

**Continuity of Learning and COVID-19 Response Plan
("Plan") Assurances
Richfield Public School Academy**

Date Submitted: April 20, 2020

Name of District: Richfield Public School Academy

Address of District: 3807 North Center Road, Flint, Michigan 48506

District Code Number: 25910

Email Address of the District: phaldy@richfieldpsa.org

Name of Intermediate School District: Genesee Intermediate School District

Name of Authorizing Body (if applicable): Bay Mills Community College

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”)
Richfield Public School Academy**

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

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

Date Submitted: April 16, 2020

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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- .

District/ PSA Response:

Richfield Public School Academy plans to use a hybrid model of instruction using hard copy instructional packets and online learning platforms. For those students that have internet access, but don't have a device, devices will be made available. Students without internet access will have access to instructional materials through an instructional packet. All students will need access to materials such as paper, pencils, and crayons, which have been purchased and will be made available to all families. All students will have access to grade-level/course textbooks, as needed, to complete their work.

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:

Teachers will be expected to make contact with every student at least one time during the week. Instructional Aides will also make contact with every student at their grade level, each week. Behavior Intervention Staff will continue to work with their caseload of students through weekly phone contact. ESL Teacher and Special Education Providers will also make contact with each student on their caseload at least once per week. This may be done through the use of technology (for those that have access) such as Google Hangout or other form 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, ClassDojo), with an emphasis on continuing to build relationships and maintain connections and social/emotional well-being. In addition, to ensure equity for students who do not have access to technology, teachers will include weekly activities for students in their instructional packet that focus on building relationships, maintaining connections, and other social emotional skills. We will encourage

relationships between students by offering and hosting opportunities for students to interact through Google Meets, writing to each other, emailing and other age appropriate means. ESL and special education students will receive differentiated work, at their level, with additional support weekly from their ESL tutor and from their special education case manager. ESL support for non-English speaking parents will be provided through either the ESL Translation line or through our Bi-Lingual staff. Notices will be translated into Spanish.

GSRP teachers will hold office hours for one hour, two times per week to check in with parents and students. Parent teacher conferences will be held to discuss progress and Kindergarten Transition. The conferences will be held June 22-25, 2020 and parents will be notified of these dates through robo-call, personal call, personal email from the GSRP staff.

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

District/ PSA Response:

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 on April 27, 2020. Packets will be hand delivered or mailed to the student/student's parent if he or she is unable to pick up for any reason. For students with technology, content will be delivered through Google Classroom, email, and Class Dojo. Teachers using Google Classroom will be accessible for synchronous and asynchronous instruction through the week.

For Special Education Students The delivery method will be distance learning. This will be informed by each student's IEP and contingency plan as to frequency and duration. The services student/teacher contact and will be either through phone contact or online video sessions. The work product will be distributed as work packets (either pick up or mailed) and some on-line assignments, depending on the student's access. Special Education teachers will continue to engage their students in learning opportunities related to IEP goals through support with general education assignments, modified assignments and through small group and individual teaching sessions. General education teachers will also continue with accommodations and modifications stated in each child's IEPs through various methods of communication with students. General Education Teachers will continue to follow the accommodations

in student 504 Plans to the extent possible, extended time for assignments, extended assessment time, additional contact support. All accommodations and support sessions will be documented by use of a tracking document by classroom teachers, for all students, students with IEPs and students who have 504 Plans to enable the district to monitor support and compliance.

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

District/ PSA Response:

For students without technology access, learning packets will be collected periodically by placing a bin at the building so that work may be turned in at any time. In between collections teachers will offer feedback during weekly phone calls and students can submit work samples via cell phone pictures or other electronic means. Teachers will review the entire learning packet and provide feedback to the students at the end of the collection cycle by virtual meeting, phone, email or written feedback mailed to the student, or any combination of these methods. Learning packets with written feedback will be returned to the student at the end of the collection cycle either electronically or through the mail. 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 Google Classroom. Teachers will provide feedback to students on assignments through Google as they are completed (or on a daily basis). Teachers will differentiate instruction within the platform to meet each student's needs.

Classroom teachers will collaborate with Special Education and ESL teachers to support learning for students in these classifications. Behavior Interventionist staff will reach out to students for additional support with assignments, social emotional support and work completion support. ESL support for non-English speaking parents will be provided through either the ESL Translation line or through our Bi-Lingual staff. Notices will be translated into Spanish.

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:

ITEM	ESTIMATED COST	REVENUE SOURCE
Purchase of learning supplies such as paper, pencils, crayons, etc.:	\$3500.00	Title IV/At Risk
Printing costs (paper and machine copy cost)	\$5,000.00	Title IV/At Risk
Mailing costs (envelopes, postage)	\$5200.00	Title I/At Risk
Fuel/mileage (for delivery/pickup of work)	(.52 per mile) \$300.00	General Fund
Food distribution support	(12.00 per hour X 5 people X 4 hrs/week X 8 weeks) \$2000.00	Food Service
Internet Hot Spots	\$10.00 each X 200 \$2000.00	Title IV

6. Please describe the manner in which district administrators, board members, teachers, and any representatives of teachers collaborated in development of the Plan.

District/ PSA Response:

All stakeholders were involved in the development of the plan. Building administrators met virtually with their building teachers for input. Teachers collaborated virtually in grade level/content area teams to address the needs of each grade or content area. Teachers reached out to instructional aides for their contributions. Building administrators met with district leadership to provide input in development of the plan. Before submitting the plan, the board reviewed it, provided feedback and ultimately approved the plan.

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 the following sources:

Email to each family that we have a current e-mail address

Notice per Power Announcement to families to go to the website and facebook to retrieve the plan.

The plan will also be posted to the district website and other social media platforms as well.

The plan will be copied and supplied with paper packets

The plan will appear in Google Classroom Assignments

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:

Stakeholders have already begun ramping up for implementation. Teachers are setting up Google Classrooms and preparing packets. Arrangements are being made for distribution of supplies and materials in a safe way. Parents will be invited to pick up packets on April 27. Packets not picked up will be mailed or hand delivered. Implementation of the remote learning activities will begin 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 1966, as amended, MCL 388.511 to 388.524 , and Career and Technical Preparation Act, PA , as amended, MCL 1901. to 388.1913, in completing the courses during the - school year.

District/ PSA Response:

As a K-8 district, Richfield Public School Academy has no students dual-enrolled or involved in CTE programs.

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

District/ PSA Response:

[Please describe your current food distribution program and how that will continue.]

1. How is the district reaching out to students who are not receiving food?

Teachers checklist for weekly communication with parents and students includes asking about each family's needs for food, diapers, supplies or other materials. Social workers are maintaining contact with caseloads as well. Parents have been notified of Parent Liaison contact information to put in a request for food. The district will also provide take home breakfast/lunch food to students 3 days per week.

2. How will the district communicate changes or alterations in your schedule due to directives from other agencies?

Additional information will be dispersed through email to those that have access, and phone calls in certain circumstances. Changes will also be posted to the district website and other social media platforms. To ensure that everyone is aware of any changes a phone blast message will be sent to all parents .ESL support for non-English speaking parents will be provided through either the ESL Translation line or through our Bi-Lingual staff. Notices will be translated into Spanish.

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:

District staff will be paid throughout the term of the Continuation of Learning Plan. Expectations for teachers have been communicated through virtual meetings and written documents. Social workers and parent liaisons are maintaining contact and supporting families through phone, mail and email, food distribution, and connecting families to other resources as needed. Instructional aids are partnering with teachers in lesson creation, additional student and parent contacts, distribution of materials and food. Custodial services are disinfecting buildings, and preparing grounds. Administrators are holding virtual meetings with teachers, supporting them with supplies and professional learning, reaching out to families. Instructional coaches are providing professional learning, standards aligned materials and other supports for teachers to enable delivery of high quality instruction in a remote learning environment. The district leadership team, including all building administrators, continues to plan for learning in the short term and for the next school year including reviewing data, planning for addressing student learning gaps and social emotional needs, and development of DIP and SIPs to address all students (and the whole child) now and upon returning to school in the fall.

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

District/ PSA Response:

If a student does not have access to technology, teachers will be tracking work completion based on assignments turned in to the bins at school or shared via electronic means (pictures on cell phones, emailed, etc.), or work completed during contact with teachers or other staff (such as a read aloud). Staff members are keeping a log of all communication with students and parents, and continue monitoring student wellness and engagement.

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 stay in contact with students and families via phone, video chat or other means and 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.).

The District will consider the student's grade on March 12th (first 3 marking periods) as the final grade to determine advancement to the next grade. If a student had a failing grade (or wants to improve their grade) the work completed during Quarter 4 under the Continuation of Learning Plan will be graded to improve the quarter 3 grade. The district uses a standards based grading system and will continue using that system to evaluate, assess and provide feedback on work through this continuation of learning period.

Students who do not complete the assigned work during Quarter 4 will receive a grade of Incomplete (I) on the report card for the quarter. Students who wish to use this work to improve their grade will have until July 30, 2020 to complete the work.

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's social workers, building leaders, parent liaisons and behavior specialists are maintaining contact with families as described throughout this Plan. Based on those contacts the behavior specialists, SSWs, and/or principal will reach out to individual students and families to determine what they may need, and connect the family to resources or outside agencies to help meet their needs. In addition, 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 to make the necessary follow-up. The principal will hold meetings with teachers to identify any additional students or families in need. The district partners with the University of Michigan RAHS Health Center and has provided this contact information to parents. The district also partners with Genesee Health Plan and the Community Health Worker assigned to the District has posted resources for our families. Our two district Parent Liaisons are reaching out to parents/students to offer support in connecting with resources. The school Counselor has created a resource document as well as a virtual clinic to support students and families with mental health issues.

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 - or any executive order that follows it.

District/ PSA Response:

The district has been in communication with the ISD and should the need arise for additional disaster relief child care centers the district is willing to support the effort.

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:

The district currently operates on a balanced calendar and will continue to do so for 2020-2021.

Name of District Leader Submitting Application: Pamela Haldy

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website: