



MAISA

MICHIGAN ASSOCIATION
OF INTERMEDIATE SCHOOL
ADMINISTRATORS

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: April 10, 2020

Name of District: Oxford Community Schools

Address of District: 10 N. Washington St., Oxford Michigan 48371

District Code Number: 63110

Email Address of the District: tim.throne@oxfordschools.org

Name of Intermediate School District: Oakland Schools

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.

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: April 10, 2020

Name of District: Oxford Community Schools

Address of District: 10 N. Washington St., Oxford Michigan 48371

District Code Number: 63110

Email Address of the District Superintendent: tim.throne@oxfordschools.org

Name of Intermediate School District: Oakland Schools

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-CD.

District/ PSA Response:

While our buildings may be closed, “school” continues as we aim to engage students with experiences that continue our programming as well as help them stay connected with teachers and classmates. Our goal through continuous learning is to offer authentic opportunities to focus on reviewing key concepts and essential grade level standards. We aim to keep our students engaged so that we reduce the potential negative impact of not being in school daily. We will strive for a balanced approach of on-screen and off-screen tasks and instructional opportunities to help families find balance within their own unique home situations.

Consistency and continuity is important as we consider family needs and student engagement. Our goal is to provide consistency through common platforms and methods of communication so families feel equipped and can plan accordingly. We want to prioritize connections, relationships, and flexibility during these unprecedented times. We are cognizant of the fact that families may have to learn to navigate multiple platforms for multiple students in one household.

Decisions regarding the awarding of credit, the issuance of grades, and the use of pass or fail designations will be made at the district level with due recognition of the impact of the COVID-19 pandemic. Specific grading practices may vary by grade level.

The following common themes have emerged from the District team's work:

1. All students are safe, fed, and engaged.
2. Focus on essential learning for students.
3. Be flexible and ready to adapt when needs arise.
4. Emphasize relationships in this learning environment.
5. Support school decision making to honor needs.
6. Decisions must support all populations of students.
7. Encourage use of materials, resources and platforms that are already in use.
8. Instructional models may be a blend of non-technology and virtual platforms.
9. Establish a consistent and agreed-upon framework of expectations, communication models and practices that all stakeholders share.
10. Support and training for all staff will occur throughout the duration of the remaining school year.
11. Extend grace to all in these unique and trying times.
12. Establish essential outcomes (critical standards) to focus on while adhering to the continuity of learning plan.

Teachers will use many different modes of instruction, such as online instruction, hands-on activities or projects, video conferencing, and video instruction. Teachers will be given parameters to guide instructional decisions and to minimize confusion and complexity for parents, but in the end, teachers are to explore and utilize a variety of methods best used to deliver instruction in the different content areas.

Teachers will utilize resources and materials that are familiar to our students and already exist within our district-approved curriculum. Our elementary materials will be developed by our teachers and "delivered" to our students and their families through online methods. Almost all of our secondary curriculum has an online option or can be delivered online.

Teachers will work in teams to identify essential standards that were to be covered after the shutdown on March 13, 2020. These teams will be led by professional learning community leaders and building administrators. These teams will also develop a cohesive and collaborative learning plan for each grade level and content area. This learning plan will review prior content that is important and introduce the identified essential standards.

Elementary:

- Conduct two live or asynchronous lessons either through video conferencing, prerecorded video, online interaction, group/class discussion or other lesson formats each week. If the learning activity occurs live, teachers must use the class meeting schedule established in the Continuity of Learning Plan.
- Collect one assignment per week and provide timely (within two–three school days) feedback.
- Create learning opportunities that resemble classroom content and use common, familiar vocabulary.

- Create cross-curricular experiences/assignments when possible to maximize learning and efficiency.
- Keep trimester three content and standards in mind when planning for learning experiences.
- Consider using science and/or social studies text(s) to review reading skills.

Secondary:

- Conduct two live or asynchronous lessons either through video conferencing, prerecorded video, online interaction, group/class discussion or other lesson formats each week. If the learning activity occurs live, teachers must use the class meeting schedule established in the Continuity of Learning Plan. Lessons should not be more than 30 minutes at the middle school level and 30-45 minutes at the high school level.
- Collect one–two assignments per week and provide feedback and grading within one week of receiving the assignment.
 - Weekly assignments, reflection writing tasks, writing tasks, short tests, quizzes, projects, blogs, and discussion boards are all ways to assess learning.
 - Student time should not total more than one hour per class to complete all assignments given during a school week (or seven hours total for all classes).
 - Focus is on the critical standards needed for the content area.

Special Education, 504s, and Other Specialized Instruction:

Oxford Community Schools will make a good faith effort, to the extent practicable, to provide equal access to alternative modes of instruction for students with disabilities within our Birth to Three program, Early Childhood Special Education classrooms, K-12 special education and our adult special education program. In addition to general education opportunities, students with IEPs and their families will be provided with modified activities and materials to be utilized in the home setting.

Access to Devices

Student access to devices and the internet was also considered in our plan. Access to technology was determined by a parent survey distributed through SchoolMessenger, our district communication software. Through the collection of this data, staff determined the technology needs for each family. Through an inventory review, it was determined that the district had enough devices to meet the needs of our families. The devices were distributed at Oxford High School on Wednesday, April 8, 2020. The school district also addressed internet connectivity by providing families with options for free internet services. We continue to evaluate the needs of our families and will schedule a second device distribution date for April 16, 2020.

Additionally, we surveyed all of our staff members to better understand their access to devices at home and their internet connectivity. On April 8, we distributed devices and hot spots to our instructional staff so that they are equipped to meet the demands of our plan.

Once the learning plan is implemented on April 20, 2020, teachers will follow up with families and determine which families are unable to access instruction online. These families will be delivered hard copies of resources and materials to use. These resources and materials will mirror the online experience. A delivery and pickup service utilizing our transportation system will be developed to maintain student engagement of these students.

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:

When the Governor made the announcement that K-12 public schools were to close, Oxford Community Schools held school that Friday, March 13, 2020, to make sure we connected with our students before they left to shelter-in-place. We wanted to reassure our students that while their education is important, there are more important priorities that take precedent, such as life, family, and relationships. In Oxford, Wildcat Nation has pulled together to reassure our students that we will look after each other. As we look to educate our students until the end of the year, our priorities have not changed. Our children come first. To that end, we have agreed upon the following guiding principles:

1. Identify essential outcomes/needs/competencies in content areas at a district or building level.
2. No large or final exams are to be given except optional exams to seniors who need to pass a course.
3. Use of common platforms across the District to alleviate any confusion for parents/students whether students are completing work online or traditionally. Teachers will use Haiku to communicate expectations with parents and students. Teachers may use other instructional delivery methods but must link them from Haiku.
4. All staff should maintain consistency in expectations, timelines, and communication established in the Continuity of Learning Plan for teachers, parents, and students.
5. All districts, buildings, and grade levels need to include non-technology based options for students without access to the internet.
6. Consider ways to focus on relationships and connections, not just content.
7. Integrate choice as much as possible to give students and families flexibility to complete the work and tap into student interest/motivation.
8. All teachers are expected to develop and implement an instructional plan to engage their students meaningfully on essential outcomes.
9. All staff must attempt to make contact/interact biweekly (at a minimum) with individual students.

A student-first approach takes more than words; it takes action. Our teachers, administrators, and support staff are dedicated to building strong relationships with our students. Educating our students through remote learning or distance learning will not change this dedication. Team O, as we fondly call ourselves, will rise to this unique challenge and work to strengthen our connections to our students and families.

All students need to feel safe, valued, and respected. Our staff is highly trained and skilled in cultivating relationships with our kids. We will utilize these talents to understand the unique needs of our learners and meet students at their current emotional and intellectual states. An important component of feeling valued is respecting individuals of diverse backgrounds. No matter what the differences are, our staff has the ability to establish a personal connection with our students. We are sure this ability will help us to move forward with educating our students in this new reality. In addition, our support staff, who has been trained in trauma-informed practices, will help both students and staff.

As we work closely with our students remotely through virtual methods of communication, our students will come to understand that our teachers, administrators, and support staff care for them. As a part of our plan, consistent and weekly personal contact is an essential element. Teachers will connect through video conference software, email, text, virtual interactions, and any

method possible to maintain that personal relationship. Our staff has been continuing these interactions while we have been waiting for the Governor to announce our next steps.

Each school leadership team will be mindful of the health and well-being of every student in its school family. When our teachers reach out to personally interact with students, our plan makes sure no student is left behind. We have set up a system to log these daily and/or weekly contacts. If a child is not engaging with instruction, our teachers will notify building administrators who will enlist a team of counselors, social workers, deans, and other specialized staff. This team will work to engage the student and his or her family. The family will become the center of their focus to ensure the success of the child through the removal of any obstacles preventing full engagement.

