



## **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:

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:

Name of District:

Address of District:

District Code Number:

Email Address of the District:

Name of Intermediate School District:

Name of Authorizing Body (if applicable):

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”)**

In accordance with Executive Order 2020-35 a Plan must include all of the following parts:

*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**

Name of District: **Star International Academy**

Address of District: **24425 Hass St., Dearborn Heights, MI 48127**

District Code Number: **82941**

Email Address of the District Superintendent: [nahamadeh@hesedu.com](mailto:nahamadeh@hesedu.com)

Name of Intermediate School District: **Wayne RESA**

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

**Question #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.*



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Star International Academy has been, and will continue to use an online based platform, Google Classroom, for remote learning. Students who do not have access to remote learning will be provided individual hard copy packets upon request. The district has provided Chromebooks to all K-12 students to help support them with remote learning. For students who do not have access to the Internet, our Family Engagement Liaisons have reached out to these families and are working with local businesses, such as Comcast and AT&T, to get access to the Internet for a very low fee. Other needs that come up throughout the remote learning process will be identified, addressed, and supported through the building principal, with support, guidance and resources from various departments within the district. All students will have access to grade-level/course instructional materials and text as needed to complete their work either remotely and/or hard copy format.

The district has also included alternative modes of learning to students to ensure that differentiation of instruction is provided to students given that every student has different needs. These tools include:

1. Technology Platforms: other technology platforms that students are more comfortable with: Classroom Dojo, Ed Modo, and or Remind. These tools are used for ongoing communication about lessons, engagement, and resources to promote learning.
2. Communication: using PowerSchool and district created Gmail accounts for staff and students, instructional information and support is being provided and communicated. For students who struggle with using technology as a means of learning, teachers are providing instructional packets instead. These packets are created and individualized for student's base upon written request to the teacher and or school principal.
3. High School Dual Enrollment: Our partnership with community colleges and university will continue for semester 2 as instruction and/or materials are being provided by virtually through Blackboard and or Canvas platform. The district will continue to pay for these courses and resources for students who have elected this as their learning platforms. Additionally, students are able to elect not to continue in these courses with no academic penalty
4. Social Media Sites: these sites are used within the district to provide ongoing communication to students and parents outside of the Google classroom platform:



- a. Remind (@siahass, @siageorge)
- b. Facebook (@starintacademy)
- c. Instagram (@starintacademy)
- d. Class Dojo

With the implementation of Google classroom as the main platform for remote learning the following will be taking place:

1. Teachers will be posting threaded discussions for students every day to think and respond to. Assignment will also be given to students on a weekly basis that are in direct alignment to grade level state standards.
2. 'Live' sessions will be held on a weekly basis with students and the teacher. Times and dates to the live sessions will be shared with the classroom teacher
3. Students will also be receiving learning links to help support the lesson. These links include: Khan Academy (<https://www.khanacademy.org/>), IXL (<https://www.ixl.com/>), Reading A-Z (<https://www.readinga-z.com/>), Mystery Science (<https://mysteryscience.com/>), Math XI (<https://www.mathxl.com/>), and many others will be uploading pre-recorded videos of direct instruction.
4. Parents are highly encouraged to sit through a live session and or engage with their children on threaded discussions and or assignments given by classroom teachers.
5. New learning will focus on those concepts most important for the content area or course for the remainder of the year.
6. Teachers will be available for students and families when needed. We highly encourage email notifications so the classroom teacher can provide a date and time to meet virtually to answer questions and or provide additional support.
7. Technology support is available throughout the school day and beyond. When students are struggling with the Chromebook or have questions in relations to Google classroom, questions are submitted to the technology department (via by the teacher on behalf of the student/parent).

### *ELL and Special Education Services*

All students, including the specials population will be provided with Chromebooks and equal opportunities to have equal access as per their individualized plans and applicable laws and regulations.



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Star International Academy is providing alternative modes of instruction for English Language Learners (ELL) and using multiple online resources to address the individualized needs. ESL teachers and interventionists will continue to facilitate English Language Development (ELD) sessions via Google Classroom. Paraprofessionals have been collaborating and will continue to work closely but virtually with teachers to provide additional layer of learning opportunities to students to accelerate their learning process with the guidance of the teachers.

Students with Individualized Educational Plans (IEPs) will also be provided with alternative and accommodated instruction that meets each students IEP goals. Using mixed learning platforms to match student needs (i.e. online, videos, and packets), the Academy will ensure that students with IEPs get the full level of support and services they need to be successful. Resource room teachers have developed their own Google classroom to ensure that every student with an IEP gets the one on one interaction and support needed. Paraeducators and paraprofessionals are supporting the delivery of instruction and provision of services in collaboration with resource room teachers and grade level content teachers. All services that are contracted through third party vendors to support occupational and physical therapy for students who are in need will continue to stay active but move to an online platform. Speech and language therapy will continue to take place with students on our Google classroom platform. School psychologists will continue to work with students via phone/online methods.

Social workers are communicating with families and students either/or by phone, ClassDojo messages, email, and through Google Classroom to support them with any resources or social-emotional supports they may need during this time. Social workers are using Google Classroom as an online platform, uploading lessons and activities, videos and links for students to work on and meeting through Google Meet to review the lessons posted. Students with transition services are provided with the services through Google Hangout sessions. Parents are informed about the hangouts. The priority is providing students and families with support. Making phone calls to student families and connecting families with resources to make sure



their basic needs are being met which is crucial at this time. Parent consent was retrieved via phone to speak with the student via phone or Google hangout to do a check in or provide social-emotional support and build on their social skills during these strenuous times.

### **Question #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.*

Ongoing communication and collaboration between the district and families is critical to support the whole child. Star International Academy is committed to ensuring collaboration between the district, families, and community is happening on a day to day basis through the use of various social media platforms (Remind, Facebook, Instagram) and local community centers.

Teachers maintain daily connections with students and keeping an open line of communication. The district's Deans of Students, counselors and social workers have created their own Google classrooms where students can login to their platform to share their concerns and get input if they need it or feel insecure of the current pandemic situation.

The Academy also has created the following to allow open dialogue for students and families to share their fears with the current pandemic by:

1. Communication: our family engagement liaisons, teachers, support service staff, and administrative staff communicate with parents on a daily basis.
  - a. Specials services: as mentioned above counselors and social workers are always available to meet with students virtually.
2. Education: teachers will be providing a consistent model of teaching and learning on a weekly basis. Routine is very important for students and teachers have developed a grade level schedule to help support a consistent model for teaching and learning for students.



### **Questions #3**

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

Star International Academy is prepared to deliver content in many ways to ensure that students have access to learning. These methods have been and will continue to be provided through the district's website, district social media sites, robocalls, and news media outlets. The Academy will:

1. ***MI Grade Level Content Standards***: teachers will teach essential content standards and scaffold to ensure they hit all core teaching standards by the end of the year
2. ***Instruction***: teachers will be flexible within delivering instruction given the resources students have in the current situation. While remote learning (via Google classroom) is the district main goal for learning through the pandemic, hard copies and or packets can be created for students who request them. All formative and or summative assessment will have flexible in terms of deadlines and grading.
3. ***Ongoing Professional Development***: teachers have been and will continue to be provided with professional development with remote learning. An initial PD session was scheduled and executed back in March 2020 on Google classroom. Ongoing support from mentors, technology department, instructional coaches, and principal is always available.
4. ***Family Engagement***: family engagement liaisons and teachers will promote and engagement parent involvement through the remote learning process. Family engagement liaisons are bilingual and have the ability to communicate to parents in their native tongue. This allows the district to reach out to all families within the district to get them engaged in the learning process.

For students who have IEP'S and or 504 Plans, the district will provide meaningful learning opportunities and supports by:

1. Limited scaffolding for students
2. Continuous communication beyond the minimum
3. Breaking up assignments into more manageable parts
4. Extended time to students to complete assignments
5. Individual (one on one) live Google classroom sessions to provide one on one support per student with IEP/504 Plan



6. If online learning is too difficult for students, we will supply paper and pencil learning format and hold online sessions to walk students through the materials
7. More project base learning (can be) supplied to students who need it. All content learning standards will be integrated within the project

#### **Question #4**

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

Teachers and administrators will continue to monitor all students through a variety of ways to ensure all students have access and are continuing the educational learning from home, either remotely and or packet format. Star International

Academy has no intention of penalizing any student who is not able to fully participate with online learning.

The current formative and summative assessments that are being given to students are:

1. Content based focused on the MI State Standards
2. Focus on supplemental lessons on a week to week basis
3. Identify student needs and or supplemental support (if needed)

Aside from formative and summative assessments, teachers will continuously monitor learning through the following ways:

1. Using Google classroom as our district platform for online learning, many reports on participation, posting, and submitting assignments can be generated on a daily or weekly basis for teachers and support staff to see the level of participation per student.
2. Daily and ongoing feedback will be provided to students by the teacher on their postings, assignments, and or projects students posted on the Google classroom site.
3. PowerSchool, student data management system, will be used to track who has been participating and submitting in assignments.
4. Progress reports will be generated from PowerSchool and send remotely to students and parents through the district Gmail account



5. Parent Portal applications will be active for parents to continuously check in on their child(s) status in each of their classes.
6. In the fall 2020, Students will be assessed in the NWEA where applicable. We will use the assessment results to identify gabs and adjust instruction and tutorial support as part of the MTSS process to provide differentiated instruction based on individual student needs and the curriculum expectations.

For students with special needs, we will be following state guidelines to utilize best efforts to manage and monitor IEP goals. Resource room teachers and grade level teachers will be communicating with families who children have IEP's to keep an open dialogue and provide ongoing support to ensure each child is successful. ESL teachers (and paraprofessionals) will be working with teachers to support students and families who need language accommodations.

#### Grading System:

1. Elementary students: using a 'green check' system, all teachers will provide a green check in our gradebook system to identify the following:
  1. Student complete the work and 2. Student understood and mastered the learning content for that specific assignments. For students who did not receive a green check (either for not completing it or didn't master the learning standard) teachers reach out to each one of those students (online or by phone) to check in with each student. The student(s) is given additional time to complete the assignment without penalty.
    - a. For students who are NOT online and receiving paper pencil instructions, teachers are calling these students to have a phone call discussion and or photo texting the work back to the teacher for grading.
    - b. By the end of the semester, teachers will reflect on the mastery level of students based upon the gradebook to decide whether or not the student should advance to the next grade level. Information from fall testing and winter testing will also be used to reflect on



the learning levels from the fall leading into the spring. In summary, families should expect that:

- Grades cannot get worse between now and the end of the year.
- Fourth card marking grades will be the same as they were on March 12, 2020 or BETTER.
- Grades can improve between now and the end of the year based on the learning opportunities offered during this time.
- Students who are at risk of being retained would have already been informed several times through several means including progress reports, mailed letters, phone calls, class dojo messages, and academic probation meetings with teacher, counselor and/or administration.
- Retentions will be decided on a case by case basis during retention review meetings in the summer after the conclusion of summer school remediation.
- Final report cards will be distributed in June. Students attending summer remediation will receive their final report cards by end of July.
  - c. For students who have IEPs/504 Plans, all factors of their IEP/504 Plan will be honored and followed. In areas where the Academy feels have not been given with fidelity, notes are placed within the assignment (under score inspector) notifying teacher/resource room teacher/admin that the assignment was completed with limitations. These are taken into account for the benefit of each student with IEP/504 plan. The goal is to ensure each student with an IEP/504 plan is implemented with fidelity to ensure the Academy maximizes learning for all students.

The goal for the Academy is to ensure all students advance to the next grade level by doing our part and ensuring that students are engaging in the lesson and mastering their grade level content.

2. Middle/High school: will continue to use the district wide grading system with letter grades for each formative/summative. Teachers will assign work to students in direct alignment to grade level content and grade the work. Once the work is graded (based on completion and mastery of



learning content), teachers will import the grades in gradebook. For students who do not turn in the work or completed it not to satisfaction, teachers reach out to each one of those students to provide additional time or re-complete the assignment until mastery is shown. Once mastery has been shown the teacher will re-enter the grade the child earned based on mastery without penalty for the first attempt.

- a. For students who are NOT online and receiving paper pencil instructions, teachers are calling these students to have a phone call discussion and or photo texting the work back to the teacher for grading.
- b. By the end of the semester, teachers will reflect on the mastery level of students based upon the gradebook to decide whether or not the student should advance to the next grade level. Information from fall testing and winter testing will also be used to reflect on the learning levels from the fall leading into the spring.
- c. For students who have IEPs/504 Plans, all factors or their IEP/504 Plan will be honored and followed. In areas where the Academy feels have not been given with fidelity, notes are placed within the assignment (under score inspector) notifying teacher/resource room teacher/admin that the assignment was completed with limitations. These are taken into account for the benefit of each student with IEP/504 plan. The goal is to ensure each student with an IEP/504 plan is implemented with fidelity to ensure the Academy maximizes learning for all students.

In summary, middle school families should expect that:

- Grades cannot get worse between now and the end of the year.
- Quarter 3 grades will be based on the student's grades as of March 12, 2020 (63% and higher is passing). However, Grades can improve between now and the end of the year based on the learning opportunities offered during this time.



- Students who currently have a failing grade for quarter 3 should use the upcoming learning opportunities to improve their quarter 3 grade to a status of passing.
- Students who are currently failing quarter 3, and make no effort to improve that grade, may fail quarter 3 and ultimately fail semester 2. These students may not be eligible for summer remediation program due to lack of effort and essential skills and content.
- Student retention will be decided on a case by case basis during review meetings in June. Students who are at risk of being retained would have already been informed several times of their at risk status through several means including progress reports, mailed letters, phone calls, class dojo messages, and academic probation meetings with teacher, counselor and/or administration.
- Final report cards will be distributed in June. Students attending summer remediation program will receive their report cards in July.

In summary, high school families should expect that:

- Grades cannot get worse between now and the end of the year.
- Credit recovery and curriculum recovery can and should be completed during this time.
- Credit recovery classes/culminating assessments must be completed and passed to earn credit.
- Grade Point Averages will not change as a result of semester 2.
- Students who are currently failing and make no effort to improve that grade, may continue to fail and ultimately be retained. These students may not be eligible for summer remediation program due to lack of effort and essential skills and content.
- Student retention will be decided on a case by case basis during review meetings in June. Students who are at risk of being retained would have already been informed several times of their at risk status through several means including progress reports, mailed letters, phone calls, class dojo messages, and academic probation meetings with teacher, counselor and/or administration.



- Final report cards will be distributed in early June. Student participating in summer school credit recovery programs will receive their report cards in July.

The goal for the Academy is to ensure all students advance to the next grade level by doing our part and ensuring that students are engaging in the lesson and mastering their grade level content.

### ***Participation***

Student participation is highly encouraged and recommended to all students. While the Academy understands the current pandemic situation, flexibility and patience is key to getting student engagement. For students who are not participating with online learning and or paper pencil learning the following are taking place at the Academy to address this lack of participation:

1. Teachers are calling home to ensure parents and students understand the requirements of their participation to ensure the students learns their grade level content standards so they can advance to the next grade level.
2. Administration team is working with teachers on providing support by following up with parents and students to ensure they are engaging within online/paper pencil learning by:
  - a. Utilizing social media and sending messages to all stakeholders about the requirements of online/paper pencil learning
  - b. Calling home to parents and students
  - c. Sending written notices to the home (if needed and mailed) letting them know their lack of participation may affect their overall grade level content and they may not be ready to advance to the next grade level.
3. Teachers in elementary are putting in ‘blanks’ in gradebook for elementary students who are not participating with online learning which is quickly



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alerts parents via text message generated in Parent Portal (parent gradebook view). For middle/high school teachers, they are putting in “0” in gradebook as we normally would which then would alert parents via text message to parents letting them know their child received a “0”.

Again, the aim is not to penalize students, given the current pandemic has led to fear and nervousness. The Academy continuously works with the community to ensure they understand the importance of education through the pandemic and will support them. Family Engagement Liaisons have play a key role in touching base with parents/students who are not participating with online learning either by phone and or through social media.

### **Question #5**

*Please attach a budget outline estimating additional expenditures associated with the Plan and sources of revenue to pay for those expenditures.*

\*The Academy has in its budget sufficient funding in 31a which allows for below budgeted items to be expensed. The below general fund expenditures are also within the allocated budget. The Board of Directors will also be reviewing and amending the budgets for the 2019-20 in the month of May 2020 to ensure the Academy remains in compliance with the Uniform Budgeting and Accounting Act.



COVID-19 Continuity Learning Plan Expenditures				
Star International Academy				
Type of Expenditure	Quantity	Funding	Purchase Type	Cost
Chromebooks	1,368	31A	New	\$281,808
Headsets	1,665	31A	New	\$31,635
Chromebooks	297	NA	In Stock	\$0
Shipping& Handling	3,330	General Funds	New	\$11,000
TOTAL				\$324,443

**Questions #6**

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

All stakeholders have collaborated in developing the Continuing of Learning and COVID-19 Response Plan. This includes, but not limited to, parents, students,

Board, Academy Superintendent, administrative staff, teaching staff, support staff, special services staff, and paraprofessionals.

The manner in which the collaboration took place are as follows:

1. A Google classroom live session and other online video collaboration sessions were created by the building principal to host a live session with teachers, support staff, and many others to get feedback on various



component of the plan and their thought process on remote learning and how it should function.

2. Administrative team meetings along with the Superintendent of Schools were held to collaborate and discuss various components of the Plan.
3. The board was presented with a draft of the plan for review and feedback.

### **Question #7**

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

The plan will be shared with parents and pupils as followed:

1. The Plan will be posted on the district website ([www.starpsa.org](http://www.starpsa.org))
2. The Plan will be posted on the following district social media site:
  - a. Remind (@siahass, @siageorge)
  - b. Facebook (@starintacademy)
  - c. Instagram (@starintacademy)
  - d. Class Dojo

If needed (per request of parents) a translated copy will be provided to parents and students. The plan will also be given to teachers within the district to upload to their Google classroom accounts for students and parents to see and download as well. A copy will be emailed and/or mailed if requested.

### **Question #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.*

March 16, 2020

### **Question #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.*

Students in dual enrollment courses have been contacted and offered the option of continuing in their courses given the move to distance learning at the college level,



or withdrawing from the course without academic penalty. For students that choose appropriate materials and support to complete those courses. The school counselor will continue to work closely but virtually with students to provide support per individual needs.

**Question #10**

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

Star International Academy will be offering through the MDE waiver period, food service meals (breakfast and lunch) to ALL enrolled and non-enrolled students within the district. These meals, served under the Unanticipated School Closure – School Food Service Program (SFSP) program, are made available at no cost to anyone. The meals are ‘grab and go’ breakfast and lunches and will be distributed at Star International Academy-Hass building (24427 Hass Street, Dearborn Heights, MI 48127) in the staff/student parking lot.

The first schedule ‘grab and go’ lunches is tentatively scheduled for Wednesday, April 22, 2020 from 11:00 AM until 2:00 PM. Thereafter, the district will maintain a weekly food distribution on Wednesday’s of each week subject to change depending on demand and supply status and potential unforeseen conditions. The district will continue to be a hub for food distribution as allowed under the SFSP.

The district will provide training to all of employees who are hired by the educational management company and will require any individual who enters the building for essential work to complete a temperature check and a daily building screening form to ensure the safety for all and to lower the COVID-19 incidents. Non-essential staff and/or unauthorized/unscheduled individuals will not be permitted in the school building.



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### **Safety Action Plans in Accordance to CDC guidelines, the below terms and screening form guidelines, ServeSafe and HES Wellness Policy:**

- All food service and support staff must be cleared by HES HR to access the school building.
- All food service and support staff will be trained on food safety and Covid19 CDC and HES guidelines prior to handling meals.
- All food service and support staff must report to Nurse Aide in the Gym on a daily basis to check their temperature and fill out necessary paper work required by HES including a Daily School Building Screening form.
- All food service and support staff MUST observe social distancing by staying at least 6 feet apart, preferable at least 10 feet apart from one another No exceptions.
- All food service and support staff MUST have face masks and gloves at all times while in the building.
- All food service and support staff MUST report any flu like symptoms like chills, body aches, dry cough, fever, diarrhea, vomiting, loss of taste, headache, difficulty breathing, runny nose, and/or sore throat to building principal, nurse aide and supervisor as soon as possible. The supervisor and/or nurse aid or lead must promptly report the incident to [HR@hesedu.com](mailto:HR@hesedu.com).
- All food service and support staff must wash hands for 20 seconds before and after handling food. All food service and support staff must use gloves before handling any food items.
- Food service and support staff will be assigned areas in the kitchen and cafeteria to uphold the social distancing guidelines.
- Staff who are experiencing symptoms of COVID-19 or who are residing with someone of who have been exposed to someone who is COVID-19 positive may not report to work, must stay home to quarantine or self-isolate for 14 consecutive days. It is recommended that you consult your primary health care provider for further medical advisement and care.



## DAILY SCHOOL BUILDING SCREENING FORM

**This Screening Protocol is a component of the Academy's Continuity of Learning and COVID-19 Response Plan pursuant to the Governor's Executive Order 2020-35. This form must be completed each day that an individual enters the Academy. If any of the questions is answered with "YES", a copy must be promptly scanned and emailed to HR.**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Position: \_\_\_\_\_ Building to be visited: \_\_\_\_\_

Reason for Entry: \_\_\_\_\_

Temperature (Touchless Thermometer (if available)): \_\_\_\_\_ · F

Please answer the following questions:

1. Are you or anyone in your residence experiencing any symptoms (mark all that apply)?

- Fever · Cough · Difficulty Breathing · Headache
- Runny Nose · Sore Throat · Loss of Smell · Body Aches
- Diarrhea · Vomiting · Loss of Taste

**If an individual has answered YES to any of the above symptoms, they must be excluded from the building for at least 72 hours with no fever (without use of fever-reducing medication) AND symptoms have improved AND at least 7 days have passed since symptoms first appeared.**

2. Have you or anyone in your immediate household had close contact with any individual who has been diagnosed with COVID-19 or been advised within the last 14 days to quarantine or self-isolate either due to symptoms of COVID-19 and/or while awaiting results of COVID-19 test? · Yes · No

**If an individual has answered YES to Question 2, they must be excluded from the building for 14 days.**

3. Have you travelled outside the State of Michigan or internationally, including by vehicle, plane or cruise ship, within the last 14 days? · Yes · No



**If an individual has answered YES to Question 3, they must be excluded from the building for 14 days from the return date of travel.**

While in the building, all individuals must adhere to proper social distancing (keep 6 feet apart to maximum extent possible and following any other protocol and mitigation measures of the Academy.

Signature (Visitor/Employee): \_\_\_\_\_ Date: \_\_\_\_\_

### **Question #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.*

The district subcontracts with an educational service provider, Hamadeh Educational Services, Inc. (HES) that hires employees to provide complete management services to the Academy. The Academy will continue to pay its management company throughout the end of the school year as it continues to provide services and pay all its employees while it may redeploy its staff to provide meaningful work in the context of the plan as subject to the employment terms and to the terms outlined by the Governor's Executive Order No. 2020-35.

### **Question #12**

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

The district understands that families maybe going through a lot during this unprecedented time and therefore will share the plan to all pupils and families and gently encourage engagement in hopes of engaging 100% of students in the learning process. Several means of communication will be in place including virtual, social media, phone calls, and/or mail.

Using Google Classroom as our platform, the district will evaluate the participation of pupils through various means: one in particular is that the district is continuing to take attendance via PowerSchool to account for who and how many students are activity engaged Monday through Friday with online learning. Attendance is reported out on a daily basis to the school administration team. Students who are



not present for online learning, a district robocall is sent out to parents letting them know their child(s) are not present for online learning and marked as absent.

A second mode of evaluating the participation of pupils is through the district's online learning platform, Google classroom. Many reports of participation, logging in information, posting, and submitting assignments via Google classroom can be exported and used as a means of collecting participation reports per classroom. Teachers setup their classroom rosters of students and get them connected in to their Google classroom through a class code. Students who are not active within each teacher's Google classroom, a phone call, email, and or technology support is setup for students/parents to get support on ensuring they are signed into their respective classrooms.

For seniors, students will complete a culminating project based activity to conclude the graduation requirements by mid May 15, 2020. The district is waiving the outstanding required community service hours for this school year during these unprecedented times through the end of the 2019-20 school year. Upon completion of the project, students will be considered as meeting all graduation requirements and will earn their diploma. Students who are missing credit, will work closely with teachers/counselors to complete credit recovery course(s) to complete the graduation requirements and to receive their diplomas.

#### Grading System:

1. Elementary students: using a 'green check' system, all teachers will provide a green check in our gradebook system to identify the following:
  1. Student complete the work and
  2. Student understood and mastered the learning content for that specific assignments.For students who did not receive a green check (either for not completing it or didn't master the learning standard) teachers reach out to each one of those students (online or by phone) to check in with each student. The student(s) is given additional time to complete the assignment without penalty.



## Star International Academy

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- a. For students who are NOT online and receiving paper pencil instructions, teachers are calling these students to have a phone call discussion and or photo texting the work back to the teacher for grading.
- b. By the end of the semester, teachers will reflect on the mastery level of students based upon the gradebook to decide whether or not the student should advance to the next grade level. Information from fall testing and winter testing will also be used to reflect on the learning levels from the fall leading into the spring.
- c. For students who have IEPs/504 Plans, all factors of their IEP/504 Plan will be honored and followed. In areas where the Academy feels have not been given with fidelity, notes are placed within the assignment (under score inspector) notifying teacher/resource room teacher/admin that the assignment was completed with limitations. These are taken into account for the benefit of each student with IEP/504 plan. The goal is to ensure each student with an IEP/504 plan is implemented with fidelity to ensure the Academy maximizes learning for all students.

The goal for the Academy is to ensure all students advance to the next grade level by doing our part and ensuring that students are engaging in the lesson and mastering their grade level content.

2. Middle/High school: will continue to use the district wide grading system with letter grades for each formative/summative. Teachers will assign work to students in direct alignment to grade level content and grade the work. Once the work is graded (based on completion and mastery of learning content), teachers will import the grades in gradebook. For students who do not turn in the work or completed it not to satisfaction, teachers reach out to each one of those students to provide additional time or re-complete the assignment until mastery is shown. Once mastery



has been shown the teacher will re-enter the grade the child earned based on mastery without penalty for the first attempt.

- a. For students who are NOT online and receiving paper pencil instructions, teachers are calling these students to have a phone call discussion and or photo texting the work back to the teacher for grading.
- b. By the end of the semester, teachers will reflect on the mastery level of students based upon the gradebook to decide whether or not the student should advance to the next grade level. Information from fall testing and winter testing will also be used to reflect on the learning levels from the fall leading into the spring.
- c. For students who have IEPs/504 Plans, all factors or their IEP/504 Plan will be honored and followed. In areas where the Academy feels have not been given with fidelity, notes are placed within the assignment (under score inspector) notifying teacher/resource room teacher/admin that the assignment was completed with limitations. These are taken into account for the benefit of each student with IEP/504 plan. The goal is to ensure each student with an IEP/504 plan is implemented with fidelity to ensure the Academy maximizes learning for all students.

The goal for the Academy is to ensure all students advance to the next grade level by doing our part and ensuring that students are engaging in the lesson and mastering their grade level content.

### **Question #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.*

The district social worker and teachers will work hand in hand to provide mental health support and focus on Social Emotional Learning (SEL) practices during the



school closing. The nurse aid will assist with supporting students by making phone calls to pupils affected by the state of emergency. All staff that are in communication with pupils will report possible needs for mental health support to the principal, nurse aide and social worker. Teachers will report to the social worker any concerns that students may have and their need for additional support, particularly if they're experiencing crisis with incidents of COVID-19 so they may receive the needed support by the social worker as well as the counselor. School psychologists will continue to work with students via phone/online methods.

Social workers are communicating with families and students either/or by phone, ClassDojo messages, email, and through Google Classroom to support them with any resources or social-emotional supports they may need during this time. Social workers are using Google Classroom as an online platform, uploading lessons and activities, videos and links for students to work on and meeting through Google Meet to review the lessons posted. Students with transition services are provided with the services through Google Hangout sessions.

The priority is providing students and families with support. Making phone calls to student families and connecting families with resources to make sure their basic needs are being met which is crucial at this time. Parent consent was retrieved via phone to speak with the student via phone or Google hangout to do a check in or provide social-emotional support and build on their social skills during these strenuous times.

Other means of supporting students include:

1. Check In's: social work staff will continue to check in on students via phone or Google classroom
2. Support Resources: social work staff will provide supplemental support resources to students and families in need.
3. Restorative Circles: Deans of students and social workers will host (based on need and request) a restorative circle for students to allow students to have a voice and share their concerns in relations to the pandemic.



**Question #14**

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

Wayne County Regional Educational Service Agency (WRESA) has identified available space in Child Care Centers across Wayne County to respond to the need for disaster relief child care. Star International Academy will support the efforts of Wayne RESA in any way the district can. The district's GSRP based Early Childhood program is closed, but is providing remote learning for them.

**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?*

The district's online learning program will go through the remainder of the school year. The last day of school for students will be June 18, 2020; we will not be adopting a balanced calendar for 2019-2020. The Academy continues to plan for the fall learning for all students. In referencing a balanced calendar for the 2020-2021 school year, the Academy is considering pursuing the adoption of a balanced calendar pre-Labor day start. We will continue to monitor changes during these unprecedented times and facilitate flexibility to adapt with the changing requirements by the State and authorizer.

Name of District Leader Submitting Application: **Nawal Hamadeh, Superintendent of Schools**

Date Approved: April 22, 2020

Name of ISD Superintendent/Authorizer Designee: Mariah Wanic, Director of Charter Schools

Date Submitted to Superintendent and State Treasurer: April 22, 2020

Confirmation approved Plan is posted on District/PSA website: