



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

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

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

While many educators have been providing distance learning opportunities, the Governor’s Executive Order ([EO 2020-35](#)) requires all schools to begin providing learning opportunities for all students no later than April 28, 2020. Districts who are able to begin their plans earlier are encouraged to do so.

Each District shall submit a single completed Assurance Document, Budget Outline, and Continuity of Learning Plan to its Intermediate School District. Each Public School Academy shall submit a completed Assurance Document, Budget Outline, and Continuity of Learning Plan to its Authorizer. A single Application should be filed for the district rather than multiple applications for individual schools within a district. The following items are required for the application, which may be submitted beginning April 8, 2020, through Epicenter:

1. Assurances Document
2. Continuity of Learning Plan
3. Budget Outline

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

As Districts and Public School Academies complete the Assurances and Continuity of Learning Plans, they should consider utilizing the following principles to guide their work:

Keep Students at the Center

Intentional outreach to continue building relationships and maintain connections.

Help students feel safe and valued. At minimum, plan to do the following:

- **Plan for Student Learning:** Build on each student’s strengths, interests, and needs and use this knowledge to positively affect learning.
- **Develop a Weekly Plan and Schedule:** Offer routines and structures for consistency and for the balancing of think time, work time, and play time for health and well-being.
- **Contact Families:** Partner to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority. Provide translations as necessary.

Design Learning for Equity and Access

Plan and deliver content in multiple ways so all students can access learning.

- **Teach Content:** Set goals using knowledge of each student, content area standards, and of Michigan Merit Curriculum.
- **Deliver Flexible Instruction:** Consider how to deliver content depending on tools and resources accessible to each student.

Alternative modes of instruction may include use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a combination to meet diverse student needs.
- **Engage Families:** Communicate with families about engagement strategies to support students as they access the learning. Families are critical partners. Provide translations as necessary.

Assess Student Learning

Manage and monitor student learning and plan what’s next for learning including the potential need for summer and supplemental learning.

- **Check Student Learning:** Use a variety of strategies to monitor, assess, and provide feedback to students about their learning.
- **Make Instructional Adjustments:** Use formative assessment results to guide educators’ reflection on effectiveness of instruction and to determine next steps for student learning.
- **Engage Families:** Communicate with families about assessment results in order to inform next steps and the potential for supplemental summer learning. Provide translations as necessary.

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

Date Submitted: April 13, 2020

Name of District: Northridge Academy

Address of District: 4100 W. Coldwater Rd. Flint Michigan 48504

District Code Number: 25904

Email Address of the District: latricia.brown@leonagroup.com

Name of Intermediate School District: Northridge Academy

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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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.

District/ PSA Response:

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.

Northridge Academy understands the necessity of providing learning and instruction in ways to accommodate varying needs of our students. Our plan is to use a hybrid model of instruction using hard copy instructional packets and online learning platforms:

Students will have the opportunity to receive grade-level instructional packets. It will be expected that parents have basic learning supplies for their students including pencils, paper, and crayons. If a family does not have access to these supplies, they will be given the supplies

needed. Thursday, April 23rd and Friday, April 24th from 10am to 2pm, parents will have the opportunity to pick packets and necessary school supplies if needed up from the school's front hallway entrance. Upon request, we are planning on mailing materials out Monday, April 27th for any families that haven't picked up supplies. In addition, Northridge Academy will continue its use of online learning platforms for students with adequate technological materials and equipment. The Academy continues to emphasize that no students will be held back a grade as a result of our not being in school the remainder of this year, but we are rather strongly encouraging ongoing communication between our staff and parents.

This plan will begin Monday, April 27, 2020.

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:

Northridge 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.

Even though this very difficult crisis Northridge Academy continues building relationships and maintaining 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 playtime 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.
- Special Education Students will be given accommodations aligned to their needs. Types of supports can and may include: shortened assignments, video chats with the special education teacher, graphic organizers, and read-alouds.

(See schedule link that addresses the bullets listed above: [NA Weekly Schedule](#))

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, Class DOJo, Moby Max Messenger, etc.), with an emphasis on continuing to build relationships and maintain connections. If students do not have access to technology, teachers will include weekly notes to students in their instructional packet that focus on building relationships and maintaining connections.

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

District/ PSA Response:

Northridge 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.

The main mode of delivery will be through hard copy instructional packets. This will be supplemented with phone conferencing and through virtual meeting spaces for students that have access. These packets will be developed with each grade level in mind, allowing for differentiation of work as necessary for students needing it. Use of technology will be used as a supplement only to packets. Teachers will have defined office hours on a daily basis where they will be available one day per week from 9am to 3pm via phone 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.

- 1) 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. 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.
- 2) Teachers will review the learning packets and provide feedback to the student during their weekly phone call, virtual meeting, or email. 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.
- 3) 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.
- 4) 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. Feedback may also be provided in the form of phone conversations as needed.
- 5) The Special Education Team developed a Contingency Learning plan that is individualized to each of our students receiving special education services. This form corresponds to the students eligibility, details accommodations and other supports that are necessary to access the academic materials being made available during this time, Schedule of teacher-parent consultation, Description of how progress toward goals will be tracked, and the development and progress for ancillary services that are being offered such as online social work and speech services. In addition to the instruction all students receive; students with disabilities or a Section 504 plan will also receive support/services to the extent possible as outlined in their IEPs or Section 504 plans to minimize any possible negative impacts that distance learning could cause as a result of this change in instructional methods. All service provided will be managed and monitored using service provider logs as well as other academic progress report documents.

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 majority of expenses associated with the Plan can be accounted for in the existing FY 2020 budget. Both elementary and middle school supply lines allow for additional “home learning” supplies. The current building maintenance budget supports the additional supplies required to conduct a complete sanitization of the school facility. An additional \$3,500 in

general fund dollars is being added to postage. Any dollars spent in association with the Plan and overall school closure will be noted to ascertain the ultimate financial impact. Any dollars spent in association with the Plan and overall school closure will be noted to ascertain the ultimate financial impact.

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 will be shared with our board and management company for feedback, before being submitted to our authorizer for approval.

Northridge Academy 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. In addition, special education teachers, administrators, Section 504 Coordinator, and other relevant team members are scheduled to meet on a regular bases to review/revise the academic plan as it relates to students with an IEP/Section 504 Plan to ensure access to academic instruction for these students to minimize the gap between them and their general education peers.

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

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

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, notified via Class Dojo, Robocall, social media, and telephone communication from teachers and staff. Students will be informed through their Google Classrooms and email accounts. The communication will identify the academy use of the following:

Northridge Academy's District will communicate via Google Phone (Google created/provided phone number), Google Hangouts, Google Meets, as well as other digital platforms with staff and families about the academy's plan for academic instruction.

Special education and general education teachers will provide a printed packet of instructional materials that will be delivered via USPS, for those students that are not able to access/use the identified digital platform.

Special education and general education teachers will also provide academic instruction via the identified digital method (Google Classroom or other digital platform). The academy staff will utilize multiple methods to ensure that parents/students are able to access the digital platform from phone calls or Google Hangouts to address any concerns that may prevent students from accessing the digital platform.

Northridge Academy will also provide all parents of students with an IEP or Section 504 plan with Notice to identify how their child will receive support/services to the extent possible as identified in their child's IEP or Section 504 Plans. This will ensure access to the academic curriculum as outlined in the academy's distance learning plan.

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

District/ PSA Response:

The plan will begin to be implemented upon completion and approval by the appropriate stakeholders. Full implementation of the plan will take place no later than April 27, 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 2019-2020 school year.

District/ PSA Response:

We are a prek-8 school, this question does not apply to us.

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.

Our current distribution plan includes THREE site(s), on the following days of the week MONDAY - THURSDAY. Students are provided with ONE of the breakfasts and ONE of the lunches at a time.

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 employees, while redeploying staff to provide meaningful work in the context of the Plan.

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

District/ PSA Response:

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.

- 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 be keeping 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 connections.

- 4) Special education teacher and Section 504 coordinator will document the supports (accommodations, modification, etc.) provided to the students in accordance with the individual IEP/504 Plans to the extent possible. These individuals will also monitor the individual progress of each student and document that progress in written form (progress reports & service logs). When feasible the general and special teachers will collaborate on the progress of the special education students they are supporting.

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:

Northridge 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](#)

Northridge Academy 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 follows it.

District/ PSA Response:

Northridge 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 Genesee Intermediate School District and check in regularly regarding the needs. Genesee ISD partners with Child Care Network and other child care centers across Genesee County to identify the existing need and to help ensure that child care is available to our essential workforce.

Optional question:

15. Does the District plan 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 2020-2021 school year?

District/ PSA Response:

Northridge Academy plans to continue with its balanced calendar instructional program for the remainder of the 2019-2020 school year. The district does plan to adopt a balanced calendar instructional program for the 2020-2021 school year. The district does plan on starting school for the 2020-2021 school year before Labor Day.

Name of District Leader Submitting Application: Latricia Brown

Date Approved: 4/16/2020

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

Date Submitted to Superintendent and State Treasurer: _____

Posted on District/PSA website: _____