



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: Monday, April 13, 2020

Name of District: Faxon Academy

Address of District: 28555 Middle Road, Farmington Hills, Michigan 48334

District Code Number: 63926

Email Address of the District: r.turner@globalpsychology.net

Name of Intermediate School District: Oakland Schools

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 childcare 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:

The Faxon Academy School District designed its Continuity of Learning Plan to eliminate the learning gap that generally occurs when students are not in school (summer vacations, absences, viral pandemics, etc.). A quadratic Learning at a Distance instructional model (hard copy emailed instructional packets, online learning software, videoconference instruction, and telephone/email instructional conversations) will ensure that our students learn in differentiated ways. The quadratic model will utilize project-based assignments. Our online learning partners are Kahn Academy (grammar, math, and social studies), Writable (ELA and writing), Discovery Education (ELA, math, science, and social studies) and MobyMax (ELA, math, science, and social studies). All teachers will continue to use grade level pacing guides to guide instruction which are aligned to the State standards. All online software usernames and passwords will be privately and securely emailed to our parents/guardians and students by Monday, April 13, 2020.

During the week of April 6, 2020, a technology survey was conducted to determine the availability of Internet access and computing devices for each student. All students have an Internet connection. Several families expressed a need for computing devices. On Thursday, April 9, twelve families were loaned iPads for the remainder of the school year. Faxon's administration will continue to survey families to ensure that EVERY Faxon family has a computing device. Consumable supplies (paper, pencil, journals, etc.) will be given to students in need. If requests are made for instructional hard copy packets versus the use of online learning, families will receive and return their instructional packets either scanned via email or by a scheduled pick up and drop off at the building.

Parents/guardians will receive a daily school schedule by Monday, April 13, 2020. The school schedule will help parents/guardians and their student(s) with scheduling their at-home school day (Monday through Friday). The schedule has a section that lists the at-home educational environment that's critical for learning/completing assignments: a well-lit, quiet, comfortable, and safe place. Each student's teacher of record will be available each day to provide quality instruction, social and emotional support, and to answer questions.

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:

Faxon's interim principal, teachers, office manager, instructional aide, and tutor will make weekly contact with our families (parents/guardians and students) via telephone calls and emails. Updated instructional and school announcements are sent to families via our school newsletter and MISTAR. Each teacher has a daily assigned Zoom time for a videoconference instruction. Students will join their Zoom instruction during their teacher of record assigned time. The Zoom instructional support is in addition to each student's online learning,

supplemental instructional packets (upon request), email and telephone instructional contacts made by their teacher of record, instructional aide, or diagnostic support team. To monitor each student's online learning usage, weekly reports will be downloaded from our online partners' report portal. Our plan took into account each of our students unique learning style as we planned and prepared how to deliver the instruction remotely. We considered all avenues when building this plan: Student interest, student engagement, student accessibility, and student resources. All staff will verify their parent/guardian and student contact by completing our official Faxon Academy Parent Contact Log.

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

District/ PSA Response:

All of Faxon's students have Internet access. Students without a device to connect to the Internet will be given a loaner iPad to enable them to learn via our partners' online learning platform. As of Friday, April 10, 2020, twelve (12) iPads have been loaned to our parents for the remainder of the 2019-20 school year. We created a technology check out form to track the iPads and to gain parental consent. A varied instructional approach will be utilized to ensure that students learn at a distance in a differentiated manner. Video, audio, small group, and one-on-one instruction and project-based assignments will be incorporated into our core and elective classes. Some hard copy emailed instructional packets will supplement our learning at a distance program. Our parents have been engaged from the onset of the mandated school closure. We continued with our weekly Faxon school newsletter to provide our parents updates and COVID-19 resources. We built an immediate online Classroom Resources toolkit online for our families to use with their child(ren). We created a local, state and national resource database on the home page of our website to share with our families resources that are available to them. Translations for parents will be provided as necessary in our communications. In addition, we sent home daily communication to our families through the first two weeks to keep our families informed. We routed all of our Faxon office phone calls to a remote status to ensure the availability of our team for any family that reached out to us. We were able to make personal phone calls to all families. All students eligible under 504 and Special Education are being serviced in alignment with their individualized educational plan. We have included our Special Education contingency plans.

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

District/ PSA Response:

Faxon students have Internet access and devices. Our online learning software (Kahn Academy, Writable, Discovery Education, and MobyMax) has reports that track students' usage, progress, and skill completion. The data team will monitor the online learning data to evaluate the level of participation and skill attainment (achievement) of each student. Teachers will adjust a student's learning path if the data team's analysis indicates that online learning needs to be adjusted if a student has difficulty with the lessons or the lessons are not challenging enough. Teachers will discuss the data reports but will not keep hard copies of the reports in their home. Teachers will share with our families the student data gained from our students as we continue with the use of these online curricular resources. This information

will be shared with each parent. In addition, all students will be provided summer learning workbooks in reading and math that will be supported by our MDE Literacy Grant.

Teachers will call parents/guardians and students to provide feedback. Feedback will also be provided during each teacher's instructional Zoom meeting. Personal data feedback will occur via a telephone call and/or email. A Zoom one-on-one meeting can also be held to discuss an individual student's data. All parent/guardian and student contact will be recorded on the appropriate log.

All teachers will have scheduled office hours every day. Teachers will provide additional educational and emotional support during their office hour time.

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:

Faxon Academy 2020 CLP Budget Detail		
Updated: April 10, 2020		
Description		
1. Plan Monitor: Highly qualified teacher with administration to monitor and adapt the CLP. 6 hours per week for 9 weeks @ \$35 per hour, plus taxes.	\$	2,200
2. Ecotek science kits		3,500
3. Teacher Laptop – One (1) Apple MacBook		2,000
4. Student iPads – 50 iPads (\$350 each) for students to work remotely within the CLP.		17,500
5. iPad cases - 50 protective cases (\$11 each)		550
6. Cleaning supplies for the building related to virus spread prevention		375
7. Zoom subscription @ \$15 per month for 3 months for 4 teachers, plus tax.		200
8. Professional Development books for teachers		175
9. Google Suite purchase for Learning at a Distance		2,000
Estimated Total	\$	28,500
<i>**This Faxon CLP budget is based on using Title flexibility funds, 31a, and CARES ACT provider Relief Fund</i>		

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:

Faxon Academy's superintendent, interim principal, office manager, teachers, and support staff were included in developing the Plan. The Board of Directors supported the development of this plan. In addition, the Board sought legal review on the plan and the plan received an 'excellent' rating. The superintendent attended many webinars that were provided by MAPSA and the local intermediate school district. Staff provided Plan input during our Zoom staff meetings on April 6, and April 13, 2020. Follow-up telephone and email communications provided additional opportunities for staff to provide their collective input for our school Plan.

7. Please describe the methods the district will use to notify pupils and parents or guardians of the Plan.

District/ PSA Response:

Faxon's weekly Monday newsletter has kept our families updated with each school closing announcement. In addition, daily communication updates went out to our families. Our intent of continuing to provide learning at a distance instruction was shared with each family during the week of Monday, March 16, 2020. After the official Governor's Executive Order to close of all Michigan schools with in-person instruction for the remainder of the school year, our interim principal contacted **EVERY** family to inform them of providing some continuity as it relates to their child's education. Each teacher of record and support staff have made a minimum of one telephone and/or email contact to show our Faxon family that we care about their well-being and the education of their child(ren). By Friday, April 17, 2020, parents/guardians will receive a summary of our Continuity of Learning Plan. The summary will be emailed to each household. The Continuity Learning Plan will be posted on Faxon Academy's website. Additionally, parents/guardians will be called by their child's teacher of record to ensure that they know the contents of the 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:

Faxon Academy School District's Continuity of Learning COVID-19 Response Plan will begin on Monday, April 13, 2020. The Plan will be operational while it goes through the approval process by Saginaw Valley State University and the Michigan Department of Education.

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:

NA

Faxon Academy is a K-8 school. We do not have any pupils enrolled in any postsecondary dual enrollment courses.

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

District/ PSA Response:

NA.

Faxon doesn't have a breakfast, lunch, or food distribution program.

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:

The District will continue to pay all staff – full-time, part-time, salaried, and contractual employees for the remainder of the 2019-2020 school year.

We have one Instructional Aide that will support our students in collaboration with the General Education Teacher.

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

District/ PSA Response:

To monitor each student's online learning usage and progress, our online partners' reporting tools will be used to generate reports. Teachers and support staff will review the usage reports to analyze student participation. The student progress and skill completion report data will be used to make instructional adjustments as needed. On a daily basis, teachers will input the number of students in their Zoom meeting and the number of students not in their Zoom meeting. Teachers will contact parents/guardians if a student's Zoom meeting attendance is inconsistent. Teachers will make entries on the Faxon Academy Parent Contact Log when data and instructional conferences occur.

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:

Teachers will provide ways to connect with students and help students connect with others. Faxon Academy's staff is fully trained in Restorative Practices and will continue to build community among our students and families in this new Learning at a Distance plan. Using Restorative Practices provides a safe place for our students and their families. Through our Special Education Department, we have counselors and social workers available to assist our families with support.

14. Please describe how the district will support the efforts of the intermediate district in which the district is located to mobilize disaster relief childcare centers as described in Executive Order 2020-16 or any executive order that follow it.

District/ PSA Response:

The District is willing and able to support our local intermediate school district during this unprecedented time if the need arises to use our facilities for disaster relief childcare services. The superintendent continues to be on webinars provided, by Oakland Intermediate School District and MAPSA, to gain updated information, gather resources, and provide local resources to our families.

Optional question:

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

District/ PSA Response:

We are considering an early start to the 2020-2021 school year. If this decision is made, we will begin school prior to Labor Day in late August.

Name of District Leader Submitting Application: Rachel Turner

Date Approved: _____

Name of ISD Superintendent/Authorizer Designee: David A. Lewis, SVSU 4/18/2020

Date Submitted to Superintendent and State Treasurer: _____

Confirmation approved Plan is posted on District/PSA website: _____



Special Education Department COVID-19 Remote Learning Plan

Expectations for Special Education Director

- Special Education Director that has proper credentials to provide mental health support to students/parents may jointly support the District's School Social Worker and/or School Counselors.
- Google Classroom and Khan Academy for Elementary/Middle School students/families
 - ❖ Special Education Director will be invited as a teacher to monitor content
- IEP Meetings, REED Requests, and Partially and/or Completed Evaluations
 - ❖ Will facilitate/monitor scheduled Virtual IEP Meetings for each building
 - ❖ Communicate with parents who request virtual conferences, evaluations, pose questions (i.e. guidance for motivating child, engagement/participation, assignment-level support per IEP, etc.), etc.
 - ❖ Serve as a resource for Special Education and General Education Teachers who may require guidance relating learning, behavior, etc.
 - ❖ Maintain a database of Virtual IEPs held as well as those meetings where parent has requested an extension until school returns to session.
 - ❖ Facilitate/engage in parental conversations relating to the potential for compensatory services (e.g. if questions arise from parents – **as needed basis/for planning purposes only**).
 - ❖ Special Education Director **will not** allow anyone in their department to evaluate students for special education eligibility during the mandatory closure.
- Crisis Intervention Planning/Support
 - ❖ At the building level to provide building/district level crisis intervention planning and support (i.e. significant illness, death, etc.).
- Office Days
 - ❖ Three Days per week
 - ❖ Collaboration and partnering jointly with the building resource support teacher(s), school social worker, school counselors, ancillary staff and principals to provide support for Faxon Academy students and families.
 - ❖ Office hours will take place using Zoom, Google Meet and/or telephone conferencing. The 'waiting room' and password feature will be utilized to allow for privacy when using a virtual method.
 - ❖ Office hours will be shared with the building principals.
 - ❖ Each office hour will be tailored to the student/parent/staff/administrator demand.
 - ❖ Conduct weekly whole-team staff meeting through Zoom.
 - ❖ Review Special Education Staff Objective/Activity Service Log on a weekly basis.
 - ❖ Address any complaints or concerns from parents/staff/students/administration, Oakland ISD, MDE, OCR, etc.



Dear Parent,

Governor Gretchen Whitmer announced that in order to slow the spread of COVID-19, she is ordering the closure of all K-12 school buildings, public, private, and boarding until the end of the 2019-2020 school year. School buildings are scheduled to reopen in September 2020-2021. You are being given this information because your student receives special education services via the resource program, speech and language, social work and/or occupational/physical therapy that are based on your student's Individualized Education Plan's (IEP). Daily office hours has been set for each service provider. This time will be used to interact with your service provider and to obtain any assistance needed such as academic, behavioral, etc. The use of office hours is required. You and your student must check in with their service providers at least two or more times a week in some way (zoom, email, phone, etc.) Below you will find the email contact information for your service provider. Your service provider will be contacting you to provide you with their office hours and telephone contact. Remember the School Building is closed but School is still in session. Your child's attendance in our district's Remote Learning Program **will** count.

I _____ the parent of _____ have received the special education information for remote learning. I understand and agree that my student is expected to participate in this Remote Learning Program. I also understand and agree that my student **MUST** utilize office hours at least two or more times per week based on the schedule provided. I understand and agree that this time will serve as my student receiving his/her special education services during the time that Faxon Academy is on a long term closure. Remember If, you have any questions and/or concerns please feel free to contact a member of the Special Education Support Team.

Parent name (Print)

Parent name (Signature)

Faxon SUPPORT STAFF EMAIL CONTACT LIST

1. Brianna Lusky Speech Pathologist b.lusky@globalpsychology.net
2. Regina Gray K-8 Social Worker r.gray@globalpsychology.net
3. Pamela Ford K-8 Resource Teacher p.ford@globalpsychology.net
4. Sara Reed K-8 Occupational Therapist s.reed@globalpsychology.net
5. Courtney Halbower Special Ed Director c.halbower@globalpsychology.net



Teletherapy and Virtual Learning Informed Consent

In accordance to guidelines set-forth by Part B of the Individuals with Disabilities Education Act (IDEA) of 2004, I _____, **(name of parent/caregiver)** hereby consent to my child _____, **(name of student)** participation in teletherapy or virtual learning sessions with _____ **(name of provider)**. I understand that teletherapy and virtual learning is the practice of delivering special education programs and services through the internet or by telephone using such platforms as computers, tablets, smartphones, or other electronic devices. I further understand that my student and the service provider will be physically located in two different places.

I understand the following with respect to teletherapy and virtual learning:

1. I understand that I have the right to withdraw consent at any time without affecting my child's right to the benefits of future program or services to which they would otherwise be entitled.
2. I understand that there are risk and consequences associated with teletherapy and virtual learning including, but not limited to, disruption in internet or other connectivity due to technology failures, interruption and/or breaches of confidentiality by unauthorized persons, and/or limited ability to respond to emergencies.
3. I understand that there will be no recording of any of the online sessions by neither the service provider nor the child or their designees. All information communicated within sessions and/or written records pertaining to those sessions are confidential and may not be shared with anyone without written approval except where the disclosure is permitted and/or required by law.
4. I understand that the privacy laws that protect the confidentiality of my child's protected health information (PHI) also apply to teletherapy and virtual learning unless an exception to confidentiality applies (i.e. mandatory reporting of child, elder, or vulnerable adult abuse; danger to self or others; or raise concerns as an issue in a legal proceeding).
5. **For students receiving social/emotional support services**, I understand that if my child is having suicidal or homicidal thoughts, actively experiencing psychotic symptoms or experiencing a mental health crisis that cannot be resolved remotely, it may be determined that teletherapy services are not appropriate and a higher-level of care is required.
6. I understand that during the teletherapy and/or virtual learning session, there might be some technical difficulties resulting in service interruptions. If this occurs, I understand

that the service provider may attempt to end and restart the session. If they are unable to reconnect within ten minutes, they may connect me at _____ to discuss next steps or to re-schedule the session.

7. I understand that my service provider may need to contact my emergency contact and/or appropriate authorities in case of an emergency.

Emergency Protocols

Your service provider may need to contact you in the case of an emergency. You agree to disclose contact information at the beginning of each teletherapy or virtual learning session. You further agree to provide information for an emergency contact person who may be contacted on your behalf in the event of an emergency.

Emergency Contact Information:

Name: _____

Address: _____

Telephone: _____

Email Address: _____

I have read the information provided above and discussed it with my service provider. I understand that the information contained in this form and all of my questions have been answered to my satisfaction.

Signature of Parent/Legal Guardian

Date

Signature of Service Provider

Date