Network Referral

Are you concerned about someone in your class, but don't know what to do about it?  Are you aware of a student who is making poor decisions with alcohol or other substances?  Do you know of a family that needs support or connection to resources?

The Intensive Student Support Network is comprised of our Student Services Coordinator, Student Dean and Social Work staff, Counseling Staff, CSA staff.  The team will work together to address reports of staff concern about students and families order to recommend proactive and non-punitive approaches aimed at helping students achieve success and to deal with crisis situations.

One unique aspect of the Intensive Student Support Network is that it serves as a central place to report areas of concern. Any person who is concerned with a student or family can make a referral through our online report.  The building team will receive notifications when a report is submitted and will work to provide the support needed for each student or family

## Your Name

Your answer

## Your Phone Number

Your answer

## Your Email Address

Your answer

Your relationship to the student(s)/family

☐  Classroom Teacher

☐  Advisory Teacher

☐  Other:

## Report Type

- ☐ Academic performance - intense interventions needed
- ☐ Special Education support
- ☐ Difficulty engaging the student in learning activities
- ☐ Difficulty communicating with family
- ☐ General mental/emotional health
- ☐ Healthcare needs for student or family
- ☐ Access to food
- ☐ Grief or trauma
- ☐ Enrollment questions for 2020-21
- ☐ Senior students or post-secondary application/enrollment support
- ☐ Student Internship questions
- ☐ CSA - Spirit of Detroit (Young Life, Princess to Queens, spiritual support)
- ☐ Character Education support
- ☐ Access to the building for medication (emergency only)
- ☐ Technology - hardware
- ☐ Technology - Internet
- ☐ Homeless referral
- ☐ Packet pick-up
- ☐ Other:

## Name of Student (s)

Your answer

Email and Phone Number of Student(s) if Applicable

Your answer

Name of Parent(s)/Guardian(s)

Your answer

Phone Number/Email of Parent(s)/Guardian(s)

Your answer

Submit

Never submit passwords through Google Forms.

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Google Forms

| Cornerstone Health and Technology School | | |
|---|---|---|
| | | |
| **Funding source** | **Line item** | **Possible amount to be reallocated** |
| **Title I** | | $53,185.00 |
| | purchase of devices for student use to support student learning | |
| | Purchase of hot spots and other internet access tools for students | |
| | purchase of student devices, including but not limited to, IOS devices, Chromebooks and/or hotspots for connectability | |
| | purchase of staff devices including, but not limited to, hotspots for connectability, printers, ink and paper | |
| | purchase of learning supplies such as paper, pencils, crayons, etc | |
| | printing costs (paper and machine copy cost) | |
| | mailing costs (envelopes, postage) | |
| | personnel time for printing, preparing and delivering | |
| | Professional development and cost of online instructional platforms and any related software/websites | |
| | Increased WI-FI capacity | |
| | Maintenance of devices | |
| | Print workbooks for students to correlate with online learning | |
| | Webcams, other devices and software for making instructional videos | |
| | IT support costs | |
| **Title IIA** | | $19,504.00 |
| | training and professional learning for our teachers to better prepare them to virtually deliver instruction and connect with students. | |
| | Training on flipped classroom model, Google Classroom | |
| | virtually delivered professional development opportunities to support goals identified within the district improvement plans. | |
| | purchase devices needed to support the training opportunities offered to our teachers. | |
| | support student learning using technology by transferring these funds into the Title IV | |
| **Title IV** | | $29,341.00 |
| | support technology, which includes devices, access, and materials for students and teachers. | |
| | | |
| | Total Available | $102,030.00 |