



April 24, 2020

Dr. Sabrina Claude  
Old Redford Academy  
17195 Redford Avenue  
Detroit, MI 48219

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

Dear Dr. Claude:

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

Please also proceed with the following next steps:

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

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

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

Sincerely,

A handwritten signature in black ink that reads "Corey Northrop". The signature is written in a cursive style with a long, sweeping underline.

Corey Northrop  
Executive Director

cc: Joyce Henderson, Board President  
Vanessa Gulley, Board Corresponding Agent

Attachments:

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

# **Continuity of Learning and COVID-19 Response Plan**



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**Old Redford Academy (K12)**

April 2020

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

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 schools have been called to provide our scholars continued learning.

Districts are in varied states of readiness to provide continuity in learning. Even within districts of multiple school sites, there is varied states of readiness. It is expected that schools will provide flexible instruction 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 schools have been providing flexible learning opportunities, the Governor’s Executive Order requires all schools to begin providing learning opportunities for all scholars by April 28, 2020.

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 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**

Districts and Public School Academies can complete the Assurances and Continuity of Learning Plan for submission beginning April 8, 2020 and prior to the implementation which must begin no later than April 28, 2020. Authorizers are required to submit approved Plans to the Michigan Department of Education and Michigan Department of Treasury no later than April 28, 2020 to ensure continued state aid funding. Therefore, it is strongly recommended that Districts and Public School Academies submit their plans for review in advance of this deadline. Plans should use 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 impact learning.
- **Develop a Weekly Plan and Schedule:** Offer routines and structures for consistency and to balance think time, work time, and play time for health and well-being.
- **Contact Families:** Partner to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority. Provide translations as necessary.

### **Design Learning for Equity and Access**

Plan and deliver content in multiple ways so all students can access learning.

- **Teach Content:** Set goals using knowledge of each student and of Michigan Merit Curriculum.
- **Deliver Flexible Instruction:** Consider how to deliver content depending on tools and resources accessible to each student. Delivery of instruction may include printed learning materials, phone contact, email, online instruction, or a combination to meet diverse student needs.
- **Engage Families:** Communicate with families about engagement strategies to support students as they access the learning. Families are critical partners. Provide translations as necessary.

### **Assess Student Learning**

Manage and monitor student learning and plan what’s next for learning including the potential need for summer and supplemental learning.

- **Check Student Learning:** Use a variety of strategies to monitor, assess, and provide feedback to students about their learning.
- **Make Instructional Adjustments:** Use formative assessment results to guide their reflection on effectiveness of instruction and to determine next steps for student learning.
- **Engage Families:** Communicate with and seek input from families about assessment results in order to inform next steps and the potential for supplemental summer learning. Provide translations as necessary.

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

Date Submitted: April 18, 2020

Name of District: Old Redford Academy

Address of District: 22122 W. McNichols Road, Detroit, MI 48219

District Code Number: 82956

Email Address of the District: sclaude@oldredford.org

Name of Intermediate School District: Wayne RESA

Name of Authorizing Body: Central Michigan University

This Assurance document needs to be returned to 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 one plan for all buildings.

The applicant hereby provides assurance it will follow the requirements for a Continuity of Learning Plan for the remainder of the 2019-2020 school year:

1. Applicant assures that all student learning will take place under the direction of a teacher of record for each student.
2. Applicant provides assurance that it will pay all current employees during the balance of the 2019-2020 school year under the same terms and conditions established prior to the school closure order period.
3. Applicant assures that local bargaining units and school boards agree to implement the Continuity of Learning Plan.
4. Applicant assures that food distribution has been arranged for or provided for eligible students.
5. Applicant assures coordination between applicant and Intermediate School District in which the District/PSA is located to mobilize disaster relief child care centers.
6. Applicant assures that to the extent practicable the District/PSA will in good faith provide students with IEPs/Section 504 Plans the opportunity to participate in learning consistent with existing plans.
7. Applicant assures that Continuity of Learning Plan, Assurance Document, and Budget Outline will be posted immediately following approval to the District’s/PSA’s budget transparency website icon.

## 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 and Public School Academy is, to the best of their ability, providing each student with instruction to help them stay on pace in their learning. This application recognizes that there is no “one-size-fits-all” solution; multiple means of engaging students and supporting families may be necessary that may vary by grade level, school building, or student population served.*

Date Submitted: April 18, 2020

Name of District: Old Redford Academy

Address of District: 22122 W. McNichols Road, Detroit, MI. 48219

District Code Number: 82956

Email Address of the District: sclaude@oldredford.org

Name of Intermediate School District: Wayne RESA

Name of Authorizing Body: Central Michigan University

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 meaningfully access the alternative modes of instruction included in the Plan. If the Plan relies on electronic instruction, the Plan must ensure to the extent feasible that pupils have access to a connected device capable of accessing the electronic instruction and must not penalize a pupil for the pupil’s inability to fully participate.**

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

### **District/PSA Response:**

On March 16, 2020, the Academy began its implementation of a Flexible Learning Plan which provides alternative modes of instruction to pupils during the school closure. The Plan allows for both scholars with technology as well as those without or with limited access to participate in learning during the school closure.

The Academy utilizes the following alternative modes of instruction: online pre-recorded lessons, telephone communication, email, interactive virtual instruction, videos, slideshows, project-based assignments, and instructional packets. The use of instructional work packets and performance tasks are primarily used for scholars with limited access to technology but will also be used as enrichment for struggling or accelerated scholars.

An initial survey was administered to families to determine computer and internet access as well as assess the district’s capacity for virtual instruction. After the data was received, alternative methods were devised to ensure equitable access to instruction. In addition to the distribution of work packets, the Academy will loan Chromebooks and internet hotspots to families, pending availability. While the Academy will ensure to the fullest extent possible that scholars have access to a device and connectivity for virtual instruction, scholars who are not able to fully participate will not be penalized.

*\*A more detailed explanation of how the District utilizes alternative modes of instruction is outlined in the District’s response to Questions 3 and 4 of the Continuity of Learning Plan.*

**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:**

The Academy will keep pupils at the center of educational activities, including outreach to continue building relationships and maintaining connections to ensure that pupils feel safe and valued during the school closure.

District Structures and Guidelines

Scholars/Families	Teachers and Instructional Support Staff	Principals	Building Support Staff
Visit Teacher’s Google Classroom daily and complete learning tasks.  Check school Gmail account daily for important announcements and updates.  Check the School and District’s social media pages for important announcements and	Hold virtual daily office hours to assist scholars and parents.  Provide live virtual lessons for enhanced scholar instruction.  Regularly update Google Classroom and Google folder with supplemental and reference materials  Provide 1:1	Assign each teacher group to a building leader and building support team member.  Facilitate two weekly virtual staff meetings for building collaboration.  Conduct weekly check-in meetings with building Leadership Team.	Maintain daily communication with building Principal to assess support needs.  Maintain daily communication with assigned instructional group to monitor scholar attendance.  Contact all scholars reported as absent by instructional staff using the provided



<p>updates.</p> <p>Initiate regular 1:1 communication with the teacher via telephone, class dojo/zoom conference call, and/or email.</p> <p>Notify school of access or other challenges.</p>	<p>instructional assistance for all initiated requests</p> <p>Maintain and update scholar academic progress and participation.</p> <p>Identify struggling scholars and assign supplemental task(s).</p> <p>Maintain a weekly Contact Log of scholar participation as well as family communication.</p>	<p>Provide an end of the week summary including relevant info on scholar participation, staff compliance, and academic highlight(s) from the week.</p> <p>Participate/attend the 6:1 Principal/CAO Virtual Meeting twice weekly.</p>	<p>scholar/family attendance script.</p> <p>Maintain a daily contact log.</p> <p>Attend weekly virtual staff meetings.</p>
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- Office Hours – All instructional staff members hold daily office hours to support and assist scholars and parents/guardians during the closure. Specific office hours vary from building-to-building. Each building's instructional office hour schedule is uploaded to the district website and the public Parent Resource Google Folder.
- Communication/Access – All instructional staff members including Teachers and Administrators, created Google Voice telephone numbers to ensure that scholars and families have direct access to support. Each buildings Contact Roster is uploaded to the District’s public Parent Resource Google Folder.
- The Academy will create and distribute a weekly newsletter that highlights specifics of the academic plan from the prior week. The newsletter will feature the following sections/headers: health and wellness tip, picture of the week, district participation rate, and important upcoming announcements.
- Lesson Planning – Each teacher of record creates and submits a weekly lesson plan that addresses the identified target standards. Weekly lesson plans must include the following: weekly standard(s), daily objective, learning task, and necessary materials.
- Staff Collaboration – Principals host two virtual staff meetings weekly. The staff meetings provide a collaborative space for buildings to address academic progression, scholar well-being, parent/family concerns, and any upcoming virtual district initiative or events.

Special Education

The Academy will work to ensure that all scholars regardless of exceptionality have access to adequate and equitable instruction and learning. Scholars with an IEP will continue to be serviced in accordance with their needs to the fullest extent possible.

## Community Building and Parent Engagement

- Virtual Parent Resource Folder – A virtual parent resource folder has been developed for all school buildings. The resource folder provides parents with information to support the successful continuation of learning for their scholar. Specifically, the following is included: free/reduced internet service providers, navigating the virtual learning experience, on-line learning websites, educational resources, laptop/tablet giveaway, district announcements, scholar work packets, and staff contact information.
- Social Media Presence – The Academy utilizes social media as an avenue to connect with parents and scholars. Timely announcements and updates are shared.
- The District Parent Liaison and District Attendance Officer will continue to work to bridge the gap between home and school by helping parents get the information and support they need to ensure their scholar’s academic and social success. The Parent Liaison communication plan includes but is not limited to the following: newsletters, conducting Robocalls (automated phone calls), and sending email blasts to parents and the community.
- During the month of April, the District will facilitate a monthly virtual community building event that allows multiple stakeholders to participate, including scholars, parents, teachers, administrators, support staff, and Board Members. The virtual community building events will include a Virtual Spirit Week, Social Media Challenge, virtual parent workshops, health and wellness check-in, scholar recognition events, and online Senior Send Off.

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

### **District/PSA Response:**

The Academy will deliver content in multiple ways to ensure that all pupils have adequate and equitable access to meaningful learning and instruction.

Scholars with Access to Technology: Teacher supported instruction will be delivered primarily through Google Classroom and its supplemental suite of applications. In addition, instructional staff will provide Live Virtual Lessons as a means to keep scholars engaged and connected to their peers and to deepen understanding and mastery of the content. The Academy will also utilize the following online platforms and websites that are aligned to the Board Approved district curriculum:

- Edgenuity
- McGraw Hill
- CKLA
- Great Minds

- ClassDojo
- MAP Skills

Scholars with Limited Access to Technology: While the Academy will make every effort to ensure that scholars in need of technology are provided a device, scholars and parents/guardians will have multiple opportunities to pick up grade level and/or content specific work packets. As needed, scholar consumables will be made available for pick up as well. Families who are unable to pick up work packets will be mailed packets and bus delivery service will be provided upon request.

In addition to work packets, scholars with limited access and who chose not to request a Chromebook and/or connectivity are encouraged to maintain daily communication with their teacher(s) of record through alternative methods such as telephone conferences, email check-ins, and text dialogue via the Google Classroom.

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

**District/PSA Response:**

The Academy is committed to managing and monitoring the learning progression of pupils during the implementation of the Continuity of Learning and COVID-19 Response Plan.

Policy for Promotion: All scholars in good standing as of March 12, 2020, will be promoted to their next grade level. Scholars in good standing will be identified in grades K-8 as scholars who have earned a 60% or higher in all core subjects. Scholars in good standing will be identified in grades 9-11 as scholars who have earned a 60% or higher in all courses. Scholars in good standing will be identified in grade 12 as scholars who were on track for graduation as identified by the District’s official transcript audits. Any scholar that was not in good standing per their recorded grades in the Districts SIS gradebook as of March 12, 2020 will have the opportunity to enhance their grade(s) through participation in the District’s Continuity of Learning Plan. While all scholars are encouraged to participate daily in the Continuity of Learning Plan, scholars will not be academically penalized for lack of participation due to limited resources, health, and/or family concerns. Parents and families will continue to receive 24/7 access to scholar academic progress via the Student and Parent Portal of our SIS (which is password protected).

Senior Final Exams: Beginning the week of May 4<sup>th</sup> through May 22<sup>nd</sup>, the Continuity of Learning Plan for 12<sup>th</sup> grade scholars will focus on Senior Final Exams. All Seniors will be encouraged to participate. Senior Final Exams will be project-based performance tasks and will be taken in all four core subject areas (i.e. math, English, science, and social studies). All final exams must be submitted by May 29<sup>th</sup> and feedback will provided to scholars and parents/guardians the week of June 1<sup>st</sup>.

Grading Policy/Student and Family Feedback: All weekly lesson plans are focused on target standards. Likewise, the weekly learning tasks are designed as demonstrations of proficiency. Teachers will monitor the proficiency rate for each target standard and allow that rate to determine and inform future instruction. Teachers of record will access scholar learning daily and record a weekly progress grade for each scholar.

Additional Support: In the event of that a scholar struggles to demonstrate proficiency, parents/guardians will be notified of the concern and the supplemental tasks specific to the identified standard(s). The supplemental tasks will include but is not limited to online remediation, enrichment, work packets, and one-to-one instruction with the teacher of record and/or paraprofessional.

**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:**

Currently, the Academy does not anticipate a significant impact to the 2019-20 budget that will negatively impact the budget as we expect to only have to reallocate unspent funds for items such as cleaning supplies, etc. And, to ensure that our scholars have adequate access to technology during this time, we've amended our Title I and Title IV budgets to include purchases for Chromebooks, internet hot spots and support materials for our scholars and teachers as follows:

- Title I Basic Programs: \$96,600 for Chromebooks for elementary, middle school and high school scholars.
- Title IV Basic Programs: \$61,998 for supplies and materials to support restorative practices for elementary, middle school and high school scholars.
- Title IV Basic Programs: \$2,000 for hot spots to ensure that students have equitable access to technology for elementary, middle school and high school scholars.
- MDE approved the amendment on April 10, 2020.

The Academy's Board of Directors will be provided, for its review and approval, any necessary budget amendments to ensure the Academy remains in compliance with the Uniform Budgeting & Accounting Act.

**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:**

The Continuity of Learning Plan for the Academy was developed in collaboration with the Superintendent, Chief Academic Officer, Chief Financial Officer, Building Administrators, Teachers, Parents, and Board of Directors.

- On Thursday, March 12, 2020, the Superintendent and CAO met to establish preliminary district guidelines for a Flexible Learning Plan in the event that a school closure was necessary.
- On Friday, March 13, 2020, school was cancelled for scholars to allow for a District Planning Day in which the entire instructional and support staff met at their respective buildings led by their Administrative Team.

- On Friday, March 13, 2020, the Superintendent, CAO, and CFO met to discuss and identify potential budget needs as it pertains to the implementation of the Plan. The following needs were identified: purchase of additional technology, purchase of health and wellness materials and resources, available funds for outsourced printing jobs as well as district mailings for work packets and consumables. The district immediately reallocated title funds to address some of these needs.
- On the District Planning Day, Principals, Teachers, Instructional Coaches, Dean of Academics, Interventionist, and Paraprofessionals were grouped according to grade level or content area for facilitated planning sessions. Each group collaborated to identify target standards, create lesson plans, put together materials for work packets, and setup individual Google Classrooms.
- A survey was distributed to families to determine their technology and internet needs at home in order to assess the district's capacity for virtual learning.
- The Superintendent shared results from the professional development day with the Board of Directors for review and feedback during the development of the District's Flexible Learning Plan. After completion of the District's Flexible Learning Plan on March 15, 2020, all stakeholders reconvened in April and held virtual sessions to develop the Continuity of Learning and Covid-19 Response Plan.

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

**District/PSA Response:**

The Academy will ensure that the Plan is available to scholars and parents/guardians on the District website and public Parent Resource Google folder. Notification of where the Plan can be accessed will be made via the District's mass communication system (Robo-call), social media postings, direct emails, and the weekly District newsletter.

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

**District/PSA Response:**

The Academy began full implementation of a sustainable Flexible Learning Plan on Monday, March 16, 2020. The Flexible Learning Plan encompasses the components identified in this Continuity of Learning and COVID-19 Response Plan.

- Initial District Planning Day – Friday, March 13, 2020

- Initial Implementation of District Flexible Learning Plan – Monday, March 16, 2020
- Initial Work Packet Distribution (at each building) – Tuesday, March 17 to Tuesday, March 24, 2020
- Spring Break Observance – April 6 to April 10, 2020
- The District Flexible Learning guidelines require instructional staff to participate in on-going collaborative planning and professional development which occurs weekly at the building level through virtual staff meetings and one-on-one Administrative check-ins.
- The District will offer additional building distribution days for technology and work packets, as needed. During distribution days, scholars and parents/guardians can obtain hardcopies of grade level or content area work packets, health and wellness materials, resources, as well as loanable technology, internet hotspots, and student consumable workbooks.

**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 the Career and Technical Preparation Act, 258 PA 2000, as amended, MCL 388.1901 to 388.1913, in completing the courses during the 2019-2020 school year.**

**District/PSA Response:**

While the Academy offered Dual Enrollment through Wayne County Community College for the Fall 2019 semester, the District does not have any pupils enrolled in postsecondary dual enrollment courses for the current semester (Winter 2020).

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

**District/PSA Response:**

The Academy will provide food distribution to all families via a no contact *Grab n Go Meal* process during the school closure. Food distribution will be provided twice a week for pickup on Tuesdays and Thursdays from 8:00 am – 1:00 pm at the Elementary School. Delivery service will be provided to families upon request. Each package will contain bundled breakfast and lunch meals. The Academy will continue to share additional food distribution sites and resources with families.

**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:**

The Academy will continue to pay school employees while redeploying staff to provide meaningful work in the context of the Plan.

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

**District/PSA Response:**

The Academy will continue to encourage and promote daily participation in this Plan for all scholars and families. The Academy monitors student participation daily and analyzes the participation rate weekly. However, scholars will not be penalized if they are not able to fully participate in the Plan due to limited resources and/or family, health, or other challenges.

- The teacher of record takes daily attendance using the following forms of communication: Sign-In to Google Classroom, Google Chat, Zoom Conference Call, telephone (voice and text), and email.
- Each Wednesday and Friday, the teacher of record provides to their assigned District Support Team member the name of any scholar that they have not been in communication with for more than three days. District Support Team members work daily to reach out to the identified scholars and families to provide encouragement along with the necessary supports.
- At the end of each week, the building leadership team reports the weekly attendance percentage rate to district leadership for planning and to inform outreach efforts.
- Scholars who utilize the work packet option due to limited resources will be included in the daily/weekly attendance records.
- The Academy will provide a series of surveys to scholars and families to remain connected and gather feedback on the effectiveness of this Plan.

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

**District/PSA Response:**

The Academy will employ the following methods to provide mental health supports to pupils affected by the state of emergency and/or state of disaster prompted by COVID-19:

- Extended District Support Staff – While academics is important, the health and wellness of all scholars is equally important. The District Support Team is in place to provide scholars and families with additional resources to meet the social, emotional, and financial hardship of this pandemic. This team makes a personal contact with scholars and families each week to conduct wellness checks, remain connected, and assess family access to important resources.

The Academy has identified the following district employees/positions as members of the District Support Team: Interventionist, Paraprofessionals, Deans of Students, Counselors, Social Workers, Pupil Accountant Specialist, Attendance Officer, and Parent Engagement Liaison. The responsibility of this team is to support the instructional staff members by providing daily outreach to scholars and families. This outreach focuses on student participation in the Plan as well as their overall health and wellness. Each District Support Team member will keep a daily contact log that will be submitted to their Building Administration weekly. The contact log will record the contact that is made to scholars and families to ensure adequate support is provided.

- The Academy will distribute health, wellness, and mindfulness items to scholars and families to cope with the trauma associated with the pandemic, school closure, and/or transition to virtual learning. These materials are scheduled to be ordered the week of April 13, 2020.
- Scholars have access to [www.wideopenschool.org](http://www.wideopenschool.org) which provides emotional and wellness support for general education and special needs scholars. In addition, the Academy communicates health and wellness resources to families through social media and ClassDojo. The Academy will maintain and communicate an updated list of community resources to families as additional information becomes available.
- The Academy has communicated announcements to families such as the Coronavirus Water Restart Plan, Comcast Essential packages, DTE suspensions, and Bridge non-profit support (i.e. housing/mortgage relief, mental health, statewide resources and food assistance programs). In addition, families will be provided with information on mindfulness resources from <https://www.headspace.com/michigan>

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

**District/PSA Response:**

The Academy will support the efforts of our intermediate district (Wayne RESA) to mobilize disaster relief child care centers in compliance with Executive Order 2020-16 or any executive order that follows it. If necessary, the Academy will establish and maintain a disaster relief child care center to expand child care access during the COVID-19 emergency to any family requiring such services. Further, the Academy will fulfill this commitment through compliance of the guidelines detailed by the Department of Licensing and Regulatory Affairs (LARA). The Academy will take the following actions:



- Designate one or all three of our buildings as a disaster relief child care center depending on the community/public need.
- Identify volunteer employees who will elect to become disaster relief child care center participants.
- Provide critical infrastructure such as utilities, manufacturing, mass transit, groceries or other

**15. Does the District’s plan provide for the adoption of a balanced calendar instructional program for the remainder of the 2019-2020 school year and planning for the adoption of a balanced calendar instructional program for the 2020-2021 school year?**

**District/PSA Response:**

At this time, the Academy will not adopt a balanced calendar for the remainder of the 2019-2020 school year as the District has not exceeded the 24 allotted days. However, the Academy is exploring a start date prior to Labor Day for the 2020-2021 school year.

Name of District Leader Submitting Application: Sabrina Claude McGahee, Ed.D.

Date Approved:

Name of ISD Supt/ Authorizer Designee:

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/ PSA website:



Amy Densmore <amyvanatten@gmail.com>

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

1 message

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

Fri, Apr 24, 2020 at 12:36 PM

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

Here's what we got from you:

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

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

Email address \*

### Intermediate School District/ Authorizing Body Information

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

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

Central Michigan University

**Name of ISD Superintendent/Authorizer Designee \***

Corey Northrop

## School District Information

**Name of School District \***

Old Redford Academy ▼

**School District Code Number \***

82956 ▼

**School District Contact Name \***

Sabrina Claude

**School District Contact Email Address \***

[sclaude@oldredford.org](mailto:sclaude@oldredford.org)

**School District Contact Phone Number \***

313-532-7510

## Plan Specifics

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

- Yes
- No

**Date of ISD/Authorizer Body Approval? \***

April ▼	24 ▼	2020 ▼
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**What is your best estimate of additional cost associated with Plan implementation? \***

\$161,000
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**Attach a PDF file of the Approved Plan. \***

Files submitted:

82956 ORA CLP Approved - Amy Densmore.pdf
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**By clicking submit on this form, you are certifying that the District's Plan has been approved by the ISD/Authorizing Body, contains a PDF file of the approved Plan, and the information provided is true, accurate, and in accordance with Executive Order No. 2020-35. \***

- Yes
- No

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