



April 14, 2020

Mr. Sean Townsin
Escuela Avancemos!
2635 Howard St.
Detroit, MI 48216

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

Dear Mr. Townsin:

I am pleased to inform you that the Plan for Escuela Avancemos! ("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 Contract amendment number eight (8) 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: Cristina Stamatina, Board President
Shan'Ta Johnson, 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: 4/10/2020

Name of District: Escuela Avancemos Academy

Address of District: 2635 Howard St.

District Code Number: 82744

Email Address of the District: stownsin@theeaacademy.org

Name of Intermediate School District: Wayne

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 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 local bargaining units and school boards agree to implement the Continuity of Learning Plan.
4. Applicant assures that food distribution has been arranged for or provided for eligible students.
5. Applicant assures coordination between applicant and Intermediate School District in which the District/PSA is located to mobilize disaster relief child care centers.
6. Applicant assures that to the extent practicable the District/PSA will in good faith provide students with IEPs/Section 504 Plans the opportunity to participate in learning consistent with existing plans.
7. Applicant assures that Continuity of Learning Plan, Assurance Document, and Budget Outline will be posted immediately following approval to the District’s/PSA’s budget transparency website icon.

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

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

Date Submitted: 4/10/2020

Name of District: Escuela Avancemos Academy

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Email Address of the District: stownsin@theeaacademy.org

Name of Intermediate School District: Wayne RESA

Name of Authorizing Body: Central Michigan University

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

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

Escuela Avancemos Academy shall employ the following alternative modes of instruction: virtual instruction; online learning; videos; telephone communications; and instructional packets. The academy recognizes that significant technology gaps exist in its serviced population, where approximately only 50--60% of families have the necessary technology and internet connect to be able to fully engage in virtual learning scenarios. While Escuela Avancemos Academy is working to narrow the aforementioned gap--as later discussed in this Plan--other listed modes of instruction are provided in order to allow all students to have reasonable access to instruction. **In cases where a student--due to inability to access necessary technology--is unable to participate in virtual instruction or online learning, bi-weekly learning packets will be provided for pick-up at the school, or through arranged delivery in certain circumstances.** Below, a modes of instruction matrix outlines the district’s planned methods of distanced instruction for the remainder of the 2019--2020 academic year.

Mode of Instruction	Description	Process and Expectations	Monitoring
Virtual instruction	<p>Escuela Avancemos Academy primarily uses Google Hangouts as its interface for virtual instruction. All teachers are expected to facilitate virtual meetings with students throughout the week, lasting between 20-60 minutes, depending on the grade level. Given the concentration of ELLs in our population, There will be a strong emphasis on sessions associated with ELA. There will be a session(s) for math and SEL. The Google Hangout session is recorded and posted to the relevant instructor's Facebook page in order to give missing attendees an opportunity to view. The virtual instruction aspect of the academy's Plan is focused on ELA and Math instruction.</p>	<ol style="list-style-type: none"> 1. Each instructor posts his/her virtual teaching schedule on his/her Facebook page, which connects to all parents that have existing Facebook accounts; those without such accounts receive notifications via Remind. 2. Students and parents join the session at the scheduled time and participate in an interactive learning session that is focused on core content. The instructor shares relevant Google Slides and Google docs with attendees in the course of presentation and posts those resources in Google Classroom or on Facebook for missing attendees. 3. Instructors take attendance in order to track participation, as per Plan requirements. 4. Formal instruction must follow teachers' lesson plans, which are reviewed by the academy's principal and leadership. Essential components of the lesson include the following: identified learning standard(s); learning objective(s); essential vocabulary; planned 	<p>Every teacher is assigned a 'coach' from the academy's leadership team that assures the following: Google Hangout meeting is scheduled and communicated via FaceBook and Remind; Google Hangout meeting is recorded and posted on teacher's social media account; and lesson plan is aligned to applicable meeting.</p> <p>Each coach helps track quality virtual instruction through active attendance to virtual meetings being held. A coach is expected to attend a meeting for each of their assigned teachers, once every two weeks. The coach ensures the lesson plan is aligned to observed instruction and stays for at least 20 minutes in any given meeting.</p> <p>Coaches provide feedback to each observed teacher,</p>

		<p>questioning; formative assessment and scaffolds. Teachers may draw from the following curricular resources: Success for All; Eureka Math; and Reading A-Z.</p>	<p>using the district’s Classroom Visit Tool (CVT), which tracks essential elements of effective instruction. The feedback is communicated to each teacher via email or virtual meeting on a bi-weekly basis.</p> <p>Once per week, instructional coaches meet with grade level teams in order to collaborate around best practices in virtual learning settings.</p>
<p>Online learning</p>	<p>The academy uses the following three online learning platforms to engage students in online learning: ScootPad; Achieve3000; and Reading A-Z.</p> <ol style="list-style-type: none"> 1. ScootPad: This is a personalized learning platform that differentiates instruction, according to students’ standardized testing scores, which come from state-mandated testing through NWEA MAP. Each child has a prescribed ‘learning path,’ based on their winter standardized testing scores in reading and math. Escuela Avancemos promotes classwide competitions on ScootPad via Facebook, as well as through the academy’s 	<ol style="list-style-type: none"> 1. Kindergarten: Completed daily assignments on ScootPad; participated in (4) guided reading/phonics lessons each week via Google Hangouts (20 minutes, each session); participated in (4) math lessons via Google Hangouts (20 minutes); one SEL session via Google Hangouts (10-20 minutes) 2. 1st Grade: Completed daily assignments on ScootPad; participated in (4) guided reading/phonics lessons each week via Google Hangouts (20 minutes, 	<p>Overview: Students will receive a weekly progress report from teacher</p> <p>Administration and relevant coaches will review assigned Teacher Activity Logs, which will have record of the following: Quantity of Google Hangout sessions (4 ELA; 4 Math; 1 SEL); 2 videos.</p>

	<p>newsletter, which is sent out on a weekly basis. While students may use ScootPad for either reading or math, it is primarily used for math supplementary learning.</p> <p>2. Achieve3000: Achieve3000 is another online differentiated learning platform that is specific to grades 3rd--6th grade for the content area of ELA. Students are required to complete (1) article per week, which is differentiated according to each student's Lexile score/reading level. Completion of Achieve3000 activities with a score 75% or higher may count as 'bonus points.'. Additional activities, while encouraged, will count as 'bonus points.'</p> <p>3. Reading A-Z: This learning platform is the primary curriculum used to facilitate reading instruction in formal virtual settings. The online platform allows teachers to access guided reading activities for their students, based on average performance levels of students. Each guided reading lesson is accompanied by a script that guides teachers in instructing from either a literary or informational text. Through Google Hangouts, instructors are able to share their screens in order to allow students to view the text and either read along or be called on for independent reading.</p>	<p>each session); participated in (4) math lesson via Google Hangouts (20 minutes); one SEL session via Google Hangouts (10-20 minutes)</p> <p>3. 2nd Grade: Completed daily assignments on ScootPad; participated in (4) guided reading lessons each week via Google Hangouts (30 minutes, each session); participated in (4) math lesson via Google Hangouts (30 minutes); (1) SEL session via Google Hangouts (10-20 minutes)</p> <p>4. 3rd Grade: Completed daily assignments on ScootPad; participated in (4) guided reading lessons each week via Google Hangouts (30 minutes, each session); participated in (4) math lesson via Google Hangouts (30 minutes); one SEL session via Google Hangouts (10-20 minutes)</p> <p>5. 4th Grade: Completed daily assignments on ScootPad; participated in (4) guided reading lessons each week via Google Hangouts (30 minutes, each lesson); one (1) SEL session via Google Hangouts (10-20 minutes); participated in (4) math lessons via Google Hangouts (30 minutes).</p>	
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	<p>Additionally, the academy will provide synchronous/asynchronous learning opportunities for all students in Spanish instruction and art. Videos and opportunities for virtual learning will be offered each week. The art and Spanish language departments are collaborating to provide project-based learning opportunities for all students.</p>	<ol style="list-style-type: none"> 6. 5th grade: Completed daily assignments on ScootPad; participated in (4) guided reading lessons each week via Google Hangouts (30 minutes, each lesson); one SEL session via Google Hangouts (10-20 minutes); participated in (4) math lesson via Google Hangouts (30 minutes). 7. 6th grade: Completed daily assignments on ScootPad; participated in (4) guided reading lessons each week via Google Hangouts (30 minutes, each lesson); one SEL session via Google Hangouts (10-20 minutes); participated in (4) math lessons via Google Hangouts (30 minutes). 	
<p>Videos</p>	<p>Each teacher is expected to post (2) videos per week. The videos may be of the actual teacher’s teaching or supplementary to the week’s instruction, e.g. Khan Academy, Great Minds, Reading A-Z audiobook, etc. The posted videos shall be labeled with the relevant standard(s) that are covered and shall be the same standard(s) cited in the applicable week’s lesson plans. The videos will vary in length, but should be around 10-15 minutes, each.</p>	<ol style="list-style-type: none"> 1. The introductory video should introduce the instructor’s learning intentions for the week, focusing on standards within the lesson plan and include an encouraging message to all students. The posted video may be of the instructor introducing the lesson, or of another party. 2. The summative video should summarize the learning from the week for ELA and Math. 3. The videos are posted on each teacher’s Facebook 	<p>On each teacher’s provided Activity Log, which also tracks attendance, teachers will note the number of “likes” or acknowledgements of each video.</p>

		<p>page.</p> <p>4. Parents/students will be asked to “like” the video, indicating they have watched.</p>	
Telephone communications	<p>Each teacher will be expected to connect with families that are not engaged with virtual learning, for whatever reason. The academy will repurpose its paraprofessionals to check-in with families that have not interfaced with the teacher through any virtual means. Attempts at connecting with these families will be recorded and will help administration more efficiently target families that are not engaged in distanced learning opportunities.</p>	<ol style="list-style-type: none"> 1. Teachers will share a list of such names with the applicable paraprofessional each Friday 2. Paraprofessionals will contact each individual on the list and note on the teacher’s Activity Log on the tab labeled ‘Secondary Outreach Log’ and fill in appropriate fields. 3. Administration will review the Secondary Outreach Log on a bi-weekly basis and identify families that have not interfaced with distanced learning for two consecutive weeks. 4. In cases where the reason for lack of interaction is due to technology barriers, the applicable families will be provided packets, described below. 	
Instructional packets	<p>Math - Direct Instruction: Teachers provide step by step instructions on paper for the same standard that is being discussed and practiced in Google Hangouts and Scootpad. Instructions will need to be translated.</p> <p>Math Student Work: Common core worksheets that match the standard</p>	<ol style="list-style-type: none"> 1. Teachers use Eureka Math, Commoncoresheets.com, AtoZ Reading and SFA to create content. One activity per content area is provided per day within a two-week period. 	<p>Math Assessment: Communication with families. Teachers ask students or parents for 2 answers to random questions per day. Communications</p>

	<p>being taught in Google Hangouts and addressed in Scootpad.</p> <p>ELA Direct Instruction: Attach (translated) lesson plan for the book.</p> <p>ELA Student Work: Student reads the book and is expected to complete the guided reading questions.</p>	<p>2. Teachers send 2 weeks worth of work to school, 1 week in advance. Work is uploaded into Google Drive by Monday morning.</p> <p>3. The school prints, organizes, and distributes packets. Work is distributed to students on Thursday and Friday.</p>	<p>will take place Friday afternoon or Monday mornings.</p> <p>ELA Assessment: Teachers will communicate with families and ask for the answer to one (the key) question for each day. Communications calls will take place Friday afternoon or Monday mornings.</p>
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“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:

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.

Escuela Avancemos 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.
- Escuela Avancemos Academy has a student population that is 90% English Learners (ELs), whose primary language spoken at home is Spanish. The academy has selected and implemented Reading A-Z, an instructional resource noted for its accessibility for bilingual students. Every student will be able to access primary instruction in their native language through fully translated texts. Additionally, the academy will include bilingual paraprofessionals in virtual learning settings to provide additional focused supports.

Teachers will attempt to make contact with every student at least once per day. This may be done through the use of technology, for those that have access, such as Google Hangout or other forms of virtual meeting. For those without access to technology this will be done through weekly phone calls, as outlined in 'Telephone Communications. Teachers will offer an optional "recess" google hangouts a few times a week focused solely on socialization and maintaining relationships. Lastly, Escuela Avancemos recognizes that a handful of students (approximately 5-10%) may not have access to any technology, including telephone services. For these students, the instructional packets will function as the sole mode of instruction. Engagement with these families will be more holistic and the academy will enlist the support of its certified school social worker to support weekly wellness checks through phone calls or direct mail services via USPS.

District/ PSA Response:

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:

- Provide professional development and ongoing support, so that teachers are ready and able to deliver content in multiple ways.
- Teach Content: Setting goals using knowledge of each student and applicable Common Core Standards.
- Deliver Flexible Instruction: Considering how to deliver content depending on tools and resources accessible to each student. Alternative modes of instruction include use of
- virtual instruction, online learning, videos, telephone communication, 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.

Primary modes of instructional delivery

- 1) The main mode of delivery will be through virtual instruction and online learning, which will be supplemented with phone conferencing and social media sites--primarily Facebook and Remind--to support instruction. For students with technology, content will be delivered through

Google Hangouts and Facebook. Teachers will be accessible for synchronous instruction multiple times per week and asynchronous instruction through pre-made videos multiple times per week, as described in the Continuity of Learning Plan.

- 2) For students without technology, learning will be ensured through the dissemination of 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 grade level in mind, allowing for differentiation of work as necessary for students needing it. Instructional packets will be delivered to students during the meal distribution times. If students aren't able to access the materials during meal distribution times, packets will be mailed to students or delivered.

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

District/ PSA Response:

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 a common lesson planning template that has been modified to account for distanced learning.
- 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 bi-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.
- 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).
- Learning packets will be available in tandem with weekly food allotments. Corresponding food allotments will be labeled specifically for families without technology access that contain necessary instructional packets. Packets will be mailed or delivered to students who are not participating in meal delivery. Teachers will review the learning packet and provide feedback to the student during their weekly phone call, virtual meeting, or email if access is available.

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. An example of differentiation may be providing a student that is struggling with double-digit subtraction additional practice and several written examples with the steps. A phone call would also be used as a follow-up if needed.

- For students with technology, 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.

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 120 Chrome books will be purchased at an estimated cost of \$25,500. These costs will be covered in part by the Charter School Program grant (6th grade students only) with the balance reimbursed by the Detroit Children's Fund.
- Transportation costs for delivering packets to students have been estimated at \$12,480. This cost will hopefully be covered by anticipated CARE Act funding. Otherwise it will need to come from the General Fund or existing fund equity.
- Hot Spots (internet access) estimated at \$13,750 to be reimbursed from the Charter School Program grant (\$3,750) with the balance paid from a United Way grant (\$10,000).
- Reading A-Z License has been estimated at \$1700 and will be covered by 31a revenue.

Without staffing costs, the total additional expense for this Continuity of Learning Plan has been estimated at \$53,430. This does not include the continued distribution of food to students which shall also continue.

Receipt of CARE Act funding will allow the school to take additional steps to ensure equitable services to all students and provide additional supports that may be identified at a later date.

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.

The following:

- Local School Board Members
- Building administrators and school leaders
- Teachers
- Social Worker
- Contracted consultant
- Parents

All stakeholders were involved in the development of the plan. Building administrators met with lead teacher for 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 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:

The plan will be communicated through a letter that is included in food parcels available to each family for pickup on a weekly basis. Hardcopies of the letter will also be available in the main office. The plan will also be posted to the district website and other social media platforms, as well--specifically, Facebook and Remind. To ensure that everyone is aware that the plan has been developed and released, a phone call message will be sent to all parents.

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.

Tuesday, March 17, 2020.

District/ PSA Response:

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:

Escuela Avancemos Academy is a K-6 school and this question 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:

As a CEPI-qualified district, 100% of our students qualify for free lunch. During the public health crisis, all students have been eligible for food distribution. To date, we have served over 2000 meals to both our school families and wider community.

Our current distribution plan includes offering families 7 days of breakfast and lunch meals to children

0-18 years of age. In partnership with our food vendor KEYS Grace Academy, we will continue to host food distribution on site at least once a week.

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

11. Please confirm that the district will continue to pay school employees while redeploying staff to provide meaningful work in the context of the Plan, subject to any applicable requirements of a collective bargaining agreement.

District/ PSA Response:

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

Our staff including paraprofessionals and teacher aides will be redeployed to assist teachers during family contact through translation supports and services. Additionally, our non-professional staff will make follow-up calls to families on an as needed basis. The content of these calls can include information related to instructional supports, food distribution information, and school-wide updates as they are made.

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

District/ PSA Response:

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.
 - During this follow-up, staff will focus first on the basic needs of the child and the family in order to determine additional opportunities for the school to support the whole child.
 - Identify and remove roadblocks.
 - Ensure that the family understands the importance of the learning experience and that their child was missed.
 - Each week, teachers will send a list of student names, corresponding to individuals that have not attended any virtual meetings or completed any assignments to applicable paraprofessionals, which will be based on tracking on discussed Teacher Activity Log.
 - Paraprofessionals will log additional communication attempts made to these students in previously discussed 'Secondary Communication Log,' which is shared between teachers and relevant paraprofessionals.
- 1) Teachers will keep track of which students are completing the weekly instructional packets. If a student submits work related to the instructional packets within a two week period, that student will not be referred to the academy's paraprofessional. Inconsistent completion and/or

communication with a parent or student will be raised to the principal or social worker level to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections if needed.

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

District/ PSA Response:

The district will provide a survey where parents can provide their current mental health needs. Based on those results the certified school social worker will reach out to individual students and families to determine how the district can most appropriately support them. The school social worker 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 school social worker to make the necessary follow-up. The principal will hold weekly meetings with teachers to identify any additional students or families in need. The school social worker will continue to serve special education students as technology access permits for the remainder of the school year. The school social worker will continue to provide social-emotional support to general education students through a group or one on one check-in as needed for the remainder of the school year.

The academy will include the social worker in scheduled virtual learning settings that allow for support in a general education context.

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:

Escuela Avancemos 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.

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:

Although we are not considering a balanced calendar for the remainder of the 2019-2020 school year, We are currently exploring the option of starting the 20-21 SY before Labor Day. A collaborative team is researching this option and taking into consideration predicted school attendance if local districts do not also adopt a similar calendar schedule.

Name of District Leader Submitting Application: Sean Townsin

Date Approved:	04/14/2020
Name of Authorizer Designee:	Corey Northrop, Executive Director
Date Submitted to Superintendent and State Treasurer:	04/14/2020
Confirmation approved Plan is posted on District/ PSA website:	



Amy Densmore <amyvanatten@gmail.com>

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

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

Tue, Apr 14, 2020 at 3:21 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") ***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 ▼	14 ▼	2020 ▼
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What is your best estimate of additional cost associated with Plan implementation? *

\$53,500

Attach a PDF file of the Approved Plan. *

Files submitted:

82744 Escuela 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

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