



April 27, 2020

Dr. Afrin Alavi
The Dearborn Academy
19310 Ford Road
Dearborn, MI 48128

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

Dear Dr. Alavi:

I am pleased to inform you that the Plan for The Dearborn 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, flowing style.

Corey Northrop
Executive Director

cc: Najim Saymuah, Board President
Zeina Hamdan, Board Corresponding Agent

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 20, 2020

Name of District: The Dearborn Academy

Address of District: 19310 Ford Rd., Dearborn, MI 48128

District Code Number: 82928

Email Address of the District: aalavi@thedearbornacademy.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.

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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 Dearborn Academy's (TDA) Continuity of Learning Plan is a collaborative effort between administration, teachers, support staff and the Academy Board of Education. It is built to communicate a structure of continuous academic, social-emotional, health and safety provisions for its students and families over the course of the school closures in Spring 2020.

An informal verbal survey was conducted to establish student access to a home based Internet service. Staff connected with those families who did not have access and helped them acquire Internet via the free options being made available during the pandemic. TDA's 4th-8th grade students already have personally assigned Chromebooks through the 1:1 initiative established in 2018. Additional Chromebooks were distributed to K-3 students (one per family). Families who were not able to pick up their devices in a timely manner were contacted individually. In order to address the needs of all students, teachers are creating and dispersing weekly learning packets so students have consistent access to applicable learning materials for their grade level content. Instructional packets offer a balance of review and reinforcement of learning. A number of students (especially those in K-3 and some with IEPs) need the support of a parent/guardian to finish the activities given each week. Packets are made available for 4-8 grade students should they require them.

Teachers will make contact with every family in K-3 at least once a week. The 4th-8th grade teachers will meet with students daily via Google Meet/ZOOM or through weekly phone calls. Moreover, teachers will also use Google Classroom for daily meetings, check ins, etc.

Primary Methods/Platforms

Grade Level (Weekly)	Platform
K-3 rd	10-15 min. virtual meeting on Google Meet/ZOOM for each student/parent/guardian
4 th -8 th	Option 1: Teach live via Google Classroom/ZOOM, 30 min. sessions for 3 groups Option 2: Post two 15-30 min. video lessons <ul style="list-style-type: none"> • 30 min. small group virtual meetings

English Learners (ELs) will engage in grade-level instruction and activities along with participating in daily English Language Development (ELD) endeavors to concurrently improve English language proficiency and content knowledge. ESL teachers will be accessible to offer support and will connect daily with students and families. English Learners and families will also obtain support from both the ESL and Title III(IS) Paraprofessionals. Core instruction will be individualized and founded on the students' ELD, their goals and accommodations. To make sure this differentiation occurs, there will be ongoing dialogue between ESL and general education teachers, to support students in availability and in meeting their objectives and goals. All general education and ESL staff will document their best efforts with their students. Additionally, for those families who speak a language besides English, phone translators are available to answer questions and connect families to accessible resources.

Students receiving specialized assistance via an IEP or Section 504 Plan are general education students first and foremost. All of our special education staff have already been in touch with the families of students they serve in order to communicate available supports for: social emotional learning, academic needs related to assigned work provided by general education teachers, study skills and organization tools, speech language therapy support, and occupational/physical therapy supports. Teaching and professional support staff have created a schedule to host video and/or phone sessions with students and mailed home packets of materials to be used during these sessions targeting IEP goals. For younger students, parents/guardians may be asked to participate to the degree needed to support engagement. Special Education paraprofessionals have been and will continue to reach out and be available daily to support learning at home. Staff will reach out to students daily to support learning at home. Moreover, they are scheduling IEP meetings with some families over the next few

weeks. Core instruction will be individualized and founded on the students' IEPs, their goals, the modifications, and accommodations within the IEP. To make sure this differentiation occurs, there will be ongoing dialogue between special and general education teachers (including ESL teachers). This communication will ensure accessibility to the curriculum and support the students in meeting their IEP goals and objectives. All general education and special education staff will document their best efforts with their students.

2. Please describe the methods the district will use to keep pupils at the center of educational activities, including outreach to continue building relationships and maintain connections, and to help pupils feel safe and valued.

District/ PSA Response:

Because kids need to understand that they are socially and emotionally supported, they must feel safe, be engaged, and have good relationships with teachers and other adults in the school. An educator is an important social, emotional, and instructional point of contact for students. Since the school closures were initiated, there has been consistent communication from most staff on their selected platform (e.g., Class Dojo, Remind, etc.), as well as social media, to help uphold and strengthen these established relationships. Moreover, video chatting, personal emails, PBIS Positive Postcards, etc., with students and families, are keeping the lines of communication open, helping soothe their anxieties and determining goals to maintain academic and social-emotional progress. Families and teachers will discuss preferred means of communication. The customized means of contact and academic assistance will be receptive to student need and resource access. If parents/guardians or students have questions, a teacher will be available to answer these questions, in a timely manner on all instructional days. With Remote Learning, relationships require more intentional planning to nurture and maintain. Therefore, the first week of Remote Learning will involve revisiting relationship-building between staff and students while reviewing prior lessons and not presenting new concepts.

Below is a sample list of methods:

Resources	Description
SchoolMessenger	all major communications and announcements
SchoolTron	all major communications and announcements
Facebook	all major communications and announcements
Email	communications between families and teachers and families and administration
ClassDojo	communicate and interact with students and families
Remind	communicate and interact with students and families
Google G Suite	tool for students to create, collaborate and encourage connections
Google Classroom	allows teachers to foster interactions, promote collaboration, create, distribute and grade assignments for their students online
Google Hangouts Meet	allows students to connect with their teachers in an online videoconference
ZOOM	adapt teaching practices to a live video chat classroom

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

District/ PSA Response:

TDA is taking a multi-pronged approach to student learning, beginning with remote student-educator contact time. While course delivery will vary by classroom, teachers are making use of a variety of online tools to connect with their students at home. Their approach depends on the grade level, the experience of the teacher, and the experience of the students.

While instruction or lessons online will be an option for most students and families in the coming weeks, teachers will also propose activities that do not require technology, taking into account home language, specialized services, developmental readiness, and resource access. Remote learning instruction may include online learning via phone calls, text and email, and digital face-to-face tools like ZOOM, Google Hangouts/Meet, paper-based packets, individual and family videoconferencing, remote small group or full class instruction, emails, and or providing remote office hours, etc. If group video chats are used, they may only be launched with small or large groups of students and will only be started by the teacher. Given that not all our students may have access to technology at home, teachers will provide appropriate and reasonable alternative academic supports. Staff connected with those families who did not have access and helped them acquire Internet via the free options being made available during the pandemic.

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

District/ PSA Response:

Teachers will monitor student work and progress through their selected platform when they create their virtual classrooms.

- K-5: Education content will focus on Michigan ELA and mathematics standards, and there will be opportunity to incorporate science and social studies standards through cross-curricular learning
- MS: Education content will focus on Michigan ELA and mathematics standards, as well as science and social studies curriculum standards

All teachers have access to GoGuardian and will employ it to help students remain focused and stay engaged on the lesson. They will monitor who is logging on to complete the work and reach out to those who are missing lessons. Students will submit homework/classwork through a variety of channels (i.e. texting pictures, uploading to Google Drive, etc.). Moreover, teachers will check in one-on-one with a caseload of students or students who were not able to join the class through various channels (i.e. phone, ZOOM, etc.) to review their homework, talk through challenging questions, prime them for the next set of assignments, and make certain they are still progressing. When students are completing paper packets, progress can be checked by calling families and providing support and guidance. Additionally, administration will be checking in with grade bands to monitor the learning. Finally, all teachers of record will have an assistant or co-teacher to help plan and supervise lessons.

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:

Budget would include:

Item Description	Cost	Funding Source
Supplies (Paper, pencils, crayons, etc.)	\$1,200	General Fund
Printing Costs	\$2,000	General Fund
Mailing Costs	\$750	General Fund
Chromebooks w/ management licenses	\$6,000	Title IV
Other software licenses	\$1,500	General Fund

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.

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 ESP President and administrators collaborated to initiate the Remote Learning Plan. Emails were used to solicit instructional staff feedback and listen and learn from them, as they shared their insights and helped paint a picture for how to best serve their students. The board was also apprised of the daily process and progress. The members' opinions/comments were garnered as well as to address any unforeseen pitfalls. The role of the various stakeholders was to bring different voices to finalize the Plan and provide a clear path forward for TDA's students and their families. Staff members were encouraged to work virtually in smaller groups to discuss how to implement a Remote Learning plan. Difficulties and challenges were identified and staff established bypasses or approaches to move through them. Administrators assessed the applications and digital resources staff were already familiar with and at ease using. It was determined that TDA choose a small number of digital resources and urge all staff to become proficient in one or two. The platforms of choice were leveraged without the learning curve related to a totally new teaching tool.

Staff was surveyed about a potential schedule and the results were reviewed to determine any issues. The ESP President and administrators, problem-solved and brainstormed how to tackle these issues. Two mandatory staff ZOOM meetings were held where relevant information was shared including survey results, Remote Learning expectations, school-approved learning tools and platforms, content delivery methods, etc. A communication strategy for families and caregivers was also established.

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

District/ PSA Response:

Family access to information is vital in a remote learning situation. Besides letters home via different portals, SchoolMessenger, SchoolTron App, ClassDojo, Remind, are platforms families are already accustomed to. They were used to invite families to ZOOM meetings where three sessions were offered in English/Arabic and three sessions were provided in Spanish/English. Communications were offered

in English, Arabic and Spanish. Guidelines were set for expectations associated with response time from educators and students. Parents/guardians were provided with suggestions on how to support the whole child and feedback that leads to learning and actual results was solicited. The Plan will also be posted on the Academy website.

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:

We will implement the Plan starting 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:

The Academy provides instruction to students in grades kindergarten through eight; dual enrollment is not applicable.

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

District/ PSA Response:

All TDA students are eligible for free grab and go breakfast and lunch. Adults picking up meals for children let staff know how many children's meals they need. Children do not have to be present for parents/guardians to request food. Meals are available to be collected every Monday and Thursday between 10:00 a.m. - 12:00 p.m. (with three days' and four days' worth of grab and go meals respectively). Families use the dismissal loop to pick up and meals are placed in the trunk of the vehicle to abide by social distancing rules.

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 staff will be paid according to the board approved school calendar. All Parapros have been partnered up with a teacher of record. Staff may be redeployed to provide meaningful work in support of the Plan.

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

District/ PSA Response:

An emphasis on keeping children emotionally and physically safe, fed, and engaged in learning is of utmost importance during this time. The goal is that student grades are not lessened because of

remote learning. Assessment is formative, consistent and pertains to student learning and growth. The aim of the lessons is to provide essential standards and content and to keep students working towards the end-of-year expectations. Students will receive feedback on work and assignments that are turned in for evaluation. Grading practices will be grade level-specific and designed to support students instead of negatively influencing their grades.

An Online Tracking Form will be used to record the following daily Parent and/or Student Contact information:

- Email
- Text
- Phone
- Live sessions
- Work completed (students only)

Moreover, to maintain ongoing communication, staff will log phone calls/texts and emails with students and parents/guardians. Inconsistent involvement in Remote Learning and/or communication with a parent/guardian or student will be conveyed to an administrator, social worker or school psychologist in order to develop a plan to connect with the student and family.

Students will receive final grades as well as a report card, applicable to their grade level. Teachers will be held liable for assessing a student's progress and allocating a final grade. All students who were on track to progress to the next grade, will do so.

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:

In their daily/weekly communications with students/parents/guardians, staff has been requested to monitor students and their families for any indications of mental health concerns or signs of physical distress. Should an issue present itself, the staff member will contact an administrator to further the conversation. Additionally, the social worker will help connect the family to outside agencies such as the ACC, ACCESS, etc. to help address their needs. Finally, scheduled weekly meetings are held with the administration, social worker, psychologist and staff to identify any students and/or families who are stressed emotionally and not handling the unanticipated changes in view of the current situation, or facing additional hardships.

Whether it is through staff referral or a student voluntarily seeking support or for one who is already on their caseload, our social worker and/or psychologist will be available to provide mental health support via phone sessions/video sessions. The 15-25 minute sessions will provide emotional support through the delivery of coping strategies and information vis-à-vis other community resources.

Social-emotional learning activities are critical to students' learning and health and safety. Some of our students have outside counseling services and deep social-emotional needs recorded in their IEPs. This pandemic can aggravate some of those needs. As such, special education staff will collaborate with the social worker and/or psychologist to work on activities that support students with stress/anxiety diminution and other SEL strategies.

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:

TDA has not registered as a Child Care facility but should a future executive order mandate that we do so, we will arrange to have GSRP staff members who have the expertise in infant, toddler, and preschool care, manage the efforts. We will deploy a partnership with Wayne RESA to help with some of this care; we will cooperate with requests from the local intermediate district with regard to any necessary disaster relief child care centers and will share relevant information with the school community.

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:

The Academy is not planning to make any changes to the calendar for the 2019-2020 school year.

The district is considering the balanced calendar instructional program option for the 2020-2021 school year.

Name of District Leader Submitting Application: Afrin Alavi

Date Approved:	04/27/2020
Name of Authorizer Designee:	Corey Northrop, Exec Director
Date Submitted to Superintendent and State Treasurer:	04/27/2020
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

Mon, Apr 27, 2020 at 1:12 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

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 *

The Dearborn Academy ▼

School District Code Number *

82928 ▼

School District Contact Name *

Afrin Alavi

School District Contact Email Address *

aalavi@thedearbornacademy.org

School District Contact Phone Number *

313-982-1300

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 ▼	27 ▼	2020 ▼
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What is your best estimate of additional cost associated with Plan implementation? *

\$11,500

Attach a PDF file of the Approved Plan. *

Files submitted:

82928 TDA CLP Approved - Amy Densmore.pdf

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



SERVICE
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COLLABORATION
EXCELLENCE



WAYNE REGIONAL EDUCATIONAL SERVICES AGENCY

GREAT START READINESS PROGRAM (GSRP)

ADDENDUM TO

CONTINUITY OF LEARNING PLAN

Date Submitted:

Prepared By:

Name of District:

Contact Phone Number:

Address of District:

Contact Email:

District Code Number:

Number of Classrooms:

Name of Intermediate School District: **Wayne RESA**

Number of Children Served:

Name of Authorizing Body (if applicable):

Section 2 -16: Requires Wayne RESA serving as the grantee of Wayne County GSRP funding maintain records of approved subrecipient plans for continuing the GSRP for the remainder of the 2019-2020 school year.

School district and PSA plans may be incorporated in the original COL submitted, as an amendment or an addendum. Completing this template meets the needs of the requirement stated above:

GSRP plans must minimally include the following:

- (a) A description of plans to provide and document, at a minimum, how all members of the GSRP teaching team will engage on an ongoing basis with enrolled children and their families, through the most convenient communication method for the family in light of COVID-19-related orders and guidance, and, as appropriate, provide children and their families plans for the transition from GSRP to kindergarten. This outreach must include a virtual conference with the family.