Our leadership teams will also seek to engage our families through community outreach. By being responsive to our community's needs, we will be able to develop initiatives that make the current physical distance shrink. Using the tools of social media, we will engage our community to bring us together as we make the best out of this situation.

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

District/ PSA Response:

Our plan is comprehensive and considerate of all of our learners. We have established mandatory platforms for our staff to use that offer our families consistency.

Mandatory Platforms:

- **Email** communication
- **Haiku** is the hub of all communication and learning. Links to other platforms including Google docs, Google Classroom, websites, schedules, etc., will always be listed in Haiku by teachers.
- **PowerSchool**

Additional Platforms Available:

- Zoom Online video conferencing for lessons and connecting with students
- Google Classroom
- Illuminate
- Other platforms require building principal approval
- Any district adopted/approved curriculum resources

In addition, we also recognize that not all of our learners and families will use technology. Therefore, we have access to standards-aligned instructional packets by grade level for our DK-5 students that center around reading, writing, math, and even offer a fun activity. For our secondary students, teachers will email packets to designated support staff who will collect the packets for distribution. Our transportation staff will deliver the packets to students' homes while observing social/physical distancing guidelines. A weekly schedule will be established for delivery and pickup.

Our plan also addresses the unique needs of our International Baccalaureate Diploma students and our Advanced Placement students.

Special Education, 504s, and Other Specialized Instruction:

Oxford Community Schools will make a good faith effort, to the extent practicable, to provide equal access to alternative modes of instruction to students with disabilities within our Birth to Three program, Early Childhood Special Education classrooms, K-12 special education and our adult special education program. In addition to general education opportunities, students with

IEPs and their families will be provided with modified activities and materials to be utilized in the home setting.

- Good faith effort, and to the extent practicable, the district shall implement IEPs
- Accommodations and modifications of the general education curriculum
- Focus on goals and objectives
- Individualized determinations
- Comply with guidance from USDOE and OCR
- Deliver instruction to all students
- Deliver related services to all students
- Complete annual reviews and 504 plans
- Consider compensatory education
- Coordination of special education programs and related services

Elementary Resource Room and Self-Contained Teachers

- Establish three hours of “office hours” per the communication expectations for parent/guardian communication (a consistent time you are available to answer parents’/guardians’ questions and provide support); post “office hours” to your Haiku “hub.”
- Two direct contacts with caseload students a week to work on goals and objectives
- Consult with caseload gen ed teachers to assist with accommodations and modifications.
- If no communication has occurred through video conferencing or other means, such as a two-way email and response, assignment submission, text response, etc., over a two-week period, the teacher will attempt to make contact three times with the student/family. These attempts will occur within a two-day period at the end of the two- week period with no communication. The attempts will be recorded in a log. If no response, the teacher will report to the building administrator for follow-up.
- Hold annual review IEP.
- Compensatory Education

Middle School Resource Room and Self-Contained Teachers

- Establish three hours of “office hours” per the communication expectations for parent/guardian communication (a consistent time you are available to answer parents’/guardians’ questions and provide support); post “office hours” to your Haiku “hub.”
- Two direct contacts with direct instruction and enrichment classes to work on goals and objectives
- Consult with caseload gen ed teachers to assist with accommodations and modifications.
- If no communication has occurred through video conferencing or other means, such as a two-way email and response, assignment submission, text response, etc., over a two-week period, the teacher will attempt to make contact three times with the student/family. These attempts will occur within a two-day period at the end of the two- week period with no communication. The attempts will be recorded in a log. If no response, the teacher will report to the building administrator for follow-up.
- Hold annual review IEP.
- Compensatory Education

High School Resource Room and Self-Contained Teachers

- Establish three hours of “office hours” per the communication expectations for parent/guardian communication (a consistent time you are available to answer parents’/guardians’ questions and provide support); post “Consult with caseload gen ed teachers to assist with accommodations and modifications office hours” to your Haiku “hub.”
- Three direct contacts with students
 - Two contacts a week to work on goals and objectives with your study skills classes
 - One contact with students who are failing classes
- Consult with caseload gen ed teachers to assist with accommodations and modifications.
- If no communication has occurred through video conferencing or other means, such as a two-way email and response, assignment submission, text response, etc., over a two-week period, the teacher will attempt to make contact three times with the student/family. These attempts will occur within a two-day period at the end of the two-week period with no communication. The attempts will be recorded in a log. If no response, the teacher will report to the building administrator for follow-up.
- Hold annual review IEP.
- Compensatory Education

School Social Workers

- Establish three hours of “office hours” per the communication expectations for parent/guardian communication (a consistent time you are available to answer parents’/guardians’ questions and provide support); post “office hours” to your Haiku “hub.”
- One contact per week per student on your caseload (1-1 check-in or small group). If no communication has occurred through video conferencing or other means, such as a two-way email and response, assignment submission, text response, etc., over a two-week period, the teacher will attempt to make contact three times with the student/family. These attempts will occur within a two-day period at the end of the two-week period with no communication. The attempts will be recorded in a log. If no response, the social worker will report to the building administrator for follow-up
- Hold annual review IEP.
- Compensatory Education

Speech and Language

- Establish three hours of “office hours” per the communication expectations for parent/guardian communication (a consistent time you are available to answer parents’/guardians’ questions and provide support); post “office hours” to your Haiku “hub.”
- One contact per week per student on your caseload (1-1 check-in or small group)
- If no communication has occurred through video conferencing or other means, such as a two-way email and response, assignment submission, text response, etc., over a two-week period, the teacher will attempt to make contact three times with the student/family. These attempts will occur within a two-day period at the end of the two-week period with no communication. The attempts will be recorded in a log. If no response, the teacher will report to the building administrator for follow-up
- Hold annual review IEP.
- Compensatory Education

Teacher Consultants

- Weekly check-ins with principals and assist when necessary
- Assist with elementary 504 plans
- Complete move-up IEPs
- Once “stay home, stay safe, save lives” is lifted, resume standardized testing
- Determination of Compensatory Education

Psychologists

- District-wide mental health support for students, staff, and families
- REEDs no testing proceed to METs
- Once “stay home, stay safe, save lives” is lifted, resume standardized testing

OT/PT

- One contact per week per student on your caseload.
- Attend IEPs

ECSE, LAMBS, LOFT

- Establish three hours of “office hours” per the communication expectations for parent/guardian communication (a consistent time you are available to answer parents’/guardians’ questions and provide support); post “office hours” to your Haiku “hub.”
- Two direct contacts with caseload students a week
- Hold annual review IEP

Our Continuity of Learning Plan also addresses our schools who provide alternative instruction.

Oxford High School Advanced Placement and International Baccalaureate Diploma Students.

IB Diploma

Teachers will follow secondary guidelines as they help junior students prepare for internal assessments and cover material to prepare for Year 2 requirements.

- The May 2020 examinations as scheduled between April 30 and May 22 for Diploma Programme and Career-related Programme candidates will no longer be held.
- In order to award a Diploma or Certificate, we will be requiring all schools to upload all internal assessments (IAs) for every candidate enrolled in the May 2020 session except for the DP core subjects, Language A subjects, Arts subjects and the Global Politics HL Extension Oral.
 - For the DP core subjects, Language A subjects, Arts subjects and the Global Politics HL Extension Oral, samples of IAs will need to be submitted for moderation as usual.
- All teachers should enter IB predicted grades.
- Students will be awarded a grade for each of their registered subjects using a calculation that takes into account their coursework marks and their predicted grade, as submitted to the IB by their school.
 - For most components, we will externally mark work that is usually marked by teachers instead of taking samples and applying moderation.
- Diplomas and Certificates will be awarded for the May 2020 IB Diploma session.
 - At a subject level, students will be awarded a grade on the normal IB 1-7 scale. Theory of Knowledge (TOK), the Extended Essay will be awarded a grade on the normal IB A-E scale.
 - The DP core will be awarded on the normal IB 0-3 scale.
 - A total points score will be awarded for the Diploma, out of 45 as normal.

AP Courses

Teachers will follow secondary guidelines as they help junior and senior students prepare for AP exams and cover material to prepare for college credit.

- For each AP subject, there will be two different testing dates.
 - The full exam schedule, specific free-response question types that will be on each AP Exam, and additional testing information will be available by April 3.
- For the 2019-20 exam administration only:
 - 45-minute online free-response exams for each course

- The exam content will focus on what most schools were able to complete by early March.

OHS Oxford Schools Early College Program

- Students taking classes at OHS and delivered by OHS teachers will follow the Continuity of Learning Plan for OHS.
- For classes taken virtually through Oxford Virtual Academy, students will continue per OVA's guidelines.
- Fourth-year students will follow guidelines according to seniors' guidelines for OHS students.
- Fifth-year students - Capstone Project: Students who have not completed their project will create a presentation about the process not completed as of March 11, 2020.

Oxford Bridges High School

- Students will be awarded credit and grades based on their standing through March 11, 2020.
 - Students will not be required to complete any new instruction or assignments given after March 11, 2020.
- Students not passing a class as of March 11, 2020, will have the following options:
 - Be provided an optional final exam or other culminating activity to test understanding of the subject matter of a course to the extent practicable.
 - Be given a three-week period to redo any assignments to improve their academic standing in the course.
 - Sophomores and juniors will be participating in a modified service learning unit until June 5th.
 - Successful participation in the modified service learning project will earn students credit.
 - Credit will be indicated by a grade.
- Seated students completing online classes for credit recovery will not have final exams but will be held accountable for 100% of course content in the credit recovery class established at the beginning of the semester.
- Seated students who are enrolled in a virtual class as part of their seven-period day will follow the Continuity of Learning Plan for OVA virtual classes.
 - No winter semester final exams for 2019-20
 - If a student completes 80% of the content in a course, the student can opt to take the class for pass/fail.
 - If a student prefers a letter grade, the student will be held responsible for 100% of the overall course content except final exams.

Oxford Crossroads Day School

- Crossroads students will follow the Continuity of Learning plan as outlined for elementary and secondary students.
- Seated students completing online classes for credit recovery will not have final exams but will be held accountable for 100% of course content in the credit recovery class established at the beginning of the semester.
- Seated students who are enrolled in a virtual class as part of their seven-period day will follow the Continuity of Learning Plan for OVA virtual classes.
 - No winter semester final exams for 2019-20
 - If a student completes 80% of the content in a course, the student can opt to take the class for pass/fail.
 - If a student prefers a letter grade, the student will be held responsible for 100% of the overall course content except final exams.

Oxford Virtual Academy

- No winter semester final exams for 2019-20

- If a student completes 80% of the overall course content in a course, the student can opt to take the class for pass/fail if s/he is passing the class.
- If a student prefers a letter grade, the student will be held responsible for 100% of the overall course content except final exams.
- OVA students and senior students taking seated classes at OHS will follow the OHS Continuity of Learning Plan for those classes.
- OVA seniors taking virtual classes will follow OVA's Continuity of Learning Plan.
 - If a senior student completes 65% of the overall course content, the student can opt to take the class pass/fail if s/he is passing the class as of April 30.
 - No winter semester final exams for 2019-20
- OVA Hybrid students may choose to complete the first 15 of the 18 total assigned weeks of course content for a pass/fail grade.
 - If the student prefers a letter grade, the student will be held responsible for 100% of the overall course content except the final exam.
- Shared Time students will continue courses through the end of the year.
 - No winter semester final exams for 2019-20
 - If a student completes 80% of the content in a course, the student can opt to take the class for pass/fail.
 - If a student prefers a letter grade, the student will be held responsible for 100% of the overall course content except final exams.

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

District/ PSA Response:

The first step in managing and monitoring the learning of our students is to maintain excellent communication with our students and their families. Our Continuity of Learning Plan establishes minimum expectations for communication between staff and students. All staff will be expected to return email communication within 24 hours. All staff will maintain three hours of "office hours" weekly to be available to students and parents who may have concerns or questions. It is important to note that these expectations for communication are universal and apply to both general education staff and special education staff.

Our staff knows it is not enough to just make ourselves available for communication. We know that our students need active engagement with us. To that end, we established minimum contact expectations in our plan. While contact expectations will vary based on the role and caseload of the staff member, each staff member is expected to maintain consistent and frequent contact with his/her students. Teachers will maintain a log to track their contact and engagement with each of the students who are assigned to them. This way, a teacher can alert a building administrator if a student or family is struggling to maintain engagement. This building administrator will have the ability to summon a team to help reengage the student and the family. Our goal is to maintain strong personal connections with our families and encourage healthy relationships with our students to foster student learning. To that end, all of our Family School Liaisons, paraprofessionals, secretaries, and support personnel will be monitoring and helping to support all of our students on a daily basis.

Through adherence to these expectations, we will be able to monitor and maintain the engagement level of students. A student's engagement level will be an early indicator of a student struggling with this new method of learning and/or their current emotional state of being.

Instructional staff will also manage and monitor student learning through grading practices that are equitable and bolster student outcomes, especially given our current circumstances. While the Governor's executive order suspended attendance procedures and instructed school districts to hold students harmless, students deserve to continue on with an education that is meaningful

and worthwhile. To that end, Oxford Community Schools' teachers are following practices that accomplish this task while addressing the current situation.

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:

Cleaning & disinfecting equipment and supplies \$17,000 – General Fund

Cleaning & disinfecting labor \$48,500 – General Fund

PPE \$7,000 – General Fund

Technology equipment and software required for remote learning \$99,950 – General Fund

Technology labor –device preparation used for remote learning \$6,500 – General Fund

Additional special education personnel (e.g., Social Workers, Psychologists labor) \$201,428 – General Fund (special education budget)

Compensatory education \$100,000 – General Fund (special education budget)

Legal fees \$15,000 – General Fund

Total Costs: \$495,378

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:

As the State of Michigan progressed through several stages of warning and heightened awareness centered on the looming pandemic threat by COVID-19, the District assembled a crisis team that began to make decisions to prepare the district for the impending crisis. Members of this team represented various leadership roles throughout the district. These leadership roles held key responsibilities and oversight over district resources. This task force gathered input from other stakeholders and information from reliable sources. This team helped guide the school district through the sudden and swift school closure on March 13, 2020.

As the school closure and statewide shutdown progressed, the District Cabinet team took over crisis management. When Governor Whitmer announced the school closure was for the rest of the year, the District Leadership Team and OCS Cabinet assembled a small team to begin drafting some ideas on how to instruct students through online or distance learning. The leaders of the curriculum department and the special education department came together to form this small team. The ideas generated by these individuals would become the nexus of the Continuity of Learning Plan. While the plan's origins began with a small group that met through video conferencing sessions, the adoption process for the Continuity of Learning Plan gathered input from stakeholders in various roles in the district. The plan was first reviewed by the OCS Cabinet. Then it was reviewed by the president of the Oxford Education Association (OEA). After this review, an expanded group of board members, teachers and building principals reviewed the plan and gave input. All of these processes were facilitated through Zoom video conferencing. After the plan went through this review, building principals presented to key teacher leaders for a final review. The Continuity of Learning Plan is to be submitted on April 10, 2020, to Oakland Schools

for approval and the Oxford School Board is scheduled to adopt the Continuity of Learning Plan on Tuesday, April 14, 2020.

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

District/ PSA Response:

Oxford Community Schools utilizes a variety of communication tools to share information with our stakeholders (staff, students, parents and school board members). The primary source of communication for our Continuity of Learning Plan and COVID-19 Response Plan will be the SchoolMessenger notification system, which includes email, SMS, and phone voice messaging. Emails (that do not exceed the character limitation of SchoolMessenger's translation service) will be translated from English into Spanish for recipients who have indicated that preference. SchoolMessenger has been and will remain our consistent method of district communication used with families and staff. Other methods of communication have included:

- Our district website
- Our district Mobile App
- District Social Media (Twitter, Facebook)
- Public Board Meeting to be held on Tuesday, April 14, 2020 at 6:30 pm
- Building administrators and instructional staff individual communications

All COVID-19 related district communications sent to our stakeholders via SchoolMessenger are and will continue to be posted on the district's website for easy reference.

https://www.oxfordschools.org/district/safety_and_security/coronavirus/district_communications.

(This page does not include all the group or individual communications with staff nor does it include communications our staff has been providing regularly to their students and families.)

The most current and necessary district communications also appear in a pop-up alert box on the front page of our [main district and individual school websites](#) and can be viewed in our OCS mobile app in our notifications tab.

Since the start of this crisis, Oxford Schools has provided over 15 communications to our students, parents, staff, and community. These communications have addressed COVID-19 resources, online learning resources for all ages, food distribution and community food resources, mental health resources, access to district technology for online learning, and the district's response to the COVID-19 pandemic.

Additionally, our [Oxford Community Schools \(OCS\) website](#) has a quick link on its front page that leads to a dedicated [Coronavirus](#) section housing COVID-19 crisis resources, online learning resources, government websites along with the previously mentioned library of our COVID-19 related district communications since March 3, 2020. The OCS website has the capability to share information in 11 different languages catering to our district families— English, Spanish, Cantonese, French, German, Italian, Tagalog, Vietnamese, Korean, Russian and Hindi.

We have and will continue to post announcements of our district communications on our [District Facebook](#) page as another avenue to reach our families. To the best of our ability, any questions district stakeholders have asked to our central office administration, building administration, and teachers via email, social media commenting and private messaging have been answered within 24 hours of submission and at present are too numerous to count.

Our district families and staff have provided overwhelming positive comments on our communication and efforts thus far. Here is a brief sampling of emails, social media comments and messages we have received:

- *I just wanted to send a quick note of gratitude. My family gets to see the district response from so many different perspectives - student, teacher, admin, parent, uncle. I am proud of our district and the work you all have done for all of us! I am sure the hours you are putting in are ridiculous. Thank you! Our teachers have been amazing too. I am excited to see how they take the lead with the new expectations of the Continued Learning Plan. I am sure they will exceed our expectations. Hopefully you have great plans for the summer that will allow you to catch up on some of the lost hours during this time.*
- *I appreciate your leadership!*
- *Amazing job so far!! Keeping us updated via email, PowerSchool and on FB. All efforts are greatly appreciated!*
- *Thank you guys for doing such a great job and working tirelessly to make sure these students keep learning. You are all doing an amazing job!!! This is one reason we are [#OxfordProud](#)*
- *Thank you for all your hard work! We appreciate your dedication and support of all our Oxford Wildcats!*
- *Thank you. Teachers, staff, supporters, custodial, PTO EVERYONE for actively working to get our kids the best educational opportunities. You always do. Now more than ever you stepped up into a whole new realm of AWESOMENESS. Again, thank you ♥*
- *Thank you for all of your hard work! Proud to be a part of this team and this town!*
- *Thank you, Mr. Throne, and all administration for your hard work moving forward with these new challenges! Wildcat Pride!*

When we launch our official Continuity of Learning Plan, we will continue to utilize all of our district communication tools. We will launch the plan on April 20, 2020, through a SchoolMessenger communication to all stakeholders and it will be posted on our website, OCS app and announced/linked on our district social media as well.

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

District/ PSA Response:

Oxford Community Schools has been delivering optional learning activities since the start of the shutdown. The Continuity of Learning Plan will officially start on April 20, 2020.

9. Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act 160 of 1996, as amended, MCL 388.511 to 388.524, and Career and Technical Preparation Act, 258 PA2000, as amended, MCL 388.1901 to 388.1913, in completing the courses during the 2019-2020 school year.

District/ PSA Response:

All students who are participating in dual enrollment through Oxford Community Schools attend one of the following colleges or universities: Rochester University, Macomb Community College, Washtenaw Community College, Mott Community College, Oakland Community College, Lawrence Technical University, Schoolcraft College, Oakland University, Madonna University, Henry Ford Community College, and Western Michigan University. Students at these colleges and universities have moved to an online platform. All students are expected to continue their education through this virtual option. Grades and/or credits will be communicated to their respective counseling office by the student for inclusion on their transcript.

Oxford students who participate in the Career and Technical Education (CTE) courses both at Oxford High School and at the CTE centers of Oakland Schools Technical Campuses (OSTC) are participating in online or remote learning provided by their instructors. OHS CTE teachers will begin online instruction on April 20, 2020, with the rest of the district and OSTC teachers will begin online or remote instruction April 14, 2020. OCS counselors will be available to assist students with questions and concerns. Our counselors will also reach out to students to check for progress on these CTE courses.

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

District/ PSA Response:

Beginning Monday, March 16, 2020, our Food Service provided meals three times a week. Families would pick-up meals for two days at a time. Based on demand and increased social/physical distancing requirements, we shifted to providing pick-up once a week (enough meals for seven days). We are proud to report that during our first segment of providing meals, from March 16 through April 1, 2020, 39,120 meals were served. During this segment, we had many staff members who delivered meals to those who did not have transportation.

Per the Governor Executive Order No. 2020-35, Oxford Community Schools will provide food distribution to all eligible pupils each Wednesday beginning April 15, 2020. Each eligible student will receive food assistance for seven days. These meals will consist of breakfast and lunch and will amount to 14 meals during this seven day period. Families will pick up food at the high school each Wednesday. Staff trained in food preparation will prepare and package the food for pickup. Families will pick up the food in their car while observing rules of social distancing. Staff will place the food in the trunk or in the rear of the vehicle.

To facilitate this important humanitarian endeavor, Oxford Community Schools is seeking volunteers to assist with this endeavor. The packaging and delivery of the food is labor intensive and assistance is required to accomplish this task.

Families will be notified by school messenger which includes phone messages, emails, and text. Additionally, school personnel will make individual phone calls to ensure families in need are aware. These communications will go out routinely prior to the Wednesday distribution. These communications were and will continue to be translated into Spanish to make sure all families were able to participate in this program. Other means of district communication such as district website, Facebook, Twitter, and other social media sites were used as well.

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:

Per the Governor Executive Order No. 2020-35, Oxford Community Schools continues to pay school employees as stipulated while deploying staff in a manner that best utilizes their talents under current conditions.

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

District/ PSA Response:

Elementary teachers will assign and grade weekly assignments to gauge student engagement. Feedback to students and parents will be primarily anecdotal and will help guide parents to assist with their child's education. These weekly assignments will provide teachers with valuable insight into students' learning which will guide further instructional decisions.

Secondary teachers will assign one to two assignments a week to gauge student learning. Teachers will provide a grade and feedback within five school days. This feedback will help to inform students of progress and guide their next steps in their learning. Teachers will use these assignments to assess student readiness for the next concept or skill.

Our special education teachers will measure their student's progress on their goals and objectives established in their individualized Education Plan (IEP). This progress will be documented and reported to parents.

At the end of the year, elementary teachers will report each student's level of engagement. Feedback on the report card will primarily be anecdotal. At the secondary level, students will be given the option of receiving either a letter grade for their 2nd semester efforts or either pass or fail based on their standing in the class. Senior students will be awarded credit and grades based on their standing through March 11, 2020. Each senior student will be given the opportunity to improve their grade before a determination is made on their standing in the class. All care will be given to assist students through the options outlined in the plan to award credit to students who lost a very memorable and important part of their K-12 educational journey because of the shutdown.

For online classes, students will have no final exams for the 2019-20 winter semester for any online class. In addition, students may select to take their online classes pass/fail if they are passing the class and have completed 80% of the overall course content. If the student prefers to take the letter grade for an online class, the student's grade will be based on 100% of the overall course content except final exams. Seniors taking online classes will end their classes as of April 30, 2020. Senior students will have the option to take the online class for a pass/fail grade or for a letter grade after the student has completed 65% of the overall course content. Students participating in the Online Hybrid program through Oxford Virtual Academy may choose to complete the first 15 of the 18 total assigned weeks of course content for a pass/fail grade. If the student selects to take the course for a letter grade, then the student's grade will be based on completing 100% of the overall course content.

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:

Family School Liaisons, school social workers, classroom teachers, administrators, support staff, counselors and psychologists will play a key role in supporting our community. We have established minimal contact expectations for all of our staff members as connecting with our students to ensure they are safe, fed, and engaged are our priorities. Our Family School Liaisons will work together to create a resource for families that includes community mental health resources. Additionally, we are currently planning a Virtual Social Emotional Family Night. If this is successful, we will hold multiple sessions.

Police liaisons, who have built trusted partnerships with our students, administrators, and counselors, may perform at-home wellness checks for children who may require more personalized, tailored visits.

Oxford Community Schools continues to reinforce its participation with the OK2Say program, which offers a confidential tip-line to report safety concerns and mental health needs for school communities.

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 hoho-gl or any executive order that follow it.

District/ PSA Response:

Governor Whitmer's Executive Order No. 2020-16 requires childcare access for children of the essential workforce during the COVID-19 emergency. To that end, we are willing to re-open should an emergent need arise in our community.

Preparations have been underway to ensure we have adequate supplies to keep a safe, clean environment. We have purchased touchless thermometers and are trying to collect PPE in case we need to open. If it is determined that we need to open, our Early Learning Center will open the center from 6:00 am to 6:00 pm with daycare rooms to initially accommodate infants, toddlers, and preschool age children.

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:

Oxford Community Schools does not plan to adopt a balanced calendar for the remainder of the 2019-2020 school year. The District plans to end the current school year as previously planned on June, 5, 2020. Additionally, the District had already planned and had been approved for a pre-Labor Day start to the next school year. The start dates for the 2020-21 calendar will remain unchanged for students.

Name of District Leader Submitting Application: Tim Throne, Superintendent

Date Approved:

Name of ISD Superintendent/Authorizer Designee: Date

Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website: