



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

As a result of COVID-19 and the closing of school buildings for the 2019-2020 School Year, school districts must submit a Continuity of Learning and COVID-19 Response Plan (“Plan”) in order to continue to receive state aid for operations. Although schools are closed and not providing in-person instruction, teaching and learning must continue. Michigan educators have been called to provide our students with continued learning.

There are varied states of readiness to provide continuity in learning among districts. Even within districts of multiple school sites, there are varied states of readiness. It is expected that schools will provide instruction at a distance using a variety of methods that meet local needs, including printed materials, phone contact, email, virtual learning, or a combination to meet student needs. We should avoid assuming that continuity in learning can only occur through online means.

While many educators have been providing distance learning opportunities, the Governor’s Executive Order ([EO 2020-35](#)) requires all schools to begin providing learning opportunities for all students no later than April 28, 2020. Districts that 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 13, 2020

Name of District: Oakland International Academy

Address of District: 8228 Conant Street, Detroit, MI 48211

District Code Number: 63912

Email Address of the District: ahmed@emaninc.com

Name of Intermediate School District: Wayne RESA

Name of Authorizing Body (if applicable): Saginaw Valley State University

This Assurance document needs to be returned to your Intermediate School District or, for Public School Academies, your Authorizing Body with your Continuity of Learning Plan and Budget Outline beginning April 8, 2020 to indicate that the District will adopt a plan to ensure continuous learning for all students through the remainder of the 2019-2020 school year.

Districts should submit a single district plan that relates to all of their schools.

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

1. Applicant assures that all student learning will take place under the direction of a teacher of record for each student enrolled in the district.
2. Applicant assures that it will continue to pay school employees during the balance of the 2019-2020 school year under the same terms and conditions established prior to the school closure order period.
3. Applicant assures that the Plan was developed in collaboration with district administrators, school board members, teachers, and local bargaining units.
4. Applicant assures that food distribution has been arranged for or provided for eligible students.
5. Applicant assures coordination between applicant and Intermediate School District in which the District/PSA is located to mobilize disaster relief child care centers.
6. Applicant assures that to the extent practicable the District/PSA will in good faith provide students with IEPs/Section 504 Plans the opportunity to participate in learning consistent with existing plans.
7. Applicant assures that Continuity of Learning and COVID-19 Response Plan, Assurance Document, and Budget Outline will be posted immediately following approval to the District’s/PSA’s website.

*The goal of a Continuity of Learning Plan and COVID-19 Response Plan is to ensure that each District or Public School Academy is providing, to the best of its ability, each student with alternative modes of instruction to help them stay on pace in their learning. This application recognizes that there is no “one-size-fits-all” solution; multiple means of engaging students and supporting families may be necessary that may vary by grade level, school building, or student population served.*

For the purposes of the Plan, “district” refers to school districts and public school academies.

Date Submitted: April 13, 2020

Name of District: Oakland International Academy

Address of District: 8228 Conant Street, Detroit, MI 48211

District Code Number: 63912

Email Address of the District Superintendent: Principal – [larry.cowger@emanschools.net](mailto:larry.cowger@emanschools.net)

Name of Intermediate School District: Wayne RESA

Name of Authorizing Body (if applicable): Saginaw Valley State 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 access meaningfully the alternative modes of instruction included in the Plan. If the Plan relies on electronic instruction, the Plan must ensure to the extent feasible that pupils have access to a connected device capable of accessing the electronic instruction and must not penalize a pupil for the pupil’s inability to fully participate.

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

District/ PSA Response:

The district plans to use a hybrid model of instruction using hard copy instructional packets along with consumables and online learning platforms. For those students that have internet access, but don't have a device, devices will be made available. Students without internet access will have access to instructional materials through a weekly instructional packet. During the next few weeks, we will be supporting families with hot spots if internet is not available to them. All students will need access to materials such as paper, pencils, and crayons, which will be made available to

families that don't have them. All students will have access to grade-level/course textbooks as needed to complete their work.

Our district will utilize the following alternative modes of instruction in order to best meet the needs of our students during the time when in-person instruction is not an option:

- Partnering with vendors such as Khanacademy, Reading A-Z (RAZ Kids), Newsela, Study Island, Brain Pop.
- Use of online learning using existing virtual platforms for My Math Pearson Program, Wonders Reading Program, Collaborative Classroom, Pearson Science—Pearson Realize Platform, McGraw SS through ConnectEd, Edge Program,
- Utilizing telephone communications such as Robocall to share pertinent instructional information with students and families
- Utilizing Google classroom email to share pertinent instructional information with students and families
- Utilizing virtual instruction using Zoom lessons
- Utilizing videos for instruction using youtube videos
- Utilizing slideshows for instruction (teacher created and Smart Exchange)
- Implementing project-based learning opportunities
- Utilizing instructional packets
- Utilizing consumable workbooks for all subjects
- Utilizing CLASS DOJO, mail, email, social media and phone for communication with parents
- Using Weebly site to provide students with pertinent information
- Using Showbie App to collect students work and provide feedback
- Using Mistar Q to communicate student progress

Our teachers will be encouraged to utilize the modes of learning that will work best for their students with considerations given to the age of the students and their overall familiarity with the tools needed to actively engage in the learning.

The following steps have been taken to ensure that all students have access to the forms of electronic instruction indicated.

- Student devices will be distributed based on need (as determined through phone surveys that our staff members made during the week of March 30), at respective buildings (Elementary School, Middle School and High School starting on April 20<sup>th</sup> and completed by April 24<sup>th</sup>.
  - This information was shared via U.S. mail and through recorded phone calls to each family on Friday, April 9, 2020.
  - This information is provided on all district and school websites.
  - Families were given a schedule to arrange a pick-up time that works with their schedule.
  - Please note that precautions were taken to ensure that CDC guidelines regarding social distancing were followed.
- We are working on making Internet access available in designated district parking lots. Those accessing WIFI in these locations will be asked to remain in their vehicles and/or maintain social distancing.
- Information regarding opportunities to obtain free or low-cost Internet access was shared with families via inserts in all district provided lunches on April 2, 2020. This information was also shared via automated phone messaging on April 9, 2020 and is posted on all

district and school websites.

- Whenever appropriate, teachers are asked to share instructional packets with students who may not otherwise have access. These materials are emailed by the teacher to the School Administrator who will print the packets each week and make available for pick-up or delivery.
- We are delivering consumable materials to all the bus riders. Arrangements have been made to have families pick up materials from the school using Social Distancing Protocols.
- It will be expected that parents have basic learning supplies for their students including pencils, paper, and crayons. If a family does not have access to these supplies, they will be given the supplies needed. All students will have access to grade-level/course textbooks as needed to complete their instructional packets.

Although our district is making every effort possible to ensure that all students have access to high quality remote instruction, students will not be penalized if they are unable to complete the course work or participate in remote learning for any reason.

### **Distance Learning Plan Details Shared with Schools**

In order to keep students thinking about learning and keeping them engaged while at home, we will be utilizing the following plan of action.

#### **Grades PK-2**

1. Create a weekly packet with daily 20-30 minutes of reading and writing activities.
2. Create a weekly packet with daily 20-30 minutes of math.
3. Provide access to digital books and have students complete reading logs. Print reading logs for students to access.
4. Print coloring and simple craft worksheets which are developmentally appropriate to students.
5. Print handwriting practice worksheets and DNA illuminate practice worksheets.
6. Continue to use Wonders Reading Program, My Math, Pearson Science and SS for weekly lesson planning. Students will have access to their consumables.
7. Use phone calls and emails to communicate with parents.
8. Read to students using digital media and social media platforms.

Additional Teacher Tasks: Log in to ClassDojo daily to communicate with parents. Spend 10 minutes reading a story and post this online for your students. Connect with students virtually once a week. Create a sample schedule for students to follow during the day.

#### **Grades 3-5**

1. Create a three-week packet with daily 45-60 minutes of reading and writing activities.
2. Create a three-week packet with daily 45-60 minutes of math.
3. Provide access to digital books and have students complete reading logs. Print reading logs for students to access.
4. Print a few simple activities and at home science experiments that students can do at home with their parents.
5. Assign students assignments in Khanacademy, Brain Pop, and RAZ kids.
6. Provide students with MSTEP Prep materials using the workbooks we have and online links for MSTEP.
7. Print DNA Illuminate worksheets and practice tests.

8. Continue to use Wonders Reading Program, My Math, Pearson Science and SS for weekly lesson planning. Students will have access to their consumables.
9. Use phone calls, CLASS Dojo and emails to communicate with parents.
10. Set up class rosters on the Newsela website and assign weekly tasks.

Additional Teacher Tasks: Log in to ClassDojo daily to communicate with parents. Spend 45-60 minutes connecting with students on phone, zoom or video lessons at least once a week. Create a sample schedule for students to follow throughout the day.

