



April 17, 2020

Mr. Steve Paddock
Trillium Academy
15740 Racho Road
Taylor, MI 48180

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

Dear Mr. Paddock:

I am pleased to inform you that the Plan for Trillium 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 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 large, stylized "C" and "N".

Corey Northrop
Executive Director

cc: Heather Gardner, Board President

Attachments:

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

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

Date Submitted: April 10, 2020

Name of District: Trillium Academy

Address of District: 15740 Racho Road, Taylor, Michigan 48180

District Code Number: 82973

Email Address of the District: spaddock@therominegroup.com

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.

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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 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:

The methods Trillium Academy will use to provide alternative modes of instruction other than in-person instruction and a summary of materials the students and parents will access will include a mixed media delivery. There will be daily/weekly learning platforms/methods for communication and instruction. There will also be distribution/sharing of materials including devices, packets and books.

Examples:

- *Classroom Dojo for communication with parents and students
- *Recorded lessons on Google Classroom, Zoom or SeeSaw and/or weekly packets
- *Books, curricular materials and textbooks distributed
- *Pick-up materials or packets at school
- *Enrichment websites such as Prodigy and Khan Academy
- *For the students that do not have access to electronic instruction, the lessons and assignments will be printed out and available for pick up at Trillium Academy.

High School Instructional Platform

- *Google Classroom (All teachers)
- *Emailed Lessons

Assignments (Hours of Instruction)

- *Weekly-Monday morning at 8am
- *30 minute assignments 5 days a week
- *Reading Passage/Writing Prompts/Recorded Lectures/Handouts/Discussion Boards/Projects)
- *9-10th grade Math (new material) Youtube Channel
- *Focus on Power Standards

Teacher “Zoom” Office Hrs (M & W)

- *Monday-Math/Social Studies

Math

- *Algebra 1: 9-10am
- *Geometry: 11-12am
- *Algebra 2: 9-10am
- *Prob and Stats: 11-12am
- *Pre-Calculus: 11-12am
- *Social Studies
- *American History: 1-2pm
- *Economics: 3-4pm
- *World History: 1-2pm
- *Classical Studies: 3-4pm

Wednesday-ELA/Science

- *ELA
- *9th ELA: 9-10am
- *10th ELA: 11-12am
- *11th ELA: 9-10am
- *AP ELA: 10-11am
- *12th ELA: 11-12am

Science

- *Biology: 1-2pm
- *Chemistry: 3-4pm
- *Physics: 1-2pm
- *Environmental Studies 3-4pm

Friday-Electives

- *9th Spanish: 9-10am
- *10th Spanish: 11-12am
- *Fibers: 12-1pm
- *2D Art: 1-2pm
- *Orchestra: 12-1pm
- *Foundations of Art: 12-1pm

Grading

- *Credit/No Credit (Overall Grade)
- *Submitted using Google Classroom and Email
- *Assignments entered into Powerschool as CREDIT
- *Be Flexible and Respond to Submitted Work

Middle School Instructional Platform

- *Google Classroom (All 6-8 Teachers)
- *Packets will be provided to families that do not have access to internet as evidenced from survey
- *All offline versions of work will replicate the online version as closely as possible.

Assignments (Hours of Instruction)

- *4 weeks worth of instruction will be provided by April 20
- *Reading Passage/Writing Prompts/Recorded Lectures/Handouts/Discussion Boards/Projects
- *30 minute assignments per subject matter, 5 days a week
- *Focus on Power Standards
- *Teachers will give priority to prerequisite skills required for next year

Teacher “Zoom” Office Hrs (Tu & Th)

Math & Science

Tuesday

- *7th Grade: 9am-10am (Science)
- *8th Grade: 10am-11am (Science)
- *7th Grade: 11am-12pm (ELA)
- *8th Grade: 12pm-1pm (ELA)
- *6th Grade: 1pm-2pm (Math)
- *6th Grade: 2pm-3pm (SS)

Thursday

- *7th Grade: 9am-10am (SS)
- *8th Grade: 10am-11am (SS)
- *7th Grade: 11am-12pm (Math)
- *8th Grade: 12pm-1pm (Math)
- *6th Grade: 1pm-2pm (Science)
- *6th Grade: 2pm-3pm (ELA)

Friday-Electives

- *MS Technology: 10-11am
- *MS Music: 11-12am
- *MS Art: 12-1pm
- *Orchestra: 12-1pm
- *MS Art: 12-1pm
- *MS Gym: 1:00-2:00

Grading

- *Student assignments will be given a CR/NC
- *Assignments will be submitted using Google Classroom for online students
- *Students that don't have online capability can take pictures of their work and Dojo or email teachers
- *Teachers will respond to submitted work

2nd - 5th Instructional Program

Instructional Platform

- *Zoom/Seesaw (All 2-5 Teachers)
- *Packets will be provided to families that do not have access to internet as evidenced from survey
- *All offline versions of work will replicate the online version as closely as possible.

Assignments (Hours of Instruction)

- *4 weeks worth of instruction will be provided by April 20 another four weeks after that
- *Reading Passage/Writing Prompts/Recorded Lectures/Handouts/Discussion Boards/Projects
- *20 minute assignments per subject matter, 5 days a week
- *Focus on Power Standards

Teacher "Zoom" Office Hrs

Monday

- *10-11 Price 3rd
- *11-12 Ward
- *12-1 Christie 5th

Tuesday

- *10-11 Keilman 3rd
- *11-12 Kiniry 5th/Nichols 2nd
- *1-2 Smith 4th/King 4th

Wednesday

- *11-12 Ward 2nd
- *12-1 Christie 5th

Thursday

- *10-11 Price 3rd
- *11-12 Kiniry 5th/Nichols 2nd
- *1-2 Smith 4/King 4th

Friday

- *10-11 Keilman 3rd

Grading

- *Student assignments will be given a CR/NC
- *Assignments will be submitted online students
- *Students that don't have online capability can take pictures of their work and Dojo or email teachers
- *Teachers will respond to submitted work

K/1 Instructional Platform

- *Class Dojo/Facebook Groups/Zoom Conferencing (office hours)
- *Printed Packets will be provided to families that do not have access to internet as evidenced from Survey
- *All offline versions of work will replicate the online version as closely as possible.

Assignments (Hours of Instruction)

- *4 Weeks of instruction will be provided by April 20 another four weeks after that
- *Daily Math with accompanying daily math video
- *Daily ELA with accompanying daily ELA video
- *Weekly Science and SS content in packets and posted online
- *K @ 30-90 Minutes Daily
- *1st @ 45-90 Minutes Daily

Teacher "Zoom" Office Hrs

Monday

- *Rachel Eva 10:00-11:00 (K)
- *Allison Staley 1:00-2:00 (1)

*Tuesday

*Kim Knott 9:00-10:00 (K)

*Chelsea Trendy 10:00-11:00 (K)

*Maya Yap 1:00-2:00 (1)

Wednesday

*Rachel Eva 10:00-11:00 (K)

*Allison Staley 1:00-2:00 (1)

*Thursday

*Kim Knott 9:00-10:00 (K)

*Chelsea Trendy 10:00-11:00 (K)

*Maya Yap 1:00-2:00 (1)

Grading

*Student assignments will be given a CR/NC

*Assignments will be submitted online

*Students that don't have online capability can take pictures of their work and Dojo or email teachers

*Teachers will respond to submitted work

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 methods Trillium Academy will use to keep pupils at the center of educational activities, including outreach to continue building relationships and maintain connections, and to help students feel safe and valued include communicating daily/weekly with students and families. The teachers will continue recognizing milestones that would have been in the classroom. In addition to classroom activities, classroom teachers will utilize Zoom and Classroom Dojo videos to connect to students related to non-academic school issues. These will include birthdays, "fun" days, and Student of the Month. Classroom teachers will continue to tailor lessons to student's points of interests. Using journal responses to "check-in." Staff will make contact and identify essential needs including well-being, food and access to technology.

