

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

Date Submitted: April 16, 2020

Name of District: Joy Preparatory Academy

Address of District: 15505 Dexter Detroit, Michigan 48238

District Code Number: 82958

Email Address of the District: [adasina.philyaw@leonagroup.com](mailto:adasina.philyaw@leonagroup.com)/[JoyPrep.com](http://JoyPrep.com)

Name of Intermediate School District: Wayne RESA ISD

Name of Authorizing Body (if applicable): Ferris 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.

## 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 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.

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Email Address of the District Superintendent: adasina.philyaw@leonagroup.com

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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 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-19.***

District/ PSA Response:

Joy Preparatory Academy 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:

- Use of online learning  
<https://docs.google.com/document/d/1iSUD98Q4Bb6P9SvUGQVa79sqEhTUIInnda95gdIrbuic/edit>
- Utilizing telephone and video communications to share pertinent instructional information with students and families (ZOOM and Google Meet/Hangout)
- Utilizing email to share pertinent instructional information with students and families (Class Dojo and Google Classroom)
- Utilizing virtual instruction (Evidence and Research based Apps)
- Utilizing videos for instruction (Youtube/Teachertube and videos associated with site licenses)
- Utilizing slideshows for instruction (Google Slides/PowerPoint)
- Implementing project-based learning opportunities (S.T.E.A.M. and ART)
- Utilizing instructional packets (distributed every Monday from 9-12)

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.

- Information regarding opportunities to obtain free or low cost Internet access was shared with families via inserts in all provided lunches on Monday and Wednesday from 9-12. This information was also shared via automated phone messaging weekly since the week of 3/23/20, and is posted on all district and school websites (included Instagram and Facebook).
  - Wayne RESA is maintaining a list of Internet access options.
  - <https://sites.resa.net/infotech/personal-internet-access/>
  - Whenever appropriate, teachers are asked to share instructional packets with students who may not otherwise have access. These materials are prepared by the teacher on Fridays at staggered times due to the Stay-at-Home/Coronavirus (COVID-19) order and are available for pick-up on Mondays and Wednesdays from 9-12 which coincides with breakfast and lunch pick up times..

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.

The district plans to use a hybrid model of instruction using hard copy instructional packets and online learning platforms. Students without internet access will have access to instructional materials through a weekly instructional packet. 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. The instructional packets will mirror the work planned during virtual instruction. All students will have access to grade-level/course textbooks as needed to complete their work. Students will receive support from their assigned teacher, paraprofessional

and reading interventionist (if needed) to ensure students are still being supported and encouraged to have a “mindset of a student”.

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:

Joy Preparatory 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 students’ 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.
- Technology Plan: Assisting students and their families to overcome the technology access gap by providing access to tech devices (Chromebooks, laptops, iPads), mobile hotspots, and making families aware of internet access options available to them.

Teachers will be expected to make contact with every student at least one time during the week. This may be done through the use of technology (for those that have access and keeping student privacy in mind at all times) such as Google Hangout or other forms of virtual meeting or through weekly phone calls. For students with technology access teachers will also make sure to communicate multiple times each week through the instructional platform (Google Classroom and Class Dojo.), with an emphasis on continuing to build relationships and maintain connections. If students do not have access to technology, teachers will include weekly notes to students in their instructional packet that focus on building relationships and maintaining connections. We will encourage relationships between students by having students write letters to classmates and return them with their weekly instructional packet. Those letters will be mailed to students by the school.

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

District/ PSA Response:

Joy Preparatory Academy 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 coaches 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.

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 delivered during meal delivery. Packets will be mailed to the student if they do not participate in meal delivery. 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. 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:

During these unprecedented times, the connectedness and care for our students and one another is our first priority as we maintain a continuity of learning. The recommendations on assessment, feedback and grading below are based upon the principle of no educational harm to any child through a humane approach that is in the best interest of each student. This pandemic, and the statewide suspension of in-person instruction, has impacted our entire society. The emphasis for schoolwork is on continuous learning, supported by monitoring and feedback, not grades.

- Feedback and monitoring will focus on the continuation of learning and prioritize the connectedness and care for students and staff.
- All students will have the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work assigned prior to the remote learning period. A focus on keeping children emotionally and physically safe, fed, and engaged in learning should be our first priority

during this unprecedented time.

- Ideally, all of our students will pass their assignments during remote learning as this is a new and unprecedented set of circumstances. This is not a time for failing students or adversely impacting student learning progress. Students are expected to continue with the learning activities assigned during remote learning. We call on educators to be mindful of the impact of time on tasks, time on screens, and time on reflection during this pandemic.

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 planning template](#) when appropriate.
- 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 PowerSchool, to communicate assignments and/or progress.

For students without technology access, learning packets will be collected each week during meal delivery. Teachers will review the learning 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. An example of this 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:

At this time, there are new or revised budget items associated with this Continuity Learning Plan.

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 leadership team, consisting of administrators, instructional coaches, department heads, intervention specialists, and office managers, met virtually to collaborate on the development of this plan. Once drafted, the plan was shared with our board and management company for feedback, before being submitted to our authorizer for approval. 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.

Examples of stakeholder groups to consider/include their thinking, input, feedback, voice, etc.:

- Local School Board Members
- District Administrators and Staff
- Building Administrators (Elementary, Middle, and High School)
- Teachers (Elementary, Middle, High School, Core and Elective, English Learner, Special Education, etc.)
- Social Workers/Counselors
- Technology Department Staffers
- Parents

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 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 posted on our website. In addition, parents and families will be notified via Robocall, social media, and telephone communication. Students will be informed through their Google Classrooms and email accounts.

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, 2008.

District/ PSA Response:

The plan will begin to be implemented upon completion and approval by the appropriate stakeholders. Staff will begin our best efforts with implementation of the Blending Learning Plan the week of April 20, 2020. Full implementation of the plan will take place no later than April 28, 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 Career and Technical Preparation Act, 258 PA 2000, as amended, MCL 388.1901 to 388.1913, in completing the courses during the 2019-202 school year.

District/ PSA Response:

N/A

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

District/ PSA Response:

Our district participates in the Community Eligibility Program, which means all 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 600 meals.

Our current distribution plan includes JPA's gymnasium, on the following days of the week of Monday and Wednesday from 9-12. Students are provided with 2 grab and go breakfasts and 2 grab and go lunches at a time. We make sure that families have enough for the week!

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

We will continue our food distribution through the remainder of the school year.

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 employees, while redeploying staff to provide meaningful work in the context of the Plan, subject to any applicable requirements of a collective bargaining unit.

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

District/ PSA Response:

The recommendation on grading during this period of school closure is to consider a student's grade at time of closure as the lowest grade to be awarded and designated on a transcript for that course credit. In place of a failing grade, the recommendation is to designate credit as "incomplete" (I). All students should be provided additional opportunity and support to improve their grade through make-up, exemption of non-essential grades, or completion of additional learning activities. It is further recommended that schools provide students the option to elect Pass/Incomplete (P/I) designation on transcript. All students with an "I" should be provided an opportunity to complete learning and earn the credit upon return to school or completion of credit recovery. Upon recovery of credit, the "I" on transcript should be changed to "P" or final grade earned.

- Individual student engagement or disengagement will be addressed locally. There are factors outside of the control of the school system with learning being moved off site; therefore, the aim is that student grades are not lowered as a result of remote learning. It is recommended that a student who is not able to be engaged, or who chooses to disengage, in remote learning should receive an incomplete or no grade. Document every attempt made to engage the student; it is very possible the student is experiencing circumstances out of their control.
- Remote student learning during this pandemic may be formatively assessed (where possible and

practical). We acknowledge that it may need to be assessed during the transition back to in-person instruction. Remote learning is designed to support student learning and continuity of education. Grading is feedback and communication in a snapshot of time to students and parents. The aim, emphasis, and focus for schoolwork assigned, reviewed, and completed during remote learning is on learning, not on compliance.

- Where possible, the content from remote learning should be made up after the transition back to regular in-person school attendance resumes (or perhaps summer school, etc.).
- It is recommended that students who are completing online courses (i.e. Michigan Virtual, Edgenuity, Apex, etc.) be evaluated/graded in accordance with #1 above, so as to not negatively influence grade point average.
- It is recommended that all courses on the student schedule are reflected on the high school transcript with an appropriate grade or mark during this pandemic. It is further recommended that the courses be noted with “(COVID-19)” behind them to indicate these marks were issued during this pandemic. Another option is to place a footnote on the transcript in lieu of course title changes that indicates the same.
- It is recommended that districts consult board policy specific to the issuing of NC or Incomplete. In some cases Board Policy requires a change from NC or Incomplete to F after a duration of time. It is suggested that this not be applied in this circumstance.

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.
- 1) 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.).
  - 2) 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.).

- 3) 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 connection.

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 staff of Joy Preparatory Academy understands that mental health support may be needed for students that may not have required this support in the past, thereby while general education and special education teachers are providing services they will monitor all students for signs of distress and if any distress signals are noted the student will be referred to the school's mental health provider (school social worker or counselor). The mental health provider will obtain parental consent prior to providing any services to the identified student.

- [Mental Health Support Flowchart](#)

JPA is using a tiered approach to service its community. The following outline will be utilized to address any mental health needs:

Mental health providers (school social worker/counselor) will provide Tier I & Tier II services to the families and students through a vast array of modalities, such as Google Classroom, recorded videos, (offered to all students), email, Google phone (telephone), Google Hangouts, Google Meets, Zoom as well as by working remotely with the school to upload necessary community resources and information using their school's website. Students may have many questions regarding the Coronavirus, thereby school counselors will also work with students in groups that will consist of Social Emotional Learning (SEL) using the CASEL Wheel to provide SEL Competencies, and Psycho-educational groups that will focus on mindfulness, coping skills, anxiety, depression, and anger management. Check-in/Check-out interventions will be provided to students using the previously provided platforms, which will ensure that school counselors touch bases with Tier II students in the morning and again in the afternoon if needed. **Always** use an agenda for Tier 2 groups and keep service logs: [Digital Service Log](#)

## Tier I & Tier II Resources:

[Comcast Essential Internet](#)

[Covid-19 Social Story](#)

[Apply for State Emergency Relief?](#)

[Michigan Food Banks and Pantries](#)

[Parent Cue Cards](#)

[Example of a social work group agenda](#)

Tier III services will be provided to students using Google Hangouts, Google Phone (telephone), Google Meet, or Zoom. Tier III services will consist of Solution-Focused Problem Solving techniques, therapeutic interventions will be provided via telehealth services that will be provided by the school's mental health provider. To provide clinical services using telehealth HIPAA and FERPA laws must be followed.

Resources that can be used for Tier III interventions regarding COVID-19 are:

[SEL Resources for Parents, Educators & School Communities Related to COVID-19](#)

[CDC Guide for Managing Anxiety & Stress](#)

[Turnaround for Children – COVID-19 Pandemic Resources](#)

[Free Mindfulness Online Classes for Kids](#)

[Baby Shark Washing Hands Song](#)

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:

For **Wayne** County:

Wayne County sites were asked to “respond to this email *if you are open* and have space to serve children outside of your enrollment. Your information will be shared with state officials trying to identify locations where children can be cared for in licensed settings.” Wayne County RESA

said if needed, Joy Preparatory Academy would be expected to open a classroom (preferably one that has been licensed by LARA, and/or one where before and/or after school care is normally held) in one of your school buildings to support the child care for Essential Workers. Joy Preparatory Academy stands ready to mobilize disaster relief child care centers by opening classrooms, when called upon for support, if necessary.

Optional question:

15. Does the District to adopt a balanced calendar instructional program for the remainder of the 2019-2020 school year? Does the District plan to adopt a balanced calendar instructional program for the 2019-202 school year?

District/ PSA Response:

The district does not plan on changing the current academic calendar for the 2019-2020 year. The district does plan on using a balanced calendar for the 2020-2021 school year.

Name of District Leader Submitting Application: Adasina Philyaw

Date Approved: 4/19/2020

Name of ISD Superintendent/Authorizer Designee: Dr. David Eisler, President, Ferris State University

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website: