



[Star International Academy]

Extended COVID-19 Learning Plan

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

District Code Number: 82941

Building Code Number(s): 08636 and 08378

District Contact Person: Mrs. Nawal Hamadeh, Superintendent of Schools

District Contact Person Email Address: [REDACTED]

Local Public Health Department: Wayne County Health Department

Local Public Health Department Contact Person Email Address:

The Wayne County Department of Health, Veterans & Community Wellness Communicable Disease (CD)

Phone: 734-727-7078

Email: <https://www.waynecounty.com/departments/hhvs/contact-us.aspx>

Site: <https://www.waynecounty.com/departments/hhvs/wellness/communicable-diseases.aspx>

Name of Intermediate School District: Wayne County RESA

Name of Authorizing Body: Bay Mills Community College

Date of Adoption by Board of Directors: October 20, 2020



Assurances

- The Academy will administer an approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year.
- Within thirty days after the approval of its Extended COVID-19 Learning Plan, and every 30 days thereafter, the Academy, at a meeting of its board of directors, will re-confirm how instruction is delivered during the 2020-2021 school year and will solicit public comment, at a public meeting, from the parents or legal guardians enrolled in the Academy.
- If delivering pupil instruction virtually, the Academy will expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as the Academy had planned for that exposure to occur for in-person instruction.
- If delivering pupil instruction virtually, the Academy will provide pupils with equitable access to technology and the internet necessary to participate in instruction.
- The Academy will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.
- The Academy, in consultation with a local health department, and district employees, will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that are based on local data that are based on key metrics. A determination concerning the method for delivering pupil instruction shall remain at the Academy Board's discretion. Key metrics that the Academy will consider shall include at least all of the following:
 - COVID-19 Cases or Positive COVID-19 tests
 - Hospitalizations due to COVID-19
 - Number of deaths resulting from COVID-19 over a 14-day period
 - COVID-19 cases for each day for each 1 million individuals
 - The percentage of positive COVID-19 tests over a 4-week period
 - Health capacity strength
 - Testing, tracing, and containment infrastructure with regard to COVID-19
- If the Academy determines that it is safe to provide in-person pupil instruction to pupils, the Academy will prioritize providing in-person pupil instruction to pupils in grades K to 5 who are enrolled in the Academy.
- The Academy will ensure that two (2), 2-way interactions occur between a pupil enrolled in the Academy and the pupil's teacher or at least one (1) of the pupil's teachers during each week of



the school year for at least 75% of the pupils enrolled in the Academy. The Academy will publicly announce its weekly interaction rates at each Academy Board meeting where it re-confirm how instruction is being delivered, beginning 30 days after approval of its Extended COVID-19 Learning Plan, and every 30 days thereafter. The Academy will make those rates available through the transparency reporting link located on the Academy website each month for the 2020-2021 school year.

- The Academy will create and make available on its transparency reporting link located on the Academy's website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan not later than February 1, 2021, for goals its expected would be achieved by the middle of the school year and not later than the last day of school of the 2020-2021 school year for goals the Academy expected would be achieved by the end of the school year.


President of the Board of Directors

Date



Introduction and Overview

Star International Academy (SIA) is a Pre-k through 12 public school academy that is authorized by Bay Mills Community College (BMCC) and is managed by Hamadeh Educational Services (HES). The Academy currently operates four buildings within the City of Dearborn Heights and City of Canton at:

- ✚ Grades Prek-2: 24480 George Street, Dearborn Heights, MI 48127
- ✚ Grades 3-12: 24425 Hass, Dearborn Heights, MI 48127
- ✚ Grades PreK-8th: 45801 Geddes Road, Canton, MI 48188
- ✚ Support Center: 6919 N. Waverly St, Dearborn Heights, MI 48127

The mission of the Academy is to provide its students with quality education that focuses on the Michigan core curriculum and international cultures, including the study of a language, culture and history different from one's own.

The Academy shall provide an education that will enable the various ethnic traditions, values, and experiences of students to enrich and nurture one another. Moreover, the Academy shall provide an education of the whole child by integrating the different aspects of children's learning and lives to make them more meaningful. The Academy will prepare its students to be independent, lifelong learners and productive working members of a global society through acquired diverse knowledge, experiences and skills



Educational Goals

In accordance with the Michigan Department of Education (MDE) and the COVID-19 Preparedness Plan, the Academy will administer a benchmark assessment within the first nine weeks of school, mid and the last nine weeks of the school year. The benchmark assessment that will be used is the Northwest Evaluation Association (NWEA) of Measure of Academic Progress (MAP). The NWEA is a nationally normed and computer-adaptive test that will be administered to all grade K-8th grade students three times in the 2020-21 school year, in the fall (within the first nine weeks of the start of school), the winter, and in the spring to determine whether students are making meaningful progress toward mastery of the standards. The NWEA MAP is aligned to the Common Core Standards and listed by the Michigan Department of Education as an approved testing tool.

The median growth percentiles reflecting fall-to-winter and fall-to-spring scaled score growth in grades 2 through 6 on reading and math NWEA Growth tests will be at or higher than 50.

The Academy will make available on its transparency reporting link located on the Academy's website, a report concerning the progress made in meeting the education goals not later than February 1, 2021 for fall-to-winter goal and not later than the last day of school of the 2020-21 school year for the winter-to-spring goal.

For 8th grade and high school students (8-12th grade), they will be taking the CollegeBoard PSAT 8/9/10 and the PSAT/NMSQT in the fall 2020 (September 30, 2020: Grades 8-9th) & (October 14, 2020: Grades 10-12th). These students will also take the same assessment in the spring of 2021 (April 13-30, 2021). The Academy will strive to ensure students who are taking the PSAT/NMSQT assessment are meeting the College Readiness Benchmarks and increase their percentile ranks from the fall assessment to the spring assessment

Instructional Delivery & Exposure to Core Content

Instructional Delivery

During the first month of school (Aug 31 – September 30, 2020) the Academy will be 100% in remote learning. This will give the Academy time for staff and students to ensure that the online platform is up and running, students are comfortable with the program, and the building is ready for students. The Academy will be taking all precautions per the CDC and State guidelines along with ensuring that ALL PPE equipment has been delivered and stocked at the Academy.



The first month of school (Aug 31-September 30, 2020) will NOT be a trial run, rather a normal school year start that focuses on setting expectations and beginning unit 1 of the curriculum. In the event the district needs to extend beyond 30 days for 100% virtual learning based upon the need of the community and students, the Superintendent of Schools will make that decision and notify all stakeholders.

Before the first month of school is over (September 30), the Academy in collaboration with stakeholders and the Superintendent of Schools will make a final decision on whether to continue with virtual learning or move to a blended learning platform. Parents had (survey already completed) the option to choose from the following three platforms for instructional delivery:

Option A: 100% Virtual/Remote Learning (M-F) (via Google Classroom/Schoology)

The Academy will offer students with parental consent the option to select a 100% remote learning options in Phase 4. The description of remote learning in its entirety can be found under remote learning in Phase 3 (see pages 9-19) and the Course Offerings for 2020-21. The student schedule will be similar to the blended learning example provided below for Option B. Students will need to check into the class and watch a pre-recorded or live session (dependent on the teachers' flexible lesson plan to accommodate the students' needs) for the day.

Option B: Blended Learning (M-W in school/ Th-F virtual)

The Academy will offer students, with parental consent, the option to select a hybrid or blended learning option that will allow students to come to school for in person schooling three days a week (Mondays, Tuesdays, and Wednesdays) and two days a week (Thursdays and Fridays) for remote learning. For the remote learning, students will follow their schedule similar to Option A for Thursdays and Fridays- the all virtual example students must check into the class and watch a pre-recorded session and/or follow up support session (based on the teachers' flexible lesson plan to accommodate the students' needs) for each of the two virtual days (Thursdays and Fridays).

Option C: Blended Learning 4 days (M-Th in-school/ F virtual)

The Academy will offer students with parental consent the option to select a hybrid or blended learning option that will allow students to come to school for in person schooling four days a week (Mondays, Tuesdays, Wednesdays, Thursdays) and one day a week (Fridays) for remote learning. For the remote learning, students will follow their schedule similar to Option A and B for Fridays- the all virtual example students must check into the class and watch a pre-recorded session and/or follow up support session (based on the teachers' flexible lesson plan to accommodate the students' needs) for the virtual day (Fridays).



The Academy will use an online based platform, Google Classroom and transition to Schoology (high school students for 2020-2021) for remote learning. Students who do not have access to remote learning will be provided individual hard copy packets upon request. The district has and will continue to provide 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 will collaborate 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:

Logistics and Accountability of Instructional Delivery

1. Teachers will teach essential content standards and scaffold to ensure they hit all core teaching standards by the end of the year
 - a. Core courses taught remotely & in-person 2020-2021
 - i. English Language Arts: Language Arts, English, Reading, Writing,
 - ii. Social Studies: Social Studies, Economics, Geography, History, Political Science, Genocide
 - iii. Science: Science, Biology, Chemistry, Physics, Geology-Earth Science, Astronomy, Integrated Science, Physical Science
 - iv. Mathematics: Mathematics
 - v. World Language: Arabic
 - vi. The Arts: Music Education, Visual Art, Theatre/Performance, Dance
 - vii. Physical and Health Education
 - viii. Level-Related Assignments: General Elementary, K-5 All Subjects, K-8 Self-Contained
 - ix. Enrichment: Character Education & Life Skill Development (Grade 3 – 6)
2. All students will start the school year with access to grade level instruction and high quality, standards-aligned instructional materials in every subject.
3. All student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
4. All students' academic and social-emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.



Progress Towards Mastery

I) Classroom-Based Assessment Guidelines

- ✓ All courses are **semester based** (with the exceptions for AP courses which are **year round**) with progress reports provided every 6-8 weeks. Report cards are only issued at the end of each semester.
- ✓ Grades will be an accurate reflection of what students have learned and accomplished.
- ✓ **Formative assessments:** *weighted 20% of students' grade.* **Daily formative assessment strategies that are used to CHECK FOR UNDERSTANDING cannot be graded.** Formal assessable formative assessments that are completed by the INDIVIDUAL STUDENT include quizzes (multiple choice, short answer), summaries, reflections, homework, concept maps, short write-ups, minor labs, comprehension questions, daily mathematical problems/exercises, etc...
- ✓ **Summative assessments:** *weighted 80% of students' grade.* These include multiple end of unit exams, essays, research papers, lab reports, project/design write-ups, presentations, art portfolios, performances, mathematical investigations, etc...
- ✓ **2-3 formal formative assignments:** Be entered weekly to reflect students' performance on the taught learning targets/objectives. Teachers can opt to enter a weekly homework grade.
- ✓ **3-4 formal summative assessment** should be entered in at every unit (6-8 weeks) to reflect on student overall unit performance on the taught learning targets/objectives

II) Reassessment Policy:

The purpose of allowing students to reassess is to expect evidence of an increased proficiency/mastery of content expectations.

*Grade level teachers will set up after school dates and times to coordinate students' reassessments. *Teachers will take the **average of the two scores** to update students' grade on the reassessed assignment.

*Score inspector comments will be entered into a student's gradebook to document that a reassessment has been administered for a particular student.



III) Homework Policy:

Assigning homework ensures **daily reinforcement** of content/skills and increases **student accountability**. Homework should be assigned daily for ELA/Math and twice a week for Science/Social Studies. **Homework should be quality rather than quantity.**

Homework is a form of formal formative assessments that will be entered in PowerSchool gradebook this year. Homework assignments should be checked for accuracy and teachers will kindly need to go over a few homework problems in class.

IV) Grading:

Overall Grade Interpretation

A	93-100 4.0	C	73-77 2.3
A-	90-92 3.7	C-	70-72 1.8
B+	88-89 3.5	D+	65-69 1.5
B	83-87 3.3	D	64-63 1.3
B-	80-82 2.8	F	0-62 0.0
C+	78-79 2.5	*Any student taking an AP class will earn a +1.0 GPA point	

- By the end of the semester two, 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 can improve throughout each semester based on the mastery of standards by the student.
- Students who are at risk of being retained will be 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.

- a. 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 instructional



accommodations 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.

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, through either remote learning and or packet format.

The following formative and summative assessments will be given to students:

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 and/or Schoology 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 monitor 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 or Schoology site.
3. PowerSchool, the Academy's 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 (a PowerSchool application) will be active for parents to continuously check in on their child(s) status in each of their classes.
6. In the fall 2020, winter 2021 and spring 2021, Students will be assessed using NWEA where applicable. We will use the assessment results to identify gaps 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.

V) Days, Hours, and Attendance

Attendance will be taken daily when students have live sessions every day. On hybrid learning days, where students do not have a live session, teachers will take attendance for students through the engagement within the materials posted on the online platform, documented login to an online class, or documented email dialogue between the teacher and student (two-way interactions, i.e. Teacher Student Log). To meet monthly attendance requirements, the Academy will ensure that one two-way interactions occurs between pupil/teacher weekly and is logged in PowerSchool during the week (Wednesday to Tuesday) from August 31 through the end of the year. If the school moves to a blended learning platform where school occurs in person, then the 1 two-way communication log will be replaced with in-person attendance for pupils attending school and only continue for students who remain virtual.

✚ Two-way interaction means communication between pupil/teacher (inclusive of a response) that is relevant to course progress or content for at least one courses a student is enrolled in.

✚ Communication may occur through:

- Email
- Phone
- Google Chat
- Remind/Classroom Dojo
- Live sessions

While the state has waived the 180 days and 1,098 hours of instruction for the 2020-2021 school year, the district will provide instruction that results in an amount of hours and days necessary to deliver educational or course content that would have been delivered in 180 days and 1,098 hours in a non-pandemic year.

Each marking period, the Academy will send parents, students, and teachers survey questions in reference to online learning and teaching. The point of the survey is to collect data for each marking period to check on the safety concerns, the effectiveness of online learning, and gather feedback from students and staff on ways to improve remote learning for the following quarter.



September Two-Way Communication Rates:

Week Ending:	Friday, [September] [04], 2020	96.1%
Week Ending:	Friday, [September] [11], 2020	95.6%
Week Ending:	Friday, [September] [18], 2020	95.7%
Week Ending:	Friday, [September] [25], 2020	96.4%
Week Ending:	Wednesday, [September] [30], 2020	98.4%

September Total Average Attendance Rate Sep 1 – Sep 30: 97.1%

VI. First Marking Period Instructional Delivery

As indicated in the Academy's board approved COVID-19 Preparedness Plan and Continuity Plan, the Superintendent of Schools can decide whether to continue with virtual learning and/or have staff and students return to in-school learning. This decision will be based on data and collaboration with stakeholders. Staff, students and community safety is the Academy's number one priority. The Superintendent of Schools will notify all stakeholders of the final decision and provide ample time to adjust instructional strategies in the event the decision has been made to move from virtual learning to in-school instruction.

Table 1-1 shows the data on current levels of COVID-19 cases and deaths at the state level and down to the local community in which the Academy is located. The Academy has had positive cases of COVID-19 with current staff in the building. All CDC and state guidelines and procedures were followed in dealing with staff that tested positive with COVID-19.

Table 1-1

Area	Confirmed COVID-19 Cases as of 10/05/2020 <small>* https://www.michigan.gov/coronavirus/</small>	Confirmed COVID-19 Deaths 10/05/2020
State of Michigan	142,726 (+36,511) <small>* https://www.michigan.gov/coronavirus/0,9753,7-406-98163_98173---,00.html</small>	7,139 (+605)
Wayne County	20,339 <i>*without Detroit</i> <small>* https://www.michigan.gov/coronavirus/0,9753,7-406-98163_98173---,00.html</small>	1,347 <i>*without Detroit</i>
Dearborn Heights	1,178 (+200) <small>https://wayne.maps.arcgis.com/apps/opsdashboard/index.html#/d04ff4645b140319fd972eb3740550</small>	76 (+1)
Dearborn	2,769 (+532) <small>https://wayne.maps.arcgis.com/apps/opsdashboard/index.html#/d04ff4645b140319fd972eb3740550</small>	119 (+5)
Detroit	15,714 (+1,926) <small>https://www.michigan.gov/coronavirus/0,9753,7-406-98163_98173---,00.html</small>	1,651 (+140)
Canton	1,175 <small>https://wayne.maps.arcgis.com/apps/opsdashboard/index.html#/d04ff4645b140319fd972eb3740550</small>	64



Virtual Live Sessions Schedules Updated: October 2020

SIAG

SIAG Virtual Live Sessions						
Grade Level	Live Session 1	Live Session 2	Live Session 3	Live Session 4	Live Session 5 (Friday)	Live Session 6
Preschool	9:05-10:09 Daily Interaction Activities	11:55-1:00 Interactive Read Aloud and small group	1:03-2:08 (30 min Arabic M/W or T/R per classroom)	n/a	9:50-10:42 Daily Interaction Activities	
Kindergarten	7:55-9:02 (45 min Core M-R)	Guided Reading Live (Small group 2x Week)	11:55-1:00 (45 min Core-M-R)	9:05 - 10:09 (30 min Arabic-M/W or T/R per classroom) Times & day varies per class (30 min) Gym Times & day varies per class (30 min) Music	7:55-8:52 (45 min Core) Guided Reading Groups (Core varied times) 11:40-12:30 (Core)	TBD (Reading Intervention)
1st Grade	9:05-10:00 (45 min Core-M-R)	Guided Reading Live (Small group 2x Week)	2:11-3:15 (45 Min Core-M-R)	7:55-9:02 (30 min Arabic-M/W or T/R per classroom) Times & day varies per class (30 min) Gym Times & day varies per class (30 min) Music	8:55-9:45 (45 min Core) Guided Reading Groups (Core varied times) 11:40-12:30 (Core)	TBD (Reading Intervention)
2nd Grade	9:05-10:09 (45 min Core-M-R)	Guided Reading Live (Small group 2x Week)	1:03-2:08 (45 Min Core-M-R)	10:12-11:17 (30 min Arabic-M/W or T/R per classroom) Times & day varies per class (30 min) Gym Times & day varies per class (30 min) Music	9:50-10:42 (45 min Core) Guided Reading Groups (Core varied times) 11:40-12:30 (Core)	TBD (Reading Intervention)

SIAC

Elementary Virtual Live Sessions				
Grade Level	Live Session 1	Live Session 2	Live Session 3	Live Session 4 (Fridays)
PreK	9:15-9:45 AM (Core M-R)	12:00-12:30 PM (Core M-R)	9:50-10:20 (Arabic-W)	9:20-9:50 (Arabic) 9:50-10:20 (Core)
K	8:29-9:35 AM (Core-M-R)	1:35-2:42 PM (Core M-T) 12:25-1:35 PM (Core W) 2:11-3:15 PM (Core R)	10:12-11:17 (Arabic-M) 10:12-11:17 (PE-T)	9:50-10:42 (Arabic) 11:40-12:30 (Core)
2nd	9:05-10:09 AM (Core-M,T,R) 10:12-11:17 am (Core W)	1:03-2:08 PM (Core-M-R)	7:55-9:02 (Arabic-W) 2:11-3:15 (PE-R)	9:50-10:42 (Core) 11:40-12:30 (Arabic)
3rd	9:05-10:09 AM (Core-M-W) 8:29-9:35 AM (Core R)	11:55-1:00 PM (Core M) 2:11-3:15 PM (Core T-R)	2:11-3:15 (PE-M) 11:55-1:00 (Arabic-T) 11:55-1:00 (Arabic-R)	11:40-12:30 (Core)

SIAH

Elementary Virtual Live Sessions						
Grade Level	Live Session 1	Live Session 2	Live Session 3	Live Session 4	Live Session 5 (Friday)	Live Session 6
3rd	8:29 - 9:02 AM (Core-M-R)	11:55 - 12:25 PM (Core-M-R)	2:42 - 3:15 PM (Core-M-R)	2:11 - 2:42 (Arabic-M) 1:35 - 2:08 (Art-T) 10:12-10:44 (Music-R)	8:55-9:47 (PE) 9:50-10:42 (Arabic) 11:40-12:30 (Core)	TBD (Reading Intervention)
4th	8:29 - 9:02 AM (Core-M-R)	11:55 - 12:25 PM (Core-M-R)	2:42 - 3:15 PM (Core-M-R)	7:55-8:29 (Music-M) 2:11-2:42 (Arabic-T) 7:55-8:29 (Art-W)	7:55-8:52 (PE) 10:46-11:37 (Arabic) 11:40-12:30 (Core)	TBD (Reading Intervention)
5th	8:29 - 9:02 AM (Core-M-R)	11:55 - 12:25 PM (Core-M-R)	2:42 - 3:15 PM (Core-M-R)	9:05-9:35 (Art-M) 9:05-9:35 (PE-W) 12:25-1:00 (Arabic-R) 1:03-1:35 (Music-R)	7:55-8:52 (Arabic) 11:40-12:30 (Core)	TBD (Reading Intervention)



Middle School Virtual Live Sessions						
Grade Level	ELA	MATH	SCIENCE	SOCIAL STUDIES	ELECTIVES	Friday
6	7:55-3:15 (M/W) All sections	7:55-3:15 (T/R) All sections	7:55-3:15 (T/R) All sections	7:55-3:15 (M/W) All sections	7:55-8:29 (PE-M) 1:03-1:35 (Arabic-M/W) 7:55-8:29 (Music-T) 7:55-8:29 (Art-W) 1:03-1:35 (Arabic-W)	7:55-8:52 (Core) 8:55-9:47 (Core) 9:50-10:42 (Core) 10:45-11:37 (Core) 11:40 - 12:30 (Elective)
7	7:55-8:29 (M/W) All sections	7:55-3:15 (T/R) All sections	7:55-3:15 (T/R) All sections	7:55-8:29 (M/W) All sections	9:05-9:35 (Art-M) 2:11-2:42 (Arabic-M/W) 9:05-9:35 (PE-W) 9:05-9:35 (Music-R)	7:55-8:52 (Core) 8:55-9:47 (Core) 9:50-10:42 (Core) 10:45-11:37 (Core) 11:40 - 12:30 (Elective)
8	7:55-8:29 (M/W) All sections	7:55-3:15 (T/R) All sections	7:55-3:15 (T/R) All sections	7:55-8:29 (M/W) All sections	10:12-10:44 (Music-M) 10:12-10:44 (PE-T) 7:55-8:29 (Arabic-M/W)	7:55-8:52 (Core) 8:55-9:47 (Core) 9:50-10:42 (Core) 10:45-11:37 (Core) 11:40 - 12:30 (Elective)

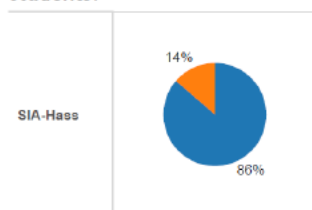
High School Virtual Live Sessions						
Grade Level	ELA	MATH	SCIENCE	SOCIAL STUDIES	ELECTIVES	FRIDAY
9	7:55-3:15 (M/W) All sections	7:55-3:15 (T/R) All sections	7:55-3:15 (T/R) All sections	7:55-3:15 (M/W) All sections	Art Elect ves (M/W) Sc ence Elect ves (M/W) Soc al Stud es Elect ves (M/W) ELA Elect ves (T/R) Perform ng Arts Elect ves (T/R) Arab c Elect ves (T/R) PE Elect ves (T/R)	7:55-8 52 (Core) 8:55-9:47 (Core) 9:50-10:42 (Core) 10:45-11:37 (Core) 11:40 - 12 30 (Elect ve)
10	7:55-3:15 (M/W) All sections	7:55-3:15 (T/R) All sections	7:55-3:15 (T/R) All sections	7:55-3:15 (M/W) All sections	Art Elect ves (M/W) Sc ence Elect ves (M/W) Soc al Stud es Elect ves (M/W) ELA Elect ves (T/R) Perform ng Arts Elect ves (T/R) Arab c Elect ves (T/R) PE Elect ves (T/R)	7:55-8 52 (Core) 8:55-9:47 (Core) 9:50-10:42 (Core) 10:45-11:37 (Core) 11:40 - 12 30 (Elect ve)
11	7:55-3:15 (M/W) All sections	7:55-3:15 (T/R) All sections	7:55-3:15 (T/R) All sections	7:55-3:15 (M/W) All sections	Art Elect ves (M/W) Sc ence Elect ves (M/W) Soc al Stud es Elect ves (M/W) ELA Elect ves (T/R) Perform ng Arts Elect ves (T/R) Arab c Elect ves (T/R) PE Elect ves (T/R)	7:55-8 52 (Core) 8:55-9:47 (Core) 9:50-10:42 (Core) 10:45-11:37 (Core) 11:40 - 12 30 (Elect ve)
12	7:55-3:15 (M/W) All sections	7:55-3:15 (T/R) All sections	Elect ve	Elect ve	Art Elect ves (M/W) Sc ence Elect ves (M/W) Soc al Stud es Elect ves (M/W) ELA Elect ves (T/R) Perform ng Arts Elect ves (T/R) Arab c Elect ves (T/R) PE Elect ves (T/R)	7:55-8 52 (Core) 8:55-9:47 (Core) 9:50-10:42 (Elect ve) 10:45-11:37 (Elect ve) 11:40 - 12 30 (Elect ve)
AP	All advance placement courses run live sessions per their scheduled days and times.					



Building	SIA ECLP 2020-21 Stakeholders Survey Safety, Technology & Satisfaction								
	Type	Percent feel it is safe for In-school Instruction			Access to online & Equipped with Technology			Satisfaction with Online Learning (Scale 1-5)	
		September	October		September	October		September	October
SIA - All	Parents	36%	36%		NA	NA		NA	3.6
	Students	38%	39%		99%	98%		NA	3.3
	Staff	50%	22%		100%	100%		NA	NA
SIA-C	Parents	46%	45%		85%	NA		NA	3.1
	Students	50%	60%		100%	80%		NA	3
	Staff	100%	33%		100%	NA		NA	NA
SIA-G	Parents	50%	55%		96%	NA		NA	3.2
	Students	NA	NA		NA	NA		NA	NA
	Staff	39%	32%		89%	100%		NA	NA
SIA-H	Parents	29%	25%		95%	NA		NA	3.9
	Students	38%	39%		99%	98%		NA	3.3
	Staff	53%	14%		94%	98%		NA	NA

Survey Results (Staff)

3. Do you feel it is safe for us to provide in-school instruction to students?



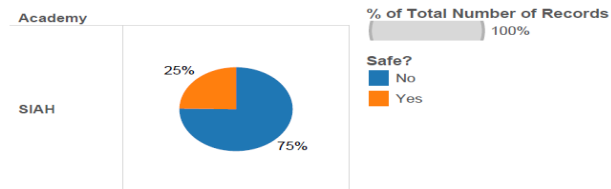
% of Total Number of Records
100%

3. Do you feel it is safe for us to provide in-school instruction to students for the months of November and December?
 No
 Yes

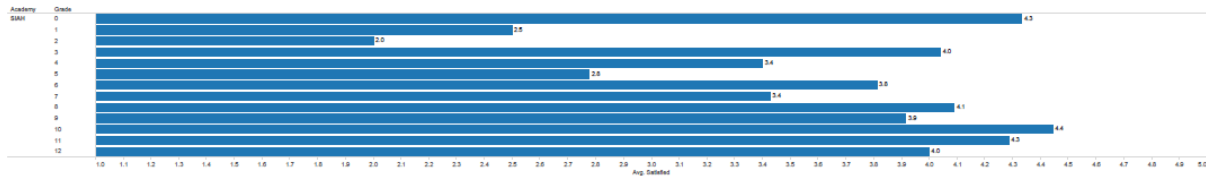


Survey Results (Parents)

3. Do you feel safe sending your child(ren) to school for in-school instruction during the months of November and December, 2020?

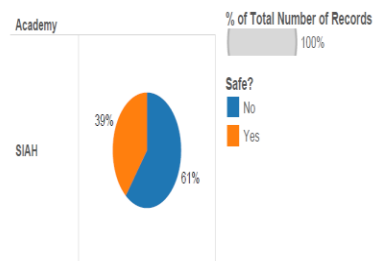


4. How satisfied are you with your child's virtual teaching and learning? (Average: 1-5)

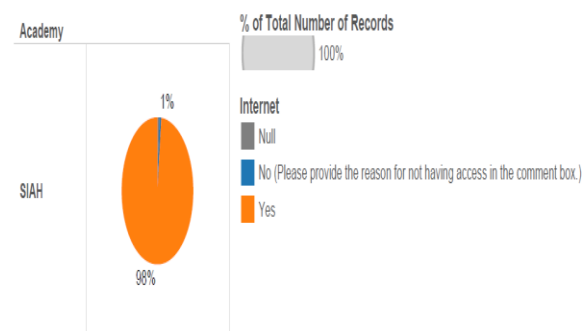


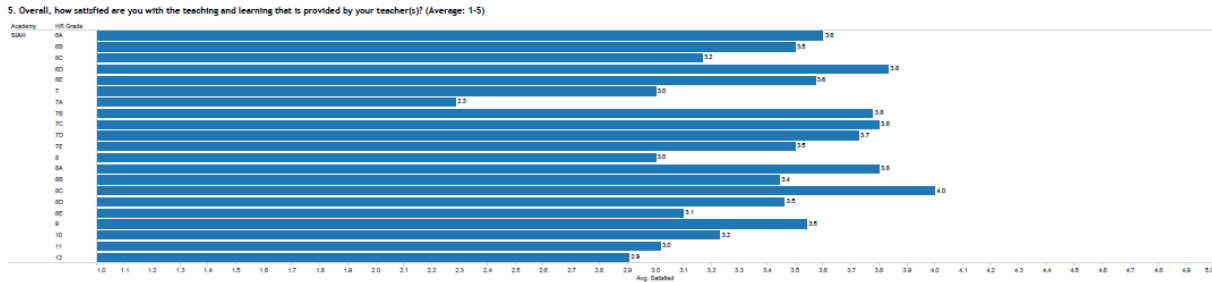
Survey Results (Students)

3. Do you feel it is now safe to attend in-school instruction during the month of October, 2020?



4. Do you have access to on-line/virtual learning?





Based on this current data where the majority of students reside, the stakeholders' surveys, and incidents within the school community, the Academy will **remain remote and learning will continue to take place virtually through Google Classroom and/or Schoology during the first marking period and through December 31, 2020**. The Superintendent of Schools will continuously monitor COVID-19 cases and deaths on a month to month and quarterly basis to drive the final decision for the district in terms of instructional delivery.

Equitable Access

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 additional 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, such as Classroom Dojo, 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 students based 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 1 & 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](#), [@siacanton](#))
 - 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. Assignments will also be given to students on a weekly basis that are in direct alignment to grade level state standards.
2. 'Live/pre-recorded sessions will be held on a weekly basis with students and the teacher. Times and dates to the live/pre-recorded sessions will be shared with the classroom teacher
3. Students will receive learning links to help support lessons. 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 communication 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 by the teacher on behalf of the student/parent.



Special Education, ELL & Social Emotional Support

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.

Star International Academy is providing alternative modes of instruction for English Language Learners (ELL) and using multiple online resources to address individualized needs. ESL teachers and interventionists will continue to facilitate English Language Development (ELD) sessions via Google Classroom/Schoology. Paraprofessionals have been collaborating and will continue to work closely (but virtually) with teachers to provide additional learning opportunities to students to accelerate the 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/Schoology to ensure that every student with an IEP gets the one on one interaction and support needed. Paraeducators and paraprofessionals will continue to support 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 but will move to an online platform. Supplemental COVID-19 Learning Plans (CLP) will be written for student IEPs where if the district isn't able to fully implement the IEP due to a move between phases according to the MI Safe Schools Roadmap; in these cases the CLP will be triggered and implemented. This applies for Physical Therapy services since in most cases PT requires physical contact.

Speech and language therapy will continue to take place with students on our Google Classroom/Schoology platform. School psychologists will continue to work with students via phone/online methods and evaluate students through digital testing.

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



The priority is providing students and families with support. The Academy is 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 Classroom/Schoology to do a check in or provide social-emotional support and build on their social skills during these strenuous times. Social workers and speech pathologists created a digital Google FERPA Consent Form and shared with parents. This form enables students to participate in virtual learning/telepractice group social work and speech & language therapy sessions.

The 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.

Mental and Social-Emotional Health Services

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 a 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. A comprehensive crisis management plan will be available at the schools in the event a tragedy takes place (i.e. loss of student or staff member).

All staff will be provided with guidelines on how to identify and rapidly refer students who are at-risk and need the social-emotional support. Communication between all staff and the social workers/counselors will be directly through: phone, email, and or live one on one session to discuss the concerns. Once the concerns have been addressed by the staff member, the social worker/counselor will act upon the concern. Ongoing reporting to the building principals will take place to evaluate physical and mental health status. This reporting will be via email detailing out the number of cases, resources provided to families and students, and status.

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 Classroom/Schoology to do a check in or provide social-emotional support and build on their social skills during these strenuous times.



All staff will be provided with ongoing training (starting Aug 24, 2020) and professional development on social-emotional learning, self-care, identification of students at-risk and a variety of other topics as needed throughout the school year. All resources and or materials needed to implement with fidelity will be provided (i.e. online platform (Google Classroom/Schoology), online resources and sites for parents and students, and staff will be provided with self-care resources, including resiliency strategies.

Other means of supporting students include:

1. *Check In's*: social work/counseling staff will continue to check in on students via phone or Google Classroom/Schoology. Parents and students will be provided a designated email (social worker's email) to address their concerns on mental health in direct correlation to COVID-19
2. *School Nurse Aids*: will be designated in the school as the mental health liaison who will work across the schools and local public health agencies.
3. *Support Resources*: social work staff will provide supplemental support resources to students and families in need. They will regularly update wellness resources to make available to both staff and students in conjunction with screening activities. Social workers and counselors will use MDE resources as well to share with students and parents. A list of these resources (and future resources) will be compiled and made available to staff and students in reference to screening activities and community wellness resources.
4. *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.
5. *Parent and Guardians Professional Development*: the school social worker and counseling team will provide parents and guardians ongoing virtual professional development on various best practices for: de-stigmatization of COVID-19, understanding normal behavioral response to crises, general best practices of talking through trauma with children, and positive self-care strategies that promote health and wellness.

The Academy works with many local community centers to support mental/social health. Some of these centers are:

1. Arab Community Center for Economic and Social Services (ACCESS)
2. Applied Behavior Analysis Therapy (ABA)
3. Leaders Advancing & Helping Communities (LAHC)



4. Wayne County Health Department

At this time, the Academy will not implement a mental health screening for all students by a trained professional. Using the Academy's social workers and or counselors, the Academy will conduct its own screening in direct compliance with HIPAA and FERPA policies. Social workers and counselors will provide as much support as needed through a given school year to help support all students.

Early Childhood (GSRP)

The Academy, during pandemic learning, will continue to run the GSRP program through the end of the year (Sep 14 – June 17, 2021). The Academy has been providing and will continue to provide the following services and activities:

- ✚ Online learning platforms/apps (Zoom, Google Duo/Hangouts, YouTube, Facebook, Bloomz, Remind, Classtag, Class Dojo, Google Classroom, COR Advantage, for 2 way communication between children/families and teaching staff.
- ✚ Telephone communications pertaining to instructional information with children and families.
- ✚ Weekly videos of teacher and associate teacher doing read alouds, large group, small group, and gross motor and fine motor activities.
- ✚ Weekly social emotional activities and/ or resources for children and their families.
- ✚ Weekly "Check In" time communication with each of the families. During this time staff answer questions and provide support, guidance, and resources. Staff let the parents know that they are available to them.
- ✚ Diverse strategies for families to use during play and reading that encourage critical thinking. These include open ended questions and/or prompts to encourage families to talk with children about their interests, plans, and experiences.
- ✚ Share what teachers do in the classroom that families can do at home (for example, children can serve themselves during meal times or have simple jobs at home).
- ✚ Staff encourage families to take pictures of what the children are doing and send to them to showcase learning.
- ✚ Simple activities. Email/electronic sharing apps to communicate information with children and families.
- ✚ Differentiated hands-on learning packets (paper, scissors, markers, crayons, glue, books, learning games, puzzles, seed pods, science projects, small manipulatives, etc.) can be used on their own or in combination with online lessons. . Simple and clear directions are provided for activities (less is more) Continue to provide parents with Kindergarten Readiness activities and resources for those children without technology, the main mode



of instruction will be through hands-on learning packets. This is supplemented with phone conferencing to support instruction.

- ✚ Virtual Conferencing is conducted with individual family members when needed and at the end of the school year through means that are available to families. The conferences reflect transition activities, necessary information and/or resources for children to facilitate the transition to kindergarten.
- ✚ Take attendance at all virtual meetings.
- ✚ Teachers and/or designated personnel connect to families of children who do not participate in the session or learning experience, and log the interaction in the engagement log.
- ✚ Every effort will be made to reach every child and family for the duration of the plan, with respect and allowance for family choice regarding their level of participation. If a family turns down the option to participate in the plan, the date of the parent opt out will be documented in the log.

Teaching teams will meet with their children daily on GSRP days for 20-30 minutes minimum of virtual learning with a maximum of 60 minutes for each child utilizing a district-approved platform.

Virtual sessions to include:

- ✚ Whole group daily
- ✚ Small group sessions daily
- ✚ Read Alouds daily
- ✚ Individual child sessions will be scheduled as needed
- ✚ Teaching teams will share resources with families. Screen time should be balanced with learning that occurs offline and encourages authentic and hands on experiences.

Teaching teams will document daily student attendance & Family participation at weekly connections

Advance Placement & Dual Enrollment

All advance placement courses will run for the 2020-2021 school year. All high school students (9-12th) have the opportunity to sign up to take advance placement courses. For dual enrollment, the Academy's partnership with community colleges and universities will continue for semester 1 and 2 of the 2020-2021 school year. 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