Trillium Academy remains committed to keeping our students at the center of all that we do. The public health crisis has only strengthened our stance. Our district is committed to educating the Whole Child. We have embraced the Whole School, Whole Community, Whole Child (WSCC) Model, which is the CDC's framework for addressing health in schools. We are intentionally focused on our students and emphasize the collaboration between schools, communities, public health, and health care sectors for the purpose of better aligning resources in support of the whole child.

Now, more than ever, we are striving to be intentional in our outreach to continue building relationships and maintain connections. We are committed to do all we can to help students feel safe and valued. To that end, we commit to the following:

- Plan for Student Learning: Building on individual strengths, interests, and needs and using this knowledge to positively affect learning.
- Develop a Weekly Plan and Schedule: Offering routines and structures for consistency and for the balancing of think time, work time, and play time for health and well-being.
- Contact Families: Partnering to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority. We have considered the guidance from COSN when creating this plan. We will provide translations as necessary.

We will encourage relationships between students by having students write letters to classmates and return them with their weekly instructional packet. Those letters will be mailed to students by the school.

*Teachers will be expected to make contact with every student at least one time during the week. This may be done through the use of technology (for those that have access and keeping student privacy in mind at all times) such as Google Hangout/Zoom/DOJO or through weekly phone calls. For students with technology access teachers will also make sure to communicate multiple times each week through the instructional platform (Google Classroom, SeeSaw, DOJO, etc.), with an emphasis on continuing to build relationships and maintain connections. If students do not have access to technology, teachers will include weekly notes to students in their instructional packet that focus on building relationships and maintaining connections.

*In addition, our athletic department is staying connected through our athletic director and all our coaches. Recognition, honors and support are being shared and offered via social media platforms. Coaches are helping students stay motivated to receive credit for eligibility.

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

District/ PSA Response:

Our district is prepared to deliver content in multiple ways in order to ensure that all students are able to access the learning in meaningful ways. In order to make this happen, we commit to:

- Leverage the instructional technology team to provide professional development so that teachers are ready and able to deliver content in multiple ways.
- Teach Content: Setting goals using knowledge of each student, content area standards, and the Michigan Merit Curriculum.
- Deliver Flexible Instruction: Considering 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.

- Endeavor to Engage Families: Communicating with families about engagement strategies to support students as they access the learning.
- Knowing that families are critical partners, we will provide translations as necessary.

Students with Technology

-For students with technology, the content will be delivered through the Google Classroom, Zoom, Email, DOJO, and other social media sites. Students that have the internet and no device have the ability to sign-out a computer from the school. Teachers will post assignments every Monday at 8am. Teachers will have defined Zoom office hours on a daily basis where they will be available online for questions or needed supports for students.

Students without Technology

-The main mode of delivery will be through hard copy of instructional packets. This will be supplemented with phone conferencing to support instruction. The 2 week instructional packets will be available daily at Trillium Academy for pickup. Packets will be mailed to students with ride issues. These packets will be developed with each grade level in mind, allowing for differentiation of work as necessary for students needing it.

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

District/ PSA Response:

For students with technology resources, teachers will monitor student access and assignment completion on a daily basis within the instructional platform. Teachers will provide feedback to students on assignments through the instructional platform as they are completed (or on a daily basis). Teachers will differentiate instruction within the platform to meet each student's needs. Teachers will provide families with weekly updates regarding their child's academic progress through the use of weekly office hours.

For students without technology resources, printed packets will be available for pick up. There will be a published "pick up schedule" for families to follow in order to make materials available to all.

Families that are unable to submit work digitally will have the opportunity to submit their students completed packets in a drop box located at the school on Monday/Wednesday during food service distribution.

Although children will not be penalized if they are unable to fully participate in the online learning opportunities, we still believe that monitoring student learning through a variety of assessments is essential. The assessments administered and the data collected will be used to determine next steps including:

- * Planning necessary supplemental lessons and/or follow-up instruction.
- * Determining the potential need for summer learning opportunities.

Despite the challenges of remote learning, teachers will still monitor student learning and check for understanding throughout the learning process. Additionally, teachers will ensure that comprehensive, actionable feedback is provided to students in a timely manner. In order to meet these expectations, teachers will engage in the following:

- * Purposeful planning with department and/or grade level colleagues using Zoom/Google Hangout as the platform for meeting times.
- * Implementation of effective feedback practices and ongoing formative assessments will guide reflection on effectiveness of instruction and determine next steps for student learning.
- * Grade level and content area teams will be encouraged to participate in weekly planning and debrief sessions where successes and opportunities for growth are discussed and instructional plans are created and revised to better meet the needs of students.
- * Special education and/or EL teachers will work closely with teacher teams in order to modify course work and scaffold instruction in order to better meet the needs of all students.
- * Special education and/or EL teachers will actively monitor and assess the learning of children on their caseload in order to provide suitable accommodations based on individual needs.

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:

In order to ensure that our students have access to adequate technology, during these extraordinary circumstances, our district will utilize general funds, 31A and Title I funds in the following manner, as outlined within the Memorandum regarding Flexible Title Funds for Technology from Deputy Superintendent Venessa Keesler, dated March 27, 2020:

- * Purchase hotspots, as needed, and other internet access tools for students - \$5,000
- * To purchase student devices, Chromebooks - \$35,000
- * To purchase paper to make copies for instructional packets - \$5,000
- * To purchase mailing costs of instructional packets - \$2,000

We will utilize general funds, 31A and Title IIA funds in the following ways:

- * To fund training and professional development for our teachers to better prepare them virtually to deliver instruction and to connect with students and families - \$2,500
- * To fund virtually delivered professional development within the district - \$5,000
- * To purchase devices needed to support the training opportunities for our instructional staff - \$7,500
- * To purchase licenses to support online platforms - \$2,500

If further budget amendments are necessary, we will make changes to our local budget to reflect actual expenditures. The Academy Board 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.

Sources: General funds, Title I, Title II, Title IV, 31A



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 17, 2020 at 9:47 AM

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

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") ***Name of ISD Superintendent/Authorizer Designee *****School District Information****Name of School District *****School District Code Number *****School District Contact Name *****School District Contact Email Address *****School District Contact Phone Number *****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 ▼	17 ▼	2020 ▼
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What is your best estimate of additional cost associated with Plan implementation? *

\$64,500

Attach a PDF file of the Approved Plan. *

Files submitted:

82973 Trillium 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

Create your own Google Form

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:

Our district values the opinions and ideas of all stakeholders. For this reason, we included each of the following groups as we worked to develop a comprehensive plan for providing continuity of learning.

- Local School Board Members - all board members were emailed a copy of the plan when it was rolled out and were invited to include any suggestions and participate in the planning of the document. When the plan was finalized, it was emailed to all board members for final input.
- District Administrators and Staff - The Romine Group, Inc. has been holding Google Hangout meetings twice a week to work in collaboration with the plan.
- Building Administrators (Elementary, Middle, and High School) - administrators have been holding Zoom/Google Hangout meetings to discuss, plan and assigning sections of the template for completion.
- Teachers (Elementary, Middle, High School, Core and Elective, English Learner, Special Education, etc.) - teachers were emailed copy of the template for input into the plan. Administrators held team lead and house meetings to solicit input and develop the plan.
- Social Workers/Counselors - our social worker, speech pathologist, occupational therapist were emailed the plan and asked for input into the creation of the plan. We partnered with our third party vendor as well to create their portions of the plan.
- Technology Department Staffers - we held weekly Zoom/Google Hangout meetings and collaborated on the development of technology needs, procurement and implementation.
- Parents/Students - parents and students were sent the template via DOJO, our online communication platform, and asked for input. Also, surveys were made available to help determine at home instructional needs such as technology.

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

District/ PSA Response:

To ensure all stakeholders are aware of the Plan, and that the Plan is executed well, we have a clear, consistent, concise communication plan. Elements of our communication plan includes a variety of methods the district will use to notify pupils and parents or guardians of the Continuity of Learning Plan and keep them connected/engaged throughout the execution of the Plan.

Methods include, but are not limited to, the following:

- Direct Person-to-Person Telephone Calls when applicable
- Robo Calls utilizing Edulink
- Regular US Mail – information mailed to families
- Email

- Class Dojo
- SeeSaw
- Text Messages
- Flyers/Newsletters
- Social Media posting(s)
- Website posting

The plan will be communicated through DOJO to each family. The plan will also be posted to the district website and other social media platforms as well. To ensure that everyone is aware that the plan has been developed and released, a phone call message will be sent to all parents via Edulink.

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:

It is our goal to offer our students remote learning options as soon as possible. To that end, our district is committed to thoughtfully and systematically roll out this comprehensive implementation on April 13, 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 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:

For Trillium Academy students that are taking dual enrollment courses, we will be working with our provider Wayne County Community College to determine next steps. We will ensure that students have the appropriate materials and support to complete those courses. The students will also be given the option to convert their grade to credit or no-credit.

Trillium Academy currently doesn't have any students enrolled in CTE courses.

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

District/ PSA Response:

Within our district 73% of students qualify for free or reduced lunch. At the onset of the public health crisis, all students were eligible for food distribution. On average, we were serving 50+ meals per day including breakfast and lunch.

Our current distribution plan includes distribution at Trillium Academy, on Monday and Wednesday of each week. The times are between 10 a.m. and 12 noon. On Monday, students, family members or

community members are provided with the number of lunches needed for breakfast and lunch on Monday and Tuesday. On Wednesday, they are provided the number of breakfast and lunch they need for Wednesday, Thursday, and Friday.

Steps have been taken to ensure social distancing and protect district staff and families. Gloves and masks are used when available. Temperatures are taken each day before their shift begins. All staff members follow social distancing from each other. Social distancing measures are taken when food is being distributed.

We will continue our food distribution at Trillium Academy on Monday and Wednesday from 10 a.m. until 12 noon.

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:

We are paying all of our employees including support staff such as para professionals and non professional staff such as clerical. Staff will be redeployed as needed to provide meaningful support to the Plan.

In addition, we have partnered with all of our third party vendors to ensure that we will continue to pay them as long as they continue to pay their employees working directly for Trillium Academy. The third party vendors that we currently use and continue to pay are for our cleaning services, our security, temporary staffing such as long term substitute teachers, special education support staff, bussing, and technology. We continue to utilize companies that supply us with services as necessary including trash and companies for cleaning supplies.

All of our hourly and part time staff are being paid their average weekly rate.

12. Describe how the district will evaluate the participation in the Plan by pupils.

District/ PSA Response:

Trillium Academy will be providing student work through the distribution of printed work packets and by utilizing online learning platforms. Students will be graded on a credit/no credit basis as evidenced by their weekly participation in the learning experience that the Academy is providing to them. Trillium Academy will utilize the following methods to evaluate student participation.

If a student does not have access to technology, teachers will keep track of which students are completing the weekly instructional packets through Dojo communication, email, or during digital teacher office hours. They will keep a Google Sheet to log all communication with students and parents.

If a student has access to technology, teachers will use the instructional platform to monitor student wellness, engagement, and completion of assignments. They will also keep a Google Sheet to log all communication with students and families.

Inconsistent completion and/or communication with a parent or student will be raised to the principal or counselor in order to develop a plan to connect with the student and family.

During the follow-up, the principal or designated staff member will focus on the needs of the family and their child to determine how the school can better support the family. They will identify any difficulties that the family may be experiencing and assist the families to find a solution.

We will continue to reiterate the importance of the learning experience that is being provided to their child(ren) and that we missed their participation.

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:

At Trillium Academy, we are committed to providing ongoing mental health supports to our students that have been affected by our state of emergency or state of disaster prompted by the COVID-19 virus. We will provide several modes of support for our students. We will also provide our parents and staff with a variety of resources to help support and ease their students' potential fear and anxiety during this time.

Other means of support will include, but will not be limited to the following:

Conduct weekly check-ins with students. This will be done through a Google Form, phone call, etc. just like in the school setting. If a teacher/staff member feels like a student needs counseling services, the school counselor will be contacted.

Elementary: Check-in with their class of students.

Secondary: Check-in with homeroom classes.

Provide parents with lists of outside mental health resources

Ask staff members to make a list of their "most vulnerable" students.

Who are the kids that you were "keeping an eye on?" That list will be shared with the district's school counselor or SSW.

School counselor will maintain records of referrals, contacts and services to ensure continuity and coordination of services provided to students.

Identify resources Trillium Academy was providing students and their families, and work to maintain that support.

Telehealth may be used when available for students that have technology.

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:

Trillium Academy stands ready to mobilize disaster relief child care centers by opening classrooms, when called upon for support, if necessary. We are aware of the coordinated efforts of Wayne RESA and are in contact regularly regarding the needs. Trillium Academy has one licensed GSRP classroom that can be used to support 4 year old children with a capacity of 22 students per classroom.

Wayne Regional Educational Service Agency (Wayne RESA) is working in cooperation with our local school districts, PSAs, and Community Based Organizations to coordinate emergency childcare for children birth-12 years old for the Essential Workforce that is working daily to support our community throughout the public health crisis. The Early Childhood Support Network (ECSN), United Way, 2-1-1, and the Great Start Collaborative are all working in concert with us to ensure childcare sites are open, safe, and following all DHHS licensing regulations as they provide care to the children of the Essential Workforce.

These efforts are being coordinated per Governor Whitmer's Executive Order on Expanded Child Care Access during the COVID-19 Emergency.

Essential Workers contact Wayne RESA using one of the options listed below:

Email a Wayne RESA Emergency Childcare Coordinator

- Lena Montgomery montgol@resa.net
- Kaitlyn Carpen carpenk@resa.net

Members of the Essential Workforce may go to the Essential Worker Child Care Intake Form (<https://www.helpmegrow-mi.org/essential>) and enter their information, which routes to a Wayne RESA Emergency Childcare Coordinator. A robust list is compiled and updated daily to document centers that are open, closed, and those that may be willing to reopen. Ages of children, hours, and type of care the center provides is shared with Essential Workers when they reach out for childcare support. ECSN workers directly connect Essential Workers to open sites. Currently over 100 families have been linked to care.

An Essential Worker is defined as:

Health care workers, home health workers, direct care workers, emergency medical service providers, first responders, law enforcement personnel, sanitation workers, child care workers (including any employees acting as child care workers in essential workforce child care centers), personnel providing correctional services, postal workers, public health employees, key government employees, court personnel, and others providing critical infrastructure to Michiganders. Critical infrastructure includes utilities, manufacturing, mass transit, and groceries or other essential supplies, goods, or equipment. We stand committed to support the health and wellbeing of young children, their families and all who care for, educate, and work on their behalf.

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:

It is not the Academy's intention to implement a balanced calendar for either the 2019-2020 or the 2020-2021 school years.

Trillium Academy is looking to continue to support our students throughout the 2019-2020 school year. This includes continuing to offer our summer school program. The program will be designed based around the Executive Order at that time. We are prepared to offer our full summer school program, at the school, as we have in years past if all the restrictions have been lifted. In the event we remain in a stay at home order, or have other restrictions, we are prepared to continue our programming in our distance learning model we have created.

Name of District Leader Submitting Application:

Steve Paddock

Date Approved:

04/17/2020

Name of Authorizer Designee:

Corey Northrop, Executive Director

Date Submitted to Superintendent and State Treasurer:

04/17/2020

Confirmation approved Plan is posted on PSA website: