



April 24, 2020

Ms. Kerri Smith  
Detroit Leadership Academy  
13550 Virgil  
Detroit, MI 48223

Re: Approval of Continuity of Learning and COVID-19 Response Plan ("Plan")

Dear Ms. Smith:

I am pleased to inform you that the Plan for Detroit Leadership Academy ("Academy") has been approved by The Governor John Engler Center for Charter Schools at Central Michigan University and will be transmitted by our office to the State Superintendent of Public Instruction and the State Treasurer. The Plan is effective as of the date indicated in the Plan. You may proceed with Plan implementation for the remainder of the 2019-2020 school year and, if applicable, other elements that affect the 2020-2021 school year.

Please also proceed with the following next steps:

- To fulfill one of the required assurances, immediately add a copy of the approved Plan, assurances document, and budget outline to the Academy's website. An approved copy of the Plan is attached and can be found in Epicenter.
- Present the Plan to the Academy's Board of Directors ("Academy Board") at its next scheduled meeting. At that meeting the Academy Board should approve any necessary amendments to the Academy's 2019-2020 budget or other relevant agreements needed to implement the Plan. In accordance with the Terms and Conditions of the Academy's charter contract ("Contract"), the approved Plan shall constitute a Contract amendment to the Contract upon approval by the Academy Board. This Contract amendment will remain in effect as long as the Plan remains in effect. Attached please find a draft resolution for the Academy Board to use in approving the Plan and Contract amendment.

If the Academy requires an amendment to the Plan, please contact Amy Densmore, Director of Charter Accountability, at (989) 506-0355 or via email at [avanatten@thecenterforcharters.org](mailto:avanatten@thecenterforcharters.org) to initiate that process.

Thank you for all your efforts to keep student learning moving forward in these trying times. If you have any further questions or need additional support, please do not hesitate to contact us.

Sincerely,

A handwritten signature in black ink that reads "Corey Northrop". The signature is written in a cursive, flowing style.

Corey Northrop  
Executive Director

cc: Mark Lezotte, Board President

Attachments:

Approved Continuity of Learning and COVID-19 Response Plan  
Academy Board Resolution

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

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 schools have been called to provide our students continued learning.

Districts are in varied states of readiness to provide continuity in learning. Even within districts of multiple school sites, there is varied states of readiness. It is expected that schools will provide distance instruction 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 schools have been providing distance learning opportunities, the Governor’s Executive Order requires all schools to begin providing learning opportunities for all students by April 28, 2020.

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 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**

Districts and Public School Academies can complete the Assurances and Continuity of Learning Plan for submission beginning April 8, 2020 and prior to the implementation, which must begin no later than April 28, 2020. Authorizers are required to submit approved Plans to the Michigan Department of Education and Michigan Department of Treasury no later than April 28, 2020 to ensure continued state aid funding. Therefore, it is strongly recommended that Districts and Public School Academies submit their plans for review in advance of this deadline. Plans should use 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 impact learning.
- **Develop a Weekly Plan and Schedule:** Offer routines and structures for consistency and to balance 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 and of Michigan Merit Curriculum.
- **Deliver Flexible Instruction:** Consider how to deliver content depending on tools and resources accessible to each student. Delivery of instruction may include printed learning materials, phone contact, email, online instruction, 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 their reflection on effectiveness of instruction and to determine next steps for student learning.
- **Engage Families:** Communicate with and seek input from 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:** April 22, 2020

**Name of District:** Detroit Leadership Academy

**Address of District:**

PreK-8: 13550 Virgil Street, Detroit, MI 48223

HS: 5845 Auburn Street, Detroit, MI, 48228

**District Code Number:** 82722

**Email Address of the District:** cpaulus@eqeducation.org

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

**Name of Authorizing Body:** Central Michigan University

This Assurance document needs to be returned to 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 one plan for all buildings.

The applicant hereby provides assurance it will follow the requirements for a Continuity of Learning 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.
2. Applicant provides assurance that it will pay all current 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 local bargaining units and school boards agree to implement the Continuity of Learning Plan.
4. Applicant assures that food distribution has been arranged for or provided for eligible students.
5. Applicant assures coordination between applicant and Intermediate School District in which the District/PSA is located to mobilize disaster relief childcare centers.
6. Applicant assures that to the extent practicable the District/PSA will in good faith provide students with IEPs/Section 504 Plans the opportunity to participate in learning consistent with existing plans.  
Applicant assures that Continuity of Learning Plan, Assurance Document, and Budget Outline will be posted immediately following approval to the District’s/PSA’s budget transparency website icon.

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

*The goal of a Continuity of Learning Plan and COVID-19 Response Plan is to ensure that each District and Public School Academy is, to the best of their ability, providing each student with 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.*

**Date Submitted:** April 22, 2020

**Name of District:** Detroit Leadership Academy

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**District Code Number:** 82722

**Email Address of the District:** cpaulus@eqeducation.org

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

**Name of Authorizing Body:** Central Michigan University

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

1. Please describe the methods the district will use to provide alternative modes of instruction other than in-person instruction and a summary of materials each pupil and the pupil's parents or guardians will need to meaningfully access 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 in response to COVID-19.***

Detroit Leadership Academy will use a combination of the following alternative modes of instruction in order to best meet the needs of our students during the time when in-person instruction is not an option:

- Use of online learning through Edgenuity
- Utilizing telephone, social media (Facebook, Instagram), email, and app-based communications (Remind 101, Class Dojo) to share pertinent instructional information with students and families
- Utilizing virtual instruction through Zoom (accessible on any device with an internet connection, including cell phones)
- Utilizing videos for instruction
- Utilizing podcasts for instruction
- Utilizing slideshows for instruction
- Utilizing instructional packets (for students who are unable to connect virtually or do not have internet access to download assignments)
  - At this time, Detroit Leadership Academy is not able to provide student devices for home use. However, the district and Michigan Department of Education have initiated conversation to secure additional funding to provide devices to those students currently without.
  - Information regarding opportunities to obtain free or low cost Internet access was shared with families through the school's social media accounts, Remind 101, and Class Dojo. Families are reminded of this resource during weekly