



## **Renaissance Public School Academy Continuity of Learning and COVID-19 Response Plan (“Plan”) Application**

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 15, 2020

Name of District: Renaissance Public School Academy

Address of District: 2797 South Isabella Road,  
Mount Pleasant, MI 48858

District Code Number: 37901

Email Address of the Executive Director: lbergman@renaissancepsa.com

Name of Intermediate School District: Gratiot-Isabella RESD

Name of Authorizing Body (if applicable): The Governor John Engler Center for  
Charter Schools at Central Michigan 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.

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

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

***“Alternative modes of instruction” means modes of pupil instruction, other than in-person instruction, that may include, without limitation, partnerships with other districts or intermediate districts or community colleges or institutions of higher education, use of vendors, use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a hybrid of***

***multiple modes of learning that still promote recommended practices for social distancing to mitigate the spread of COVID-19.***

District/ PSA Response:

Renaissance teachers will lead instruction for students in a manner that allows students to continue learning from the safety of their homes for the remainder of the 2019-2020 school year. Teachers will use either an internet delivery model, a paper-based model, or a hybrid model. Basic instructional supplies and project materials will be provided to students so that they have access to the resources necessary to achieve success. Exact material needs will vary by grade level team and instructional unit. At any time, if a student does not have the materials needed to complete a project successfully, Renaissance staff members will assist in obtaining and shipping or delivering those items.

We will continue using Project-Based Learning to engage students in building new understanding in the core content. We believe this practice provides increased opportunities for students to make connections to prior knowledge and life beyond the school walls. Students are already familiar with this instruction, and we intend to capitalize on new opportunities available for students to tap into how their learning relates to daily life.

Over the past several years Renaissance teachers have identified foundational standards in each content area. We already know which information is key for students to understand in order to be successful moving into the next school year, and we will use these foundational standards to guide our planning and pacing of units over the coming weeks. Options and activities for each grade level team to engage with music, movement, physical education, and STEAM will be shared.

Additionally, Renaissance teachers have established skills focused on our school's mission and vision. These skills, such as collaboration and creativity, are often beyond the scope of traditional academic standards, but are necessary to develop so that students can successfully interact with the world now and in the future. We believe our focus on these skills up to this point in time has helped prepare students to transition to distance learning, and continuing to develop these skills along with academic content will serve our students well. Students will continue to set and monitor personal learning goals. Periodic conversations with Renaissance staff members will help keep students focused on what intermediate actions they can take while working toward their goal.

Specific considerations are being made on how we can best support the needs of students with Individualized Education Plans (IEPs) through distance learning. Resource room teachers will be in contact with families to discuss available options.

The school has conducted a survey to determine student's present access to technology and internet connectivity. School-issued chromebooks will be made available for students to borrow. An offsite content filtering application has been purchased so that students will have

the same protections at home as they do at school. Arrangements will be made for parents to either pick up the chromebook or to have it delivered to their porch.

We have shared information about free internet connectivity available from [Charter Spectrum](#) for the duration of the school closure. This is not an option for all families, therefore lessons and instruction will be provided in a paper-based format for students who do not currently have access to internet connectivity.

Students will not be penalized for their inability to participate in school instruction or activities. We understand that some families may be affected differently by the impact of COVID-19, and we know that these impacts may change at different points in time. It is our intention to maintain regular connections with students and their families to provide assistance and overcome challenges that may be presented.

Teachers will be available and accessible to supporting students in multiple ways. Teachers will host daily office hours during which they will be accessible via Seesaw, telephone, email, Google Chat, or Google Meet.

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:

Renaissance teachers and staff members will maintain regular communication with students and their families. Keeping students active and engaged in their learning is a primary focus during this time of transition. We will provide multiple avenues for students to be in contact with their teachers to get their questions answered and to be reassured that they are on the right track in regards to their academic progress. Providing frequent feedback is key to helping students gain clarity in their understanding. Project-Based Learning units will include opportunities for students to express their choice and voice in how they answer the question at the heart of the unit. Teachers will plan for each student's strengths, interests, and needs.

Teachers are in close collaboration with one another in the development of instructional units and the adjustment of instruction in response to demonstrations of student understanding. Units will be designed integrating standards from two or more content areas whenever possible to increase opportunities for application and to develop stronger connections in student's minds. Long term retention of information taught by demonstrating connections between subjects is stronger than content taught in isolation.

At the same time, we are mindful that it is not possible to do everything at once. It is important to point out that in this distance learning mode of education not every subject will be covered every day. There will be points in time where students explore information

related to language arts and social studies for a week or more without addressing math content. Following this unit, students will then interact with math, science, and/or writing content. Over the course of the remaining weeks of the school year students will engage with the remaining foundational skills for their grade level, and Renaissance teachers are carefully pacing and tracking these skills.

Teachers will continue utilizing differentiated instructional practices. Units are designed for a class or grade level team. Lessons and activities may be expanded or condensed by the teacher to best meet the learning needs of individual students.

Learning at a distance will not look the same as learning in a classroom. Time spent in structured, at-home learning activities will be different when compared to teaching and learning in a regular school day. The chart below outlines expectations for the amount of time students will engage in project exploration and development. This includes time collaborating with teachers and time working on projects independently or in collaboration with peers.

The last column includes activities that are vital to supporting student learning and personal growth that are not accounted for as part of the typical academic learning times listed. The time needed for each area is flexible and can ebb and flow over the course of the week. One of the most important considerations is dedicating time to pursue daily independent reading. The value of independent reading for student growth cannot be overstated. Students are able to increase their vocabulary and develop a broader base of knowledge on which they can draw later on. At the same time, the benefits can be negated if students view independent reading as a chore. Balance is needed. Teachers and our Literacy Coach can provide suggestions for how to make independent reading practices successful.

Grade Level Team	Typical Academic Learning Time	Typical Daily Academic Activities	Additional Daily/Weekly Development of Social-Emotional, Physical, and Art Skills
Preschool	20 - 45 minutes per day	Early Literacy activities; Early Numeracy activities; Imaginative play	Outdoor exploration & play; Fine/gross motor skills; Creative arts exploration; Music & movement
Kindergarten	30 - 60 minutes per day	Literacy; Numeracy; Imaginative play	Outdoor play; Fine/gross motor skills; Creative arts exploration; Music & movement; Social-emotional learning
Voyagers	45 - 90 minutes per day	Reading & Writing; Math;	Imaginative play; Outdoor play/exercise;

		Project-Based Learning exploring a driving question in Science or Social Studies	Creative arts exploration; Music & movement; Social-emotional learning; Independent Reading
Islanders	60 - 120 minutes per day	Project-Based Learning exploring a driving question integrating Literacy and Science or Social Studies; Math	Wonder Workshop; Outdoor play/exercise; Creative arts exploration; Music & dance; Social-emotional learning; Independent Reading
Trailblazers	75 - 150 minutes per day	Project-Based Learning exploring a driving question integrating Literacy and Science or Social Studies; Math	Genius Hour; Outdoor play/exercise; Creative arts exploration; Music & dance; Instrument practice; Social-emotional learning; Independent Reading
Middle School	90 - 180 minutes per day	Project-Based Learning exploring a driving question integrating Literacy, Math, and Science or Social Studies	Passion Projects; Outdoor exercise; Creative arts exploration; Music & dance; Instrument practice; Social-emotional learning; Independent Reading

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

District/ PSA Response:

Renaissance has designed three models to deliver content depending upon student and family needs. Model One is primarily delivered through online tools. Model Two is a mixed media format that offers instruction through both technology tools and hard copy materials delivered to student homes. Model Three is designed to support students without internet connectivity and is fully organized around hard copy materials delivered to student homes.

The specific learning activities used in each format will not necessarily be identical from one model to another, however every student will receive instruction focused on the same foundational skills for that content area. The end goal of developing student understanding related to an identified academic standard remains the same even if the particular lessons used to develop this understanding may vary between the online and hard copy models.



In Model One, or the Internet Media Delivery Model, all students will receive their project information, instruction, and support through Seesaw and/or Google classroom. Projects will be completed using selected online tools, such as Flipgrid. Teachers will drive the instruction around foundational content in response to student achievement. Additional support may be provided by interventionists. Oral directions in audio or video format will be available for additional clarification. Teachers will conduct regularly scheduled Google Meet online sessions to continue instruction and answer questions.

In Model Two, or the Mixed Media Delivery Model, students with limited connectivity will receive direct contact from the classroom teacher who will make an individual plan for that student to ensure they have access to all project supplies and information either electronically or in paper form. All instruction will be driven by the classroom teacher. Additional support may be provided by interventionists. Supplemental technology tools or supplemental basic learning supplies will be provided as needed.

In Model Three, or the Hard Copy Media Delivery Model, students without internet connectivity will receive either all project supports printed or all supplies for an alternate project that does not require technology. Materials and step by step directions, including research materials, will be provided for students to complete the projects at home. Instruction on foundational content will be driven by the classroom teacher. Subsequent lessons will be designed in response to student progress. Teachers, interventionists, and/or support staff will maintain regular communication with the students via phone calls. Materials will be shipped directly to the homes of students or delivered to their front porch. Supplementary basic learning supplies will also be provided as needed.

In all three models, students will receive inspiration care packages to assist with basic needs and to increase engagement and support student's well being. Written directions will be posted. Teachers will have daily office hours during which students can reach out for support as needed. This can happen via video chat or phone call.

As student and family resources and needs change, the model of instructional delivery can change by informing their teachers. The practices used in each model will evolve over time as we determine which methods work best for students and teachers.

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

District/ PSA Response:

Over the past several years, Renaissance teachers have engaged in ongoing professional development training on the use of formative assessments and providing students with specific feedback to promote continued growth in learning. These practices will continue in the distance learning environment. Through weekly connections, teachers will facilitate student's investigation of concepts, ask clarifying questions, and support students in their learning. Teachers will monitor student progress on Project-Based Learning units and other

academic activities and will provide guidance to further develop their understanding of new content. Each project will have checkpoints during which the teacher will help the students to maintain appropriate pacing. Teachers will exercise their professional expertise to identify when particular components of projects may be expanded or condensed to best meet individual student needs.

We understand that providing frequent feedback to students and finding various means to chat with them, such as the Google chat platform or a simple telephone call, can help increase student motivation and engagement. A student engagement data spreadsheet will be completed weekly by staff with follow up coordinated by the Dean of Students. Teachers will maintain contact logs with all students and families and Seesaw usage data will be reviewed to identify students who may benefit from increased contact from Renaissance staff members. We will be mindful of enhancing those connections for students who are at a greater risk of learning loss, or those students who we know could benefit from additional support.

For students without access to online platforms, procedures will be established for the regular exchange of student work and sharing of feedback through the mail or by porch delivery/pickup.

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:

A budget outline is included in the subsequent section. The budget includes provisions for instructional supplies to support students in a mixed-delivery format including technology and non-technology materials and resources. Anticipated funding sources have been identified.

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:

Renaissance staff members reviewed the required components as identified in the Governor's Executive Order 2020-35 and developed this plan through the collaboration of school leaders, teachers, and instructional coaches. Board members have been informed of the progress developing the plan. The plan will be presented to the Renaissance Academy Board of Directors at the April 20, 2020 meeting.. Feedback received from students and parents during the initial weeks of the school closure was incorporated into the plans for continued learning. The plan has been shared with the teaching staff for review and opportunities were offered for those teachers to suggest additions or modifications. The plan will be reviewed,

revised, and resubmitted as necessary during the implementation phase to best meet the needs of our students and families.

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

District/ PSA Response:

The Renaissance Academy Continuity of Learning Plan is posted on the school website. The plan will be electronically delivered to families via the Seesaw school communication platform, text message, and email. Personal phone calls will be made to all families not contacted in any of the ways previously described. Copies of the plan will be available to families at designated material distribution times and included in the shipment or delivery of instructional resources.

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

District/ PSA Response:

In anticipation of various scenarios beginning March 13, our intentions were to continually serve all students immediately and continuously regardless of the length of the closure. As a result, learning opportunities were offered and participation data was gathered beginning March 16, 2020. In order to minimize confusion for families and ensure consistency, enrichment and engagement opportunities were offered during our scheduled spring break for the week of March 27-April 3, 2020. Project-based Learning units were launched on April 6, 2020. Instructional resource distribution and/or delivery will begin the week of April 13, 2020 and will continue throughout the closure to support the needs of individual students. A full tier implementation of the planned approach with necessary supports is anticipated to begin April 20, 2020.

Our plan has been true to our school's mission and visions since day one (March 16). It has evolved as the information available to schools has evolved. Our school staff has made it a priority to meet the needs of students and families throughout this time. As a result, we have maintained and now further enhanced our distance learning practices and relationships.

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

District/ PSA Response:

As a K-8 school, this provision does not apply to Renaissance Public School Academy.

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

District/ PSA Response:

Our students are currently offered meals through the community distribution program in partnership with Mt. Pleasant Public Schools. We will continue to encourage families to take advantage of the food distribution sites available closest to their home at this link:

<https://www.mcgi.state.mi.us/schoolnutrition/>.

We have made available non-perishable food options at the entrance to our school building in secure totes. This has been made possible through a collaborative partnership between the school, the Renaissance PTO, and the Community Compassion Network.

Renaissance received confirmation on April 10, 2020 that we are eligible to participate in the National School Lunch Program (NSLP) Emergency Meals-to-You program for students attending rural schools. Once our application has been approved by MDE we will inform families how to enroll in the program. This program will ship pre-packaged, shelf-stable breakfast and lunch meals directly to student's homes.

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:

Renaissance Public School Academy will continue to pay staff members during the closure. The building may be closed, but the Renaissance staff is dedicated to investing the time and energy needed to continue facilitating student growth and achievement in new ways. We will redeploy staff to provide meaningful work in the context of the plan, including the maintaining of relationships with students through phone calls and video communication, assembling and packaging educational materials for distribution, and dropping of materials at the doorstep of student homes.

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

District/ PSA Response:

Teachers will be engaging with students regularly through Seesaw, Google classroom, email, weekly office hours and video lessons, and phone calls. They will also be monitoring student progress on assignments and providing feedback to promote continued growth and understanding. Student participation and engagement is tracked by classroom teachers and shared in a weekly report with the school leadership team. A color-coded internal system has been established to quickly identify students who may be in need of additional support. All staff members maintain communication and connection logs of all personalized/individual interactions.

Each week students will be expected to communicate a reflection to their teacher about their learning progress. The manner in which this will happen will vary based on the student's grade level. Expectations will be clearly communicated by classroom teachers. Teachers and staff members will also complete a weekly reflection survey. This will allow us to identify positive trends for replication or needs for additional support. Additionally, we will offer periodic opportunities for students to provide evaluative feedback on the continuity of learning initiatives. This feedback will help to inform potential revisions to the plan.

Our planned schedule of student-led conferences were interrupted by the school closure. Once distance learning routines have been established, we will explore the possibility of conducting video or phone-based learning conferences with students and their families. Narrative feedback progress reports will be shared with students and parents at the conclusion of the school year in June. Students will not be penalized or held accountable for distance learning challenges outside of their control.

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:

Renaissance teachers and support staff will make connections weekly with each student, either by phone, Seesaw, video chat, or other means that are available to the student. Teachers will take an active role in monitoring the social-emotional needs of their students and will work with the school social worker to connect families to additional supports when warranted.

During the closure the school has provided our social worker with a mobile phone to assist families in obtaining timely access to additional resources. We have partnered with the staff of Community Mental Health and are aware of available options to meet student and family needs. We are mindful of the resources suggested by MDE, 211 of NE Michigan, and other local organizations. Recommended resource links will be added to the school website.

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 follows it.

District/ PSA Response:

Renaissance will support Gratiot-Isabella RESD in the establishment of disaster relief child care centers to the best of our efforts. For the safety of children, considerations will be needed in regards to the current building expansion construction project and its impact on access to the school playground.

Optional Consideration:

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

District/ PSA Response:

At the present time, we intend to maintain our [existing 2019-2020 calendar](#) for the remainder of the school year. In the best interest of supporting individual students and their particular needs, and in cooperation with parents or guardians, considerations may be made to continue connecting with specific students beyond the established end of the school year until June 30, 2020. In other cases, we may recommend that some individual students may benefit from resuming connections with Renaissance staff members in early August prior to the start of the next school year.

A preliminary draft of a calendar for the 2020-2021 academic year was created prior to recent events. In light of the new challenges brought on by COVID-19, we will invite feedback from stakeholders including students, parents, teachers, the Renaissance PTO, and school board members to determine what changes may be warranted before final adoption.

**Continuity of Learning and COVID-19 Response Plan (“Plan”)  
Budget Outline**

Description	Estimated Budget	Funding Source
<b>Instructional Supplies</b>		
Books, paper/notebooks, pencils/sharpeners, crayons	\$4,625.00	Title Ia CARES Additional Allocation, Grant Funds and then General Fund, if needed
Copy/printing costs	\$2,125.00	Title Ia CARES Additional Allocation, Grant Funds and then General Fund, if needed
Project-Based Learning supplies	\$15,500.00	Title Ia CARES Additional Allocation, Grant Funds and then General Fund, if needed
Care packages (food, emotional support needs, etc.)	\$13,500.00	Title Ia CARES Additional Allocation, Grant Funds and then General Fund, if needed
<b>Technology and Communication Resources</b>		
Student and Staff Chromebooks	\$8,000.00	Title Ia CARES Additional Allocation, Grant Funds and then General Fund, if needed
Expansion of Gaggle G-Suite monitoring	\$567.50	Title Ia CARES Additional Allocation, Grant Funds and then General Fund, if needed
Securly remote content filtering	\$2,310.00	Title Ia CARES Additional Allocation, Grant Funds and then General Fund, if needed
Google Voice	\$1,250.00	Title Ia CARES Additional Allocation, Grant Funds and then General Fund, if needed
Dean of Students Mobile Phone activation & plan	\$300.00	Title Ia CARES Additional Allocation, Grant Funds and then General Fund, if needed
Anticipated technology support & repairs	\$3,000.00	Title Ia CARES Additional Allocation, Grant Funds and then General Fund, if needed
<b>Distribution of Materials</b>		
Postage/shipping	\$6,750.00	Title Ia CARES Additional Allocation, Grant Funds and then General Fund, if needed
Mileage for porch deliveries	\$3,000.00	Title Ia CARES Additional Allocation, Grant Funds and then General Fund, if needed

PPE for onsite pick up	\$500.00	Title Ia CARES Additional Allocation, Grant Funds and then General Fund, if needed
Extended Learning		
Compensatory education/Special Education services	\$25,000.00	Title Ia CARES Additional Allocation, Grant Funds and then General Fund, if needed
Salaries and supplies for summer learning options	\$25,000.00	Title Ia CARES Additional Allocation, Grant Funds and then General Fund, if needed



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

- [MAISA Remote Learning Guidance for Continuity of Learning](#)
- [MAPSA Distance Learning Resources](#)
- [MASSP School Closure Learning Continuity Checklist](#)
- [MDE COVID-19 Social & Emotional Learning Resources](#)
- [MDE Learning at a Distance Guidance](#)
- [MI ASCD Whole Child Tenets](#)
- [Michigan Virtual Learning Continuity Planning Guide](#)

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

Name of District Leader Submitting Application: Lisa Bergman  
Executive Director  
Renaissance Public School Academy

Date Approved:

Name of ISD Superintendent/Authorizer Designee: Corey Northrup  
Executive Director  
The Governor John Engler  
Center for Charter Schools at  
Central Michigan University

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website:

<http://renaissancepsa.com/wp-content/uploads/RPSA.MICLPlan.2020.pdf>