### **Grades 6-8 (TEACHERS WILL USE WEEBLY)**

1. Create weekly packet with daily 60-70 minutes of reading and writing activities to upload on Weebly.
2. Create weekly packet with daily 60-70 minutes of math and upload on Weebly.
3. Provide access to digital books and have students complete reading logs. Print reading logs for students to access; upload these on Weebly site.
4. Print writing activities, response to reading activities and grammar worksheets; upload these on Weebly site.
5. Assign students assignments in Khanacademy, Brain Pop and RAZ kids and print directions for students.
6. Provide students with MSTEP Prep materials using the workbooks we have and online links for MSTEP.
7. Continue to use Wonders Reading Program, KeyStone, Eureka Math, My Math, Pearson Science and SS for weekly lesson planning. Students will have access to their consumables.
8. Use phone calls, CLASS Dojo and emails to communicate with parents.
9. Set up class rosters on the Newsela website and assign weekly tasks.
10. Print DNA Illuminate worksheets.

Additional Teacher Tasks: Log-in to zoom and facilitate a 45- minute lesson with students daily. Create a sample schedule for students to follow at home. Use ClassDojo to communicate with students and parents. Teachers can use the Showbie App to collect students work and provide feedback.

### **Grade 9-11 ELA Teachers**

1. ELA teachers will use NewsELA website to assign daily reading assignments to students. Rosters should be set-up to help monitor class performance.
2. ELA teachers will provide weekly writing and grammar assignments on Weebly.
3. All teachers will set up Zoom lectures for 45-60 minutes a day with one grade-level. Alternate grade-levels so that you can connect with all your groups on a weekly basis.
4. Teachers can use the Showbie app to have students upload their work and provide feedback to students.

### **Grade 9-11 Math Teachers**

1. Math teachers will use KhanAcademy website to assign daily math assignments to students. Rosters should be set-up to help monitor class performance.
2. Math teachers will provide weekly skill-based worksheet assignments on Weebly.

3. All teachers will set up Zoom lectures for 45-60 minutes a day with one grade-level. Alternate grade-levels so that you can connect with all your groups on a weekly basis.
4. Teachers can use the Showbie app to have students upload their work and provide feedback to students.

### **Grade 9-11 Science Teachers**

1. Science teachers will use websites such NOVA, National Science Digital Library, National Geographic Education Smithsonian Science Education Center, PhET Interactive Simulations and BrainPop Jr. to assign daily assignments to students. Rosters should be set-up to help monitor class performance.
2. Science teachers will provide weekly assignments to check for understanding on Weebly.
3. All teachers will set up Zoom lectures for 45-60 minutes a day with one grade-level. Alternate grade-levels so that you can connect with all your groups on a weekly basis.
4. Teachers can use the Showbie app to have students upload their work and provide feedback to students.

### **Grade 9-11 SS Teachers**

1. SS teachers will use interactive SS websites to assign daily assignments to students. Rosters should be set-up to help monitor class performance.
2. SS teachers will provide weekly assignments to check for understanding on Weebly.
3. All teachers will set up Zoom lectures for 45-60 minutes a day with one grade-level. Alternate grade-levels so that you can connect with all your groups on a weekly basis.
4. Teachers can use the Showbie app to have students upload their work and provide feedback to students.

### **Grade 12 (Seniors)**

1. Seniors will work with their respective core teacher to complete a Capstone Project for their class. Upon completion, they will submit their final project to receive an end of the year—pass or fail grade. Students must complete the Capstone Project to graduate. I pads will be provided to those students who need tech access. Grade 12 teachers will connect with students via phone call and email to check in on their progress on the project. All core teachers will also connect with their classes using Zoom for 60 minutes weekly.

### **Special Education Teachers**

All Special Education teachers will connect with students directly with phone. Students work should be emailed to the parents and or printed for pickup. Teachers should keep a communication log and activity log.

### **504/IEP Plans**

We remain committed to the needs of our Section 504 plan and IEP students during this time of school building closures due to Covid-19. The following plan is in place for our special needs students to ensure that continuity of learning is equitable and accessible to ALL students:

Section 504 teams and IEP teams are working closely together along with the General Education

teachers to ensure that accommodations are deliverable to the best degree possible. We are using the framework for Universal Design for Learning and the guidance from Center On Online Learning and Students with Disabilities (COLSD) to engage our staff in proper planning.

Section 504 teams and IEP teams will be meeting virtually with the Principals using Zoom application on a weekly basis to monitor the efficacy of the plans.

Sp.Ed teachers, Gen. Education and School Social Worker, are contacting their students via phone calls, emails, and Zoom as appropriate per each IEP and 504.

General Education teachers will be modifying assignments and providing online accommodations to the best of their ability. They will be keeping logs of these to ensure protocols are being followed.

Given the nature of the 504 plans and IEPs, our staff is using an individualized approach to each student but the following offers a range of activities that may be part of the Plan:

- a. Independent Study/Instructional Packets
- b. Assistive Technology
- c. Phone or Zoom mini-lessons
- d. Blended learning
- e. Project-based Learning

Currently, we are placing a hold on any IEP/504 face-to-face meetings and student services that require in-person contact until school reopens. This is in line with the recommendations found on the IDEA website and included in the Covid-19 Q/A pdf from March 2020. As appropriate, meetings are being held virtually when possible. Services are also being provided virtually.

Student assessment and grading practices for IEP and 504 students will be in line with the district policies which are based on "complete and incomplete" status filings in Gradequick.

Students with IEP/504 will receive a digital device such as an Ipad/chromebook along with any assistive technology as per their accommodations plan. Students will have access to hotspots near school parking lots if the internet is not available at home. Parents have been informed of various vendors who are offering low-cost or free internet.

IEP and Section 504 teams will remain in contact with the parents using phone and email to ensure that students are continuing to feel successful. A parent or dedicated guardian will be a primary facilitator at home and will receive support from our team members.

### **ESL Teachers**

All ESL teachers will provide assignments on Weebly for 6-8 grade students. K-5 students will receive printed packets. Rosetta Stone can be used to assign homework. ESL teachers should be communicating with parents using CLASSDOJO for K-8; emails/Instagram for grades 9-11.

## Sample Schedule for Students

Time	PK-2	3-5	6-8	9-12
8:30a.m.	Breakfast	Breakfast	Breakfast	Breakfast
9:00a.m.	Morning Walk/Bike Ride	Morning Walk/Bike Ride	ELA Block	ELA Block
9:30a.m.	Reading/Writing	Reading/Writing	Math Block	Math Block
10:30a.m.	Morning Snack	Morning Snack	Morning Snack	Morning Snack
10:45a.m.	Math/Science	Science/SS	Science or SS/Virtual Lessons	Science or SS/Virtual Lessons
11:45a.m.	Lunch	Lunch	Lunch	Lunch
12:30p.m.	Nap/Rest	Rest/Creative Play	Chores	Chores
1:45p.m.	Social Studies/Read to Self	Science and Social Studies	Virtual Lessons	Virtual Lessons
2:30p.m.	Educational App	Educational App	Virtual Lessons	Virtual Lessons
3:30p.m.	Creative Play or Outdoor Play	Outdoor Play	Exercise	Exercise
4:00p.m.	Chores	Chores	Rest	Rest

## Extended and Summer Learning

Currently, we do not expect to open buildings in early summer to provide any in-person instruction. However, this is an evolving situation so we will monitor it closely. Meanwhile, we plan to extend our Continuity of Learning Plan's action steps during the summer weeks. Students will have continued access to digital resources, staff member's support, and their feedback. They will continue to use platforms such as Khan Academy, RAZ kids, Learning A-Z, Study Island, Brain Pop, Prodigy and textbook online resources. Our ultimate goal is to ensure that students stay connected and engaged meaningfully through our distance learning activities.

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:

Oakland International 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 using a holistic approach to teaching and learning. This involves our continued focus on children's social and emotional development and well-being. 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 in Bengali and Arabic to support our families.

- 1) Teachers will be expected to make a contact with every student at least once during the week. The number of minutes that teachers directly connect with each student will vary based on the grade-level of the student. This communication may be done through the use of technology, for those that have access, such as Zoom. For those without access to technology this will be done through weekly phone calls. Teachers will include weekly notes to students in their instructional packet that focus on building relationships and maintaining connections. We will be embedding the two-way communication using Zoom platforms and phone call.
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.

Given that almost 50% of our students do not have access to technology, we are starting off with a more hybrid model using instructional packets/consumables along with digital resources. Once all the students have access to technology, more digital platforms will be incorporated. In addition, we remain committed to differentiating instruction for our English language learners and at-risk students. Therefore, a robust system will be used to ensure that all students receive lessons based on their skill-level.

For Newcomer students and Special Needs Students:

- 1) The main mode of delivery will be through hard copy instructional packets. This will be supplemented with phone conferencing and through virtual meeting spaces for students that have access. These packets will be developed with each student's grade level and language proficiency/skill proficiency in mind, allowing for differentiation of work as necessary for students needing it. Instructional packets will be delivered to students based on personalized appointments using social distancing protocols. If students aren't able to access the materials during scheduled times, packets will be mailed to students.

For all other students:

- 2) For those students without technology, the main mode of delivery will be through hard copy instructional packets. This will be supplemented with phone conferencing to support instruction. The instructional packets will be available for pickup on a scheduled time using social distancing protocols. Packets will be mailed to the student if they cannot arrange for pickup.
  - 3) For students with technology, content will be delivered through the online platform, email, and other social media sites (Facebook, Remind, etc.), as allowed by the district and approved by parents. Teachers will be accessible for synchronous instruction multiple times per week and asynchronous instruction through pre-made videos multiple times per week. All of the students in grades 6-12 will use the WEEBLY website to access their digital content.
  - 4) Using technology, content will be delivered through the online platform, email, and other social media sites along with Zoom, as allowed by the district and approved by parents. Teachers will be accessible for synchronous interaction to facilitate classroom discussion and interactions multiple times per week. Asynchronous instruction through pre-made videos will be provided multiple times per week. Teachers will have defined office hours on a daily basis where they will be available online for questions or needed supports for students.
4. Please describe the district's plans to manage and monitor learning by pupils.

District/ PSA Response:

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 a [common planning template](#) when appropriate. Teachers will be collaborating in Zoom meetings vertically and horizontally on a weekly basis.
- 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.
- Teachers will provide families with weekly updates regarding their child's academic progress. This may include:
  - Weekly summaries of content covered, current level of student understanding,

- and suggestions for extending the learning using evidence of learning.
- Communication of any pertinent assessment data along with an explanation of next steps (if necessary).
- Utilizing online gradebook reports, as provided by MISTAR-Q, to communicate assignments and/or progress every two weeks.

For students with technology access, Instructional packets will be collected monthly for K-5 and biweekly for 6-8 grade students. During scheduled drop off times using social distancing protocols. 6-12 grade students will also submit their work routinely using the Showbie App which allows for teachers to provide real-time feedback to students. Teachers will review the submitted work and provide feedback to the student during their weekly phone call, virtual meeting, or email if access is available.

Instructional packets with written feedback will be returned to the student the next week. Feedback from the teacher will include differentiated work as needed, along with examples to support student learning. A phone call would also be used as a follow-up if needed.

For students without technology access, instructional packets will be collected each week during scheduled times. Teachers will review the instructional packet and provide feedback to the student during their weekly phone call, virtual meeting, or email. Learning packets with written feedback will be returned to the student the next week. Feedback from the teacher will include differentiated work as needed, along with examples to support student learning. Phone calls and translations from paraeducators will be instrumental in providing follow-ups.

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:

The primary cost of implementing this Continuity of Learning Plan is staffing, which will continue to be paid and is already incorporated in the Board approved budget. Additional expenditures have been estimated to include the following:

- Chrome books to be distributed to students without devices in their home. Approximately 400 Chrome books will be purchased at an estimated cost of \$200,000. It is hoped that anticipated funding from the CARE Act will be sufficient to cover these additional costs.
- iPads to be distributed to students without devices in their home. Approximately 400 iPads will be purchased at an estimated cost of \$180,000. It is hoped that anticipated funding from the CARE Act will be sufficient to cover these additional costs.
- Transportation costs for delivering packets to students have been estimated at \$5,000. This cost will come from the General Fund or existing fund equity.
- Cases of paper to produce packets for students have been estimated at \$5,000 to be covered by the General Fund or existing fund equity.
- Additional consumable instructional supplies have been estimated at \$4,000 to be covered by the General Fund or existing fund equity.
- Hot Spots (internet access) estimated at \$5,000 to be allocated from either Care Act funding or the General Fund.

Without staffing costs, the total additional expense for this Continuity of Learning Plan has been estimated at \$399,000. This does not include the continued distribution of food to students which shall also continue.

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:

All stakeholders were involved in the development of the plan. Building administrators met with their building teachers for initial input. Administrators then met with grade level/content area teams to address the needs of each grade or content area. Building administrators brought this information back to district level administrators to collaborate. Before finalizing the plan, feedback and approval was sought from board members.

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 will develop a clear, consistent, concise, and accessible 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.

We utilized the following measures to ensure proper communication of the Plan:

- Direct Person-to-Person Telephone Calls (translators were used to make phone calls)
- Robo Calls
- Regular US Mail – Letter mailed to families on March 18 and April 7
- Class Dojo
- MISTAR-Q Parent Portal
- Flyers and Postings
- Social Media posting(s) Instagram/FB
- Website posting

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

District/ PSA Response:

We began the partial implementation of the hybrid model of our plan using technology and instructional packets as of March 16, 2020. However, we intend to be in full implementation by April 22, 2020. To that end, our district is committed to the thoughtful and systematic roll-out of this comprehensive Continuity of Learning Plan on April 22<sup>nd</sup>.

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:

For our students in dual enrollment courses, we will be working with the providers to determine next steps. We will ensure that the students have the appropriate materials and support to complete those courses. The students will be given the option to convert their grade to credit or no-credit. The Guidance Counselor will be in close communication with the dual-enrollment students and will offer support to ensure their success.

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

District/ PSA Response:

Within our district 98% of students qualify for free or reduced lunch. Oakland International Academy is a community eligibility program. During the public health crisis, all students have been eligible for food distribution. To date, we have served over 5,300 meals, which includes both breakfast and lunch.

Our current distribution plan includes two sites, on the following days of the week—Monday-Friday (Five days of distribution—7 breakfasts and 7 lunches).

Steps have been taken to ensure social distancing and protect district staff and families.

We will continue our food distribution at the following sites: Oakland International Academy Elementary School and Caniff Liberty Academy on the following days of the week—Monday-Friday, once each day. Distribution includes both breakfast and lunch.

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 confirm that we will continue to pay school employees, while redeploying staff to provide meaningful work in the context of the Plan.

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

District/ PSA Response:

***Will you assign/record credit or grades, satisfactory or unsatisfactory, pass or fail, complete or incomplete, and/or feedback on student submissions of assignments (returned/completed packets, projects, and online learning)?***

All work will be considered complete or incomplete. Several protocols will be in place to ensure that all students will complete the required work. Teachers will provide meaningful and timely feedback to students using Showbie App or other approved method.

***Will the grades be recorded in teacher's gradebooks?***

Teachers will enter grades in their gradebooks and the Student Information System as complete or incomplete.

***Will final grades/credit be given for the 4th quarter/end of 2nd semester?***

Final grades will be either complete for full credit or incomplete (with plans and interventions to complete) to get credit for high school students. All other students will receive complete or incomplete.

***Will attendance be taken for daily log in to virtual sites?***

Yes, attendance will be taken.

***Will staff keep logs of virtual meetings with students?***

Yes, staff will keep logs and agendas for their virtual and phone meetings.

In order to evaluate the participation of the students, teachers will engage in the following activities as appropriate:

- Take attendance at all virtual meetings
  - Teachers and/or designated district personnel will connect to any family of a child who did not participate in the session or learning experience, using the platforms discussed earlier.
  - Teachers will keep track of attendance in virtual meetings using class rosters.
  - Teachers will keep phone communication logs.
- Teachers will keep track of which students are completing the weekly instructional packets. They will also keep a log of all communication with students and parents. Inconsistent completion and/or communication with a parent or student will be raised to the principal or counselor level to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections if needed (DHHS, Behavioral Health, etc.).

If a student does not have access to technology, teachers will keep track of which students are completing the weekly instructional packets. They will also need to keep a log of 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 log of communication with students and families. Inconsistent completion and/or communication with a parent or student will be raised to the principal or counselor level to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections (DHHS, Behavioral Health, etc.).

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:

We are committed to providing ongoing mental health supports to pupils affected by our state of emergency or state of disaster prompted by COVID-19. We will provide several modes of support to all students. Staff and Parents will be provided a variety of resources that can be used with students to help explain our current reality, while easing fear and anxiety where possible. Our SEL teams will post resources on our website for parents, staff and students.

The district will provide an email link to contact a behavior specialist in the district. Based on those emails, the behavior specialist (31n, SSW, counselor, principal, etc.) will reach out to individual students and families to determine what they may need. The behavior specialist will help connect the family to outside agencies to help meet their needs. While teachers are making weekly phone calls, they will monitor and assess the needs of students and families. If a need is presented, the teacher will elevate that need to the principal or behavior specialist to ensure the necessary follow-up. The principal will hold weekly meetings with teachers to identify any additional students or families in need.

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:

Oakland International 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.

Name of District Leader Submitting Application: Mr. Larry Cowger, Principal

Date Approved: Board Approved 4/16/2020

Name of ISD Superintendent/Authorizer Designee: David A. Lewis, SVSU 4/14/2020

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website: