

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: 4.8.20

Name of District: Tipton Academy

Address of District: 29205 Florence Street Garden City, MI 48135

District Code Number: 82754

Email Address of the District: angela@trgschools.com

Name of Intermediate School District: Wayne RESA

Name of Authorizing Body (if applicable): Lake Superior State University

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: 4.8.20

Name of District: Tipton Academy

Address of District: 29205 Florence St. Garden City, MI 48135

District Code Number: 82754

Email Address of the District Superintendent: angela@trgschools.com

Name of Intermediate School District: Wayne RESA

Name of Authorizing Body (if applicable): Lake Superior State University

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

Tipton Academy Continuation of Learning Plan 2019-2020

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

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

Tipton Academy has a plan in place to provide distance learning primarily through electronic and online platforms.

On Thursday March 12th, Tipton administrators attended a training through Khan Academy and met to design the plan that would be used as the foundational format for continued instruction.

On Friday March 13th, school was canceled for students. The entire Tipton staff attended a day of professional development and preparation for moving forward with the plan.

On Monday March 16th, 100% of all Tipton families had connectivity to the application Class DOJO. This is to be used as the main mode of communication between teachers, leaders, and parents. Additionally, Facebook, email, and phone communications are being used.

The primary mode of instruction is Online. We have provided school owned laptops, chrome books, and Ipads. We will provide hot spots for Internet access if needed and as available. Our primary modes of instruction can all be accessed through a smart-phone as well. We intentionally chose platforms that had the most accessibility. We are focusing on a main program application for each grade span to have continuity of instruction across grade levels. We are following our TRG pacing

guide for meaningful curriculum selection. We have prioritized Math and ELA in K-4th grades while addressing priority standards in Science and Social Studies and all four core subjects in 5th-8th grades. All grade levels are still participating in our specials classes as well; art, technology, PE, and drama. This has been project based and very authentic in nature working with the elements that our students have at home. GSRP are provided hands on activities approved through our ISD and aligned with our Creative Curriculum.

Teachers have the ability and are encouraged to differentiate the assignments, provide additional support as needed, and provide accommodations to ELL, 504, homelessness, and special education students as needed. Our program coordinators have communicated with parents of these students to ensure support and access are appropriate. Teachers are providing two live office hours per week with live lessons through Zoom/Google Meets and additional as needed for individual students. Teachers are providing pdf packet support to accommodate the differentiation of some students. They are emailed to parents and can be either printed or the students can complete the work on blank paper and send in pictures of the answers. This is only if supplemental or specific accommodations are needed. We are exploring opportunities to partner with a local Staples to print and deliver, if the need arises.

We currently have an order placed for additional technology, as many of our teachers had hard wired computers and we signed out student Chromebooks to them. Our order should be in next week and we will provide them their own school laptop computer, which will give them increased ability to work from home. Additionally, we have ordered student level computers to be able to provide additional support to students at home if they are only working from a smart-phone. We have been working with T-Mobile for the acquisition of hot spot devices for students that go to a baby-sitters house during the day and need Internet access more than just at night.

The Tipton Academy plan ensures to the extent feasible that pupils have access to a connected device capable of accessing the electronic instruction and will not penalize a pupil for the pupil's inability to fully participate.

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.

Tipton Academy's main priority is to center our support around relational capacity and meeting the needs of students, whatever those needs are.

Our team has set a goal to connect visibly with our students daily through video, pictures, and/or interactive Online meetings. We have an ongoing list of students who are not connecting or engaged. The admin team and emotional support team

are reaching out to those families through phone calls to do wellness checks and make sure that we are able to get their needs met in order to become and maintain engagement with our team. We know that school is what makes life "normal" for students and teachers are a safety net for most students, so we want to ensure that our students feel as much of that as they can. We are continually thinking of and adding more ways to do this, but we started with continuing morning announcements recorded and sent via DOJO. We also decided to continue March is Reading month by posting stories being read by teachers, friends, and even students. We have continued virtual spirit week each week since March 16th. We have an additional family support page where we share educational resources, positive messages, and pictures of students and families. We have tried to keep our communications strong, factual, positive, and address any needs that have arose at a minimum of each week. We believe that the greater population of our Tipton community does feel safe, valued, and loved by our team.

The various methods Tipton has and will continue to use will help 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.

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

Using the Illinois State Remote Learning Plan as our guide, we plan to focus our learning on mastery of standards through authentic meaningful lessons/assignments and continue moving forward with the priority pacing of our curriculum standards. We plan to do this in the following way:

GSRP: Teacher/Student packages including manipulatives were provided to families with guidelines of use for hands on activities. All GSRP families were added to Class DOJO and teachers are conducting lessons and providing continued guidance on learning support to be done at home. Additionally, teachers and associate teachers are participating in daily visible contact opportunities with their students and office hours have been scheduled twice per week to connect with students and teachers Online. Students will be assessed in a manner appropriate for the GSRP guidelines.

Distance Learning Guidelines for PreK

Minimum Time on Task 20 minutes/day

Maximum Time on Task 60 minutes/ day

Recommended Length of Sustained Attention 3-5 minutes

Grades K/1: The learning platform IXL has been the foundational Online platform used with students in these grades. Supplemental programs from Khan Kids, Moby Max, and direct support from their classroom teachers using resources such as EBLI and recorded lessons have continued. Additionally, teachers are participating in daily visible contact opportunities with their students and office hours have been

scheduled twice per week to connect with students and teachers Online. Students will be assessed based upon mastery of learning outcomes in authentic ways and receive grades appropriate to distance learning for their grade level.

Distance Learning Guidelines for K

Minimum Time on Task 30 minutes/ day

Maximum Time on Task 90 minutes/day

If additional intervention needed: 10-15 minutes/day

Special Education Services: Based upon individual IEPs

Recommended Length of Sustained Attention 3-5 minutes

Distance Learning Guidelines for 1st Grade

Minimum Time on Task 45 minutes/ day

Maximum Time on Task 90 minutes/day

If additional intervention needed: 10-15 minutes/day

Special Education Services: Based upon individual IEPs

Recommended Length of Sustained Attention 5-10 minutes

Grades 2-5: The learning platform Khan Academy has been the foundational Online platform used with students in these grades. Supplemental programs from IXL, Moby Max, and direct support from their classroom teachers using resources such as EBLI, Science Dimensions and recorded lessons have continued. Additionally, teachers are participating in daily visible contact opportunities with their students and office hours have been scheduled twice per week to connect with students and teachers Online. Students will be assessed based upon mastery of learning outcomes in authentic ways and receive grades appropriate to distance learning for their grade level.

Distance Learning Guidelines for 2nd grade

Minimum Time on Task 45 minutes/ day

Maximum Time on Task 90 minutes/day

If additional intervention needed: 10-15 minutes/day

Special Education Services: Based upon individual IEPs

Recommended Length of Sustained Attention 5-10 minutes

Distance Learning Guidelines for 3-5th grades

Minimum Time on Task 60 minutes/ day

Maximum Time on Task 120 minutes/day

If additional intervention needed: 15-20 minutes/day

Special Education Services: Based upon individual IEPs

Recommended Length of Sustained Attention 10-15 minutes

Grades 6-8: The learning platform Khan Academy has been the foundational Online platform used with students in these grades. Supplemental programs from IXL, Moby Max, and direct support from their classroom teachers using resources such as Google Classroom with supplements from Science Dimensions and teacher recorded lessons have continued. Additionally, teachers are participating in daily

visible contact opportunities with their students and office hours have been scheduled twice per week to connect with students and teachers Online. Students will be assessed based upon mastery of learning outcomes in authentic ways and receive grades appropriate to distance learning for their grade level.

Distance Learning Guidelines for 6-8th Grades

Number of subjects: 5 subjects/day

Time on Task Per Subject: 15-30 minutes/day

Time on Task Per Day: 75-150 minutes/day

If additional intervention needed: 15-20 minutes/day

Special Education Services: Based upon individual IEPs

Recommended Length of Sustained Attention 1 subject area

K-8 Specials Classes (Art, Technology, Drama, Physical Education):

The main platform of communicating curriculum assignments for these teachers is through class DOJO. This is an evolving area as we work to provide the most flexibility and yet continue the learning and access to these areas. These areas are important to support teaching the whole child. In addition to family engagement and social/emotional development, these are the areas many of our students love and thrive in. Our teachers are creating authentic project based assignments in each of their areas. Each one will have two office hours per week and also provide live lesson opportunities.

The art teacher is planning to assign a project per week to two weeks using materials that students have in their homes. They take pictures and videos of their completed work and send them to her via email or DOJO.

The technology teacher is working with students to complete a quarter project that will be based on creating a time capsule. He will work with students each week to complete a piece of their time capsule.

The PE teacher is working with students through an activity choice board. Students are able to take pictures or record video of completion of activities in addition to participating in some live ones each week.

The Drama teacher will be working on weekly projects with her students that are either isolated projects or theme based and build onto the next. They will submit videos, written work, or pictures of projects through email, class DOJO, or Google Classroom.

For special population students:

The coordinator for each of our special population programs, has been working with teachers and families to ensure equity of access as much as reasonably possible as well as appropriate and meaningful material with required accommodations.

Special education services have continued through live Online platforms in speech and language, social work, and occupational therapy. Annual IEPs are continuing as

required through virtual meetings. Additionally resource room live lessons and office hours have been provided to support those students. For 504 students and ELL students, support through classroom teachers and coordinators has continued. For students qualifying under homelessness eligibility, our Tipton Liason is connecting with those families to ensure their needs are being met through access, equipment, meals, and other needed resources.

The Tipton Academy plan will deliver content in multiple ways so that all pupils can access learning to the extent possible.

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

Tipton Academy will monitor learning through both engagement and demonstration of learning outcomes.

To ensure we have a solid understanding of where students were at when traditional learning stopped, we have adjusted our report card timeline to end March 12th. Our students will receive a Quarter 3 report card that shows where they were at before the mode of learning changed. Students that were on track to be promoted at that time, will still be promoted. These students, however, will continue to participate in instruction and learning for the remainder of the year. They will receive a Quarter 4 report card with grades based upon the entire time period of distance learning. This will help students know that the work they have done matters and that learning is important always. Additionally, it will give us some idea of how students have done in this new way of learning.

For students that were not on track to be promoted at the end of our Quarter 3 report cards, they will have an opportunity to show growth and be considered for promotion by filling some gaps in learning over the fourth quarter. We will review their progress and make administrative determinations at the end of the year to find ways to support them whether we determine to retain or promote them.

Additionally, we will be monitoring engagement of distance learning through a tracking form. We will be tracking the amount of time that students spend on our learning applications, participation in live lessons/meetings, and 2-way communication. Our goal is to have students engaged in all three ways throughout the week. While they will not be graded on engagement, it will show that we are providing access to our students in multiple ways as well as designate who we need to work more closely with to ensure access and support. Engagement will also be documented in our SIS utilizing this tracking spreadsheet to designate an absence if a student has not been engaged.

Tipton plans to manage and monitor learning by pupils through authentic assessment of learning outcomes, providing feedback to students and parents on progress,

providing report cards to parents and tracking engagement of students in multiple ways.

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

While we have been able to move forward quickly with implementation, there has been additional expenditures associated with implementing the Continuation of Learning Plan.

Cleaning expenses: Tipton required additional cleaning to occur based on multiple sanitizing sessions before and after access to the building. For example, the school is an Unanticipated School Closure Meal Program site and needed to be prepared and sanitized for protection of the program staff and families. We do not have a full extent of cost for this yet. It will depend on the number of quarantined staff we may have as the program continues. Each time there is potential exposure of the building, it will need to be sanitized. Additionally, we have had to purchase additional PPE and cleaning supplies for the meal program and just prior to the closure we placed an order for the school. The general fund will be absorbing these costs.

Technology equipment: Tipton required additional technology support to provide the plan. We purchased 20 teacher laptops (approx. \$20,000) and 2 chromebook/laptop carts (approx. \$20,000) for students. We are purchasing 3-5 hotspot devices (approx. \$1200-\$2000) for students and if we need more will add those. We had additional revenue that we planned to use on staffing for our Title I allocation and based on the staffing issues we had we had additional allocation we could shift to technology. These purchases will be expensed through Title I funds.

Replacement costs: We also have provided GSRP parents some of our classroom purchased materials. Additionally, we have technology we have loaned to students and teachers including approximately 40 computers. If these materials and/or equipment are broken or do not return, we will need to replace them.

Copy/Office Supply costs: For the majority of our students there is no additional cost here. For a couple students and possibly GSRP/Special Education/504/ELL we may need to partner with Staples or similar printing source to provide packets as needed. We will not know the final cost until the end of the school year. This will be absorbed either through GSRP, Special Education, or general funds as appropriate and available.

A final budget outline estimating additional expenditures associated with the Plan and sources of revenue to pay for those expenditures.

6. Please describe the manner in which district administrators, board members,

teachers, and any representatives of teachers collaborated in development of the Plan.

Planning began in late February with the Education Team at The Romine Group, TRG. Those discussions included our technology support team to assess what capabilities and systems in place to support distance learning through technology in each of our schools. Additionally, we discussed learning platforms such as Khan Academy being used to provide meaningful learning not just learning busy work.

On March 2nd, we had a Superintendents meeting to discuss what protocols we would put in place for not only responding to the COVID 19 illness in our buildings, but how we would continue learning in an extended closure. That meeting led to individual administrative meetings in each of our schools to discuss the access and possibilities of a plan within each of our buildings that met the needs of the individual school communities.

On March 12th, we discussed with our leadership teams canceling school on March 13th to provide training for our teams to be prepared in the event of an extended closure. On March 12th at 11:00pm, the Governor made the announcement she was closing schools beginning on March 16th and through April 6th.

On March 13th, the Tipton teaching, support, food service, and admin staff met to determine the best delivery of learning; to decide on the main platform to be used; to discuss what priorities we had for our students; to set up access for our students and staff members; to put alternate packets in place for students that didn't have access to technology equipment; to do grade level planning for this type of support; and to ensure we had a unified team fully ready to communicate and implement the designated plan.

From March 16-April 3rd, we have continued to hold Online professional learning community meetings, staff meetings, and student meetings. We have had some staff members participate in additional web based trainings and provide feedback. We have had school leaders participate in networking meetings sharing best practices. We have communicated on a daily basis 7 days a week to modify and adjust as needed. We have put together lists of families and teachers that need support in different areas including signing out technology to work toward 100% of Online access for all students making accommodations as needed for students with disabilities or families just unable to work through those platforms. Additionally, the board has received communication and the ability to provide feedback on all communication related to the COVID 19 impact on the school and the students. Lastly, our authorizer, LSSU, has assisted in feedback, support, and communication regarding the plan for the past two weeks.

While we have this plan in place, as each day unfolds and new information emerges, the plan must be flexible and able to adjust to best meet the needs of our students.

We intend to keep all stakeholders involved in this process through communication and/or feedback. The plan will be sent to the board and a resolution passed at our next scheduled board meeting.

Currently, district administrators, teachers, LSSU representatives, and TRG has collaborated in development of different aspects of this Plan.

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

Tipton Academy has continued to communicate at minimum weekly with all Tipton families through Class DOJO, email, and Facebook beginning first on March 2, 2020 about information on COVID 19 and it's impact on the school. Our formal letter regarding our new mode of distance learning was first communicated formally to parents on March 13, 2020. We have ensured that 100% of our families are connected through Class DOJO and use that has our daily regular communication. The other communication platforms are used for additional formal access to communication. This has been successful for the past 3 weeks of school closure and will continue.

Class DOJO, email, and Facebook are the methods the district will use to notify pupils and parents or guardians of the Plan.

8. Please provide an estimate of the date on which the district will begin implementation of the Plan, which must be no later than April 28, 2020.

Tipton Academy began implementation of the plan on March 16th and plans to continue through June 11, 2020 observing spring break from April 6-April 11, 2020.

9. Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act glo of gppl, as amended, MCL inn.kgg to inn.khj, and Career and Technical Preparation Act, hkn PA hooo, as amended, MCL inn.gpog to inn.gpgi, in completing the courses during the hogp-hoho school year.

This does not apply to Tipton Academy. Tipton Academy is a PreK-8th grade school.

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

The Unanticipated School Closure Meal Program began on March 16, 2020. We began with 2 pick up dates per week. Each pick up date included a breakfast and lunch that was ready to eat that day and additional meals for the next day requiring refrigeration and light meal prep or heating. After week two we added additional meals to provide for students 7 days per week. We have continually adjusted our

meal service team procedures to provide the safest way to deliver this service. Our goal is to not only keep our essential team members safe, but also to ensure the safety of our families. On Monday April 6, 2020 our team was split into two teams. The orange team and the blue team. Additional team members were provided training and required to watch all the required service videos. This is our plan to ensure we can continue this service if team members become sick and/or quarantined. This allows us to have less exposure per team as they are only permitted to work with each other for their designated week time period.

Since March 16, 2020, we have had in place protocols of interview questions and temperature taking. No person shall be permitted to work if they have a temperature of above 99.5. Additionally, beginning April 6, 2020, all team members were provided washable masks to wear the entire time they are participating in meal prep, service, or in the school building. Below are the safety protocols that we have implemented:

Tipton Unanticipated Closure Meal Service Procedures:

1. Each team member must be approved by the Superintendent or Designee to work including any and all volunteers.
2. The team member must check in with the Superintendent or Designee the night before working to ensure the service is covered and no substitute staff is needed.
3. All team members must be symptom free and not have had contact with anyone who is ill or has presented with symptoms or tested positive for 14 days.
4. All team members must check their temperature the night before and the morning of prior to working in the school building.
5. Each team member has been provided a mask and must wear it at all times in the building and while handing our meals. (please wash it each night either with dish soap and hang dry or in the washing machine)
6. Upon entering the school building, the team member must sanitize hands, check temperature and complete the questionnaire.
7. The questionnaire must be kept in a file until further notice for all team members and anyone that enters the building. (This includes the catering staff)
8. There shall not be more than 10 people inside the school building at any given time.
9. All persons in the building will practice 6' of social distancing at all times.
10. Each team member shall be assigned a station to work.
11. Each team member will wear gloves when handling any meal component.
12. Each team member will change gloves any time they have been contaminated by touch of a phone, person, etc.
13. No hand-to-hand contact shall take place while working in the school building.

14. Each member will sanitize their work station before and after prepping meals with Clorox wipes or other disinfectant.
15. Team members that are handing out the meals, shall not have hand-to-hand contact, shall remain 6' away from the people picking up, and shall avoid touch the vehicle.
16. The drivers should tell the team member the number of children they are serving. The team member will collect that number of meal packages. The driver should pop their truck, and the meals will be placed into the truck. The driver is responsible for opening and closing the truck before and after our team member is in that space.
17. If you are delivering a meal to a family's home. You shall place it on their porch. Do not stand and speak with them. Do not knock on their door or ring their doorbell. Place it on their porch as quickly as possible go back to your vehicle and contact them via phone to inform them of the delivery.
18. Please be vigilant to wash your hands as often as possible and sanitize whenever you can't.
19. If another scenario comes up that has not been addressed, please use the safest possible method to solve the problem while washing, not touching your face, and doing your best to protect you and them.
20. Call your Superintendent if there is a concern of exposure immediately or for any other needs that you have.

Monday:

- 3 Breakfast Meals
- 3 Lunch Meals
- 3 White Milks
- 3 Chocolate Milks

Wednesday:

- 4 Breakfast Meals
- 4 Lunch Meals
- 4 White Milks
- 4 Chocolate Milks

Tipton Academy will continue to provide or arrange for continuation of food distribution to all eligible pupils in the community.

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.

We have continued and will continue to pay all school employees. We have all staff members still working in multiple ways to support students and families.

Our teachers have continued and will continue to provide instruction based upon curriculum standard and social and emotional connection to our students.

Our intervention paraprofessionals have continued and will continue to provide remediation of instructional support to all designated students determined prior to the closure based upon student data.

Our special education team and section 504 team has continued and will continue to provide special education support with the best of intents to meet all goals and accommodations in each students IEP.

Our office support team has continued and will continue to provide support to our school through communication, connection, and providing resources as needed to our families.

Our food service team has continued and will continue to provide support to our school community by providing access to meals during the unanticipated closure.

Our administrative team has continued and will continue to provide instructional support to staff, training as needed, communication to families, deliveries of technology equipment, meal service support, be the main access to the facility, and any other needs that come up.

Our facility team will provide support as needed to sanitize the facility before and after any needs that the building may have. Additionally, they will be called upon to address any major deficits that put the team or facility at risk during the closure.

Tipton Academy confirms 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.

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

Tipton Academy will be monitoring participation through engagement of distance learning through a tracking form. We will be tracking the amount of time that students spend on our learning applications, participation in live lessons/meetings, and 2-way communication. Our goal is to have students engaged in all three ways throughout the week. While they will not be graded on engagement, it will show that we are providing access to our students in multiple ways as well as designate who we need to work more closely with to ensure access and support. Engagement will also be documented in our SIS utilizing this tracking spreadsheet to designate an absence if a student has not been engaged.

Tipton will evaluate the participation of pupils through engagement in learning in the Plan.

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-gp.

Tipton Academy's number one priority during the closure is the mental health of our students and staff. We have shared our expectation with the team to maintain daily visible contact with students either through pictures, videos, or Online platforms. Our team understands the need for as much normalcy and human connection to help students feel safe and loved during a time that can be scary and make them feel isolated. We also discussed the concern for some of these students whose home lives present challenges that we are making contact through additional staff with them as well. We want to ensure that wellness check-ins are happening regularly from our admin or training personnel.

The Tipton Academy contracted social worker and Starfish on-site therapist have continued to provide services to our students through scheduled zoom and/or Google Meets. Additionally, they have provided resource guidance to our staff through a google document that provides protocols on responding to self harm or suicidal ideation for students. They have also provided additional access for all students not just students on their caseload in the event of any needs are brought to them from teachers. We have continued to provide resources to families for food pantries, self-care, and have asked that if they have any additional needs that they reach out to us. Our admin team has done meal deliveries to families that are unable to get to the school either because they are ill or transportation is an issue.

We will continue to make changes and/or provide support as the situation changes or new information is provided to ensure that we are doing our very best to meet the mental health needs of our families.

Tipton Academy will provide mental health supports to pupils affected by a state of emergency or state of disaster prompted by COVID-19.

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.

The Tipton Academy Superintendent is receiving and reviews daily all of the list serve communication from RESA, MDE, LSSU, TRG, and the Governor's office. Additionally, the Superintendent is in communication with other county and state Superintendents to discuss changes and protocols to create and implement best practices. Tipton Academy will continue to make changes that comply with any guidance provided from Wayne RESA, MDE, LSSU, TRG, or the Governor to ensure that we are doing what is safe and best for our students and families at all times.

Tipton Academy 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.

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 2019-2020 school year?

Tipton Academy does not plan to adopt a balanced calendar for the 2019-2020 or the 2020-2021 school year. Tipton Academy did not take a break from instruction during the March 16-April 6th closure. Tipton Academy implemented a distance learning plan immediately continuing with Michigan State Standards based instruction. The continuity of learning continued and will continue through the current school calendar. Below is our modified calendar to reflect distance learning and meeting the 180 school calendar.

Updated COVID 19 School Calendar
TIPTON ACADEMY ANNUAL SCHOOL CALENDAR – 2019/2020

August 19 Teachers Report (Professional Development Week)
September 3 First Day of School (½ day for students)
September 16 Preschool First Day of School (½ day for preschool ONLY students)
October 31 Teachers Professional Development (½ day for students)
November 4 – End of 1st Quarter Marking Period (Q1-45 Days)
November 6 – Grades due by teachers. Report cards stored on 8th. Report cards home at conferences. All Staff 1-8pm 4-5 for dinner.
November 15 Parent Teacher Conferences (½ day for students)
November 27-29 Thanksgiving Break - No School
December 23 - January 3 Winter Break – No School
January 20 No School MLK Day
January 24 End of 2nd Quarter Marking Period (Q2-45 Days)
January 29 – Grades due by teachers. Report cards stored 31. Report cards home at conferences. All Staff 1-8pm 4-5 for dinner.
February 7 Parent Teacher Conferences (½ day for students)
February 14-17 Mid-Winter Break – No School
COVID 19 UPDATED CALENDAR
March 13 School canceled for students - Professional Development for Staff (½ for PD days)
March 13 End of 3rd Quarter Marking Period (Q3-33 Days)
March 16 First day of Distance Learning
April 13 – Grades due by teachers. Grades Stored April 13th.
April 6-13 Spring Break - No School

April 14 Resume Distance Learning
April 17 Report cards home April 17th digitally. (parents or teachers can request virtual meetings or phone calls to discuss)
May 27 Memorial Day – No School
June 11 Last Day of School (Q4-57 Days)
June 12 Teacher Work Day - Grades due for Q4 by 12pm to be stored.
June 15-19 Report Cards sent home (TBD either digital or by mail)

DAYS of Scheduled Instruction = 180
November 12 - Closed Due to Inclement Weather
February 26 - Closed Due to Inclement Weather
February 27 - Closed Due to Inclement Weather
March 13th - Closed for PD Day

180 scheduled days minus 3 inclement weather days minus 1 PD day = 176 total days of instruction.

APPROVAL INFORMATION:

Name of District Leader Submitting Application: Angela Gilbert

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website: