



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

Date Submitted: April 13, 2020

Name of District: Saginaw Preparatory Public School Academy

Address of District: 5173 Lodge St. Saginaw, MI 48601

District Code Number: 73908

Email Address of the District: james.kenney@leonagroup.com

Name of Intermediate School District: Saginaw Intermediate School District

Name of Authorizing Body (if applicable): Saginaw Valley 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.

***“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-CD.***

District/ PSA Response:

Beginning April 20, 2020 and running through June 11, 2020 - Saginaw Preparatory Academy will deliver three rounds of academic instruction.

Round 1	April 20 - May 8	Three week cumulative review of critical content addressed to date as determined by established, grade-level pacing guide.
Round 2	May 11 - May 29	Three week cycle of direct instruction on the most essential content as determined by established, grade-level pacing guides.
Round 3	June 1 - June 11	Two week cycle of project based, hands-on learning reinforcing critical content in an engaging and fun format.

Saginaw Preparatory Academy will use a mixed-media delivery format for all three rounds of academic instruction. This format consists of:

- Instructional packets developed in coordination with school leadership to ensure alignment and consistency with already established school resources. Packets will be available for pick-up and can be mailed upon request.
- Staff developed/publicly available videos that align with and/or enhance instructional packets
- Staff developed/publicly available slides that align with and/or enhance instructional packets
- Use of Google Classroom as the primary web-based learning platform for assignments, instruction, student support, and feedback. These assignments will mirror the instructional packets.
- Use of web-based learning sites for leveled academic intervention, including but not limited to Lexia, Moby Max, and Prodigy.
- Use of telephone conversations, text messages, communication apps, and video chats to communicate with students and families about student learning.
- Families that need additional “home learning” resources (paper, pencils, crayons, etc.) will be able to pick-up resource kits from the office or request that kits be mailed to their home.

Our instructional team is encouraged to use the mode of learning that will work best for each family - keeping in mind the age of the student, access to WiFi and technology, family schedules, etc.

The following steps have been taken to support families in gaining access to instructional technology -

- Chromebooks will be distributed based on need (as determined through individual teacher phone calls) at Saginaw Preparatory Academy on April 15 & 16, 2020 from 10am to 2pm. Families may also call (989)752-9600 to arrange a pick-up time that works with their schedule.
- Free WiFi access is available in the Saginaw Preparatory Academy parking lot. WiFi use is for academic tasks only. Those accessing WiFi are asked to remain in their vehicle and/or maintain social distancing.
- Information regarding opportunities to obtain free or low cost internet was shared with families via social media, phone messaging, directly mailed to families on the week of April 13, 2020 and posted on the Saginaw Preparatory Academy website.
- Please note the precautions were taken to ensure that CDC guidelines regarding social distancing were followed.

Our special education team continues to work collaboratively with general education teachers and school leadership to determine how to best support students with Individualized Education Plans (IEPs) and 504s.

- Determinations regarding implementation of “distance learning” for eligible students will be made on a case by case basis to best meet the needs of each student in accordance with their eligibility, current academic level, and the level of support provided in the traditional setting.
- Special education teachers will provide support in the family’s preferred format whenever

possible, taking into consideration the age of the student, their preferred types of activities, and access to technology.

- Contingency of Learning plans will be developed for each eligible student to ensure that appropriate services will be made available in the most accessible format.

By using this hybrid model of instruction, we feel confident that we can support Saginaw Preparatory Academy's students and families effectively. All documents and information will be translated as necessary. Hard copies of the Continuity of Learning Plan will be made available as requested.

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:

Saginaw Preparatory Academy remains committed to keeping our students at the center of all we do. This Spring's public health crisis has only strengthened our stance. Our PSA 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 Chromebooks when requested 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, such as Google Hangout or other forms of virtual meeting. Teachers may also connect with students and families via phone-based apps, such as Class Dojo or closed Facebook pages. For those without access to technology this will be done through weekly phone calls. There will be a focus on fostering two-way communication to support meeting the Whole Child needs.

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

District/ PSA Response:

Saginaw Preparatory Academy is prepared to deliver content via multiple modalities 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 - via platforms such as Google Classroom and Google Hangouts, by using recorded video of direct instruction that a student and their family can access at convenient times, and through phone conversations.
- Teach Content: Setting goals using knowledge of each student, content area standards, and established pacing guides.
- 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. Provide considerable flexibility to accommodate challenging family schedules.
  - Knowing that families are critical partners, we will provide translations as necessary.

Saginaw Preparatory Academy will use a mixed-media delivery format for all three rounds of academic instruction. This format consists of:

- Instructional packets developed in coordination with school leadership to ensure alignment and consistency with already established school resources. Packets will be available for pick-up and can be mailed upon request.
- Staff developed/publicly available videos that align with and/or enhance instructional packets
- Staff developed/publicly available slides that align with and/or enhance instructional packets
- Use of Google Classroom as the primary web-based learning platform for assignments, instruction, student support, and feedback. These assignments will mirror the instructional packets.
- Use of web-based learning sites for leveled academic intervention, including but not limited to Lexia, Moby Max, and Prodigy.
- Use of telephone conversations, text messages, communication apps, and video chats to communicate with students and families about student learning.
- Families that need additional “home learning” resources (paper, pencils, crayons, etc.) will be able to pick-up resource kits from the office or request that kits be mailed to their home.

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.
- In addition to student specific formative feedback, students will earn one of three weekly designations - complete, incomplete, or no contact. The “no contact” designation indicates that the teacher made multiple attempts, using multiple modalities to reach the student/family, but were not successful.
- If students/families become unresponsive during this time, Saginaw Preparatory Academy will leverage the PBIS team and/or school leadership to determine and enact next steps. These steps may include but are not limited to - reaching out to emergency contacts and attempting to connect via social media.

Although children will not be penalized if they are unable to fully participate in the learning opportunities, we still believe that monitoring student learning through a variety of formative 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 (if allowed).

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 teachers will work closely with general education teacher teams in order to modify course work and scaffold instruction in order to better meet the needs of all students.
  - Special education 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).

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 \$5,000 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.

Regional Assistance Grant (RAG) dollars were made available from the Saginaw Intermediate School District to purchase updated laptops for teachers and BI staff. The Academy is covering the upfront cost of approximately \$17,000 and will be reimbursed during FY20 by the ISD.

The Academy’s FY 2021 budget may be impacted due to the extensive loaning of Chromebooks to families that would not otherwise have access to technology. We will plan accordingly, using a combination of general fund and grant dollars.

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. School level input was provided in writing and via virtual and phone conversations. Once drafted, the plan was shared with our board and management company for feedback. Families and the community were able to provide feedback and input through a Facebook live “town hall”. The plan was submitted to our authorizer for final approval before board adoption.

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 Class Dojo, Facebook, and automated messaging. A summary document will be mailed to each home. Weekly virtual “town hall” meetings will be held to share the plan and answer questions as we move through Spring 2020. Translations will be provided as necessary.

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 20, 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:

Not applicable

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 30,000 meals.

Our current distribution plan includes 10+ sites throughout the Saginaw community where buses deliver meals Monday through Friday. Additionally, meals can be picked up from Francis Reh Academy, our food service provider, daily from 11am to 2pm. Families may also request a “weekend box” that provides breakfast and lunch for the number of children in their household for Saturdays and Sundays. Weekend boxes can be picked up on Fridays from 11am to 2pm.

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

We plan to 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 through the remainder of their 2019-2020 contract.

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

District/ PSA Response:

Saginaw Preparatory Academy will evaluate the participation of pupils in the Plan by:

- Maintaining at least weekly direct contact with students via telephone, Class Dojo, Google Classroom, and/or virtual classrooms. Individual student/family contact logs will be maintained during this closure window. These logs are shared electronically with school leadership and can be reviewed at any time. Logs will reflect student academic progress, Whole Child concerns, family concerns, strategies for continued/enhanced learning/engagement, etc.
- Providing weekly designations for each student - *complete*, *incomplete*, or *no contact*. The *no contact* designation indicates that the teacher made multiple attempts, using multiple modalities,

to reach the student/family, but were not successful. Classroom designation spreadsheets are maintained weekly. The spreadsheet is shared electronically and can be reviewed at any time.

- Leveraging the PBIS team and/or school leadership to determine and enact next steps for students receiving the *no contact* designation. These steps may include but are not limited to - reaching out to emergency contacts, attempting to connect via social media and contacting local support services and/or authorities if students are believed to be in a dangerous situation.
- Providing a final summary to students and families at the end of the school year detailing each student's engagement and progress from April 20, 2020 through June 11, 2020. This summary will replace the traditional 4th quarter report card.

Although children will not be penalized if they are unable to fully participate in the learning opportunities, we still believe that monitoring student learning through a variety of formative 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 (if allowed).

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:

Saginaw Preparatory Academy understands that mental health support may be needed for students that may not have required this support in the past. When 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 social worker and school leadership. School leadership will ensure that parental consent is obtained prior to providing any services to the identified student. The [Mental Health Support Flow Chart](#) provides a framework for listening to and supporting our students.

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

The school social worker 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. The school social worker will always use an agenda for Tier 2 groups and keep service logs.

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.

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:

Saginaw Intermediate School District's Great Start to Quality Resource Center is collecting information in regards to child care for essential workers. They are working directly with those requesting child care to put them in touch with providers who are still open. Saginaw 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 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:

Saginaw Preparatory Academy does not plan on transitioning to a balanced calendar for the remainder of the 2019-2020 year. The district does plan on starting school for the 2020-2021 school year before Labor Day.

Name of District Leader Submitting Application: James Kenney

Date Approved: April 13, 2020

Name of ISD Superintendent/Authorizer Designee: \_\_\_\_\_

Date Submitted to Superintendent and State Treasurer: \_\_\_\_\_

Confirmation approved Plan is posted on District/PSA website: \_\_\_\_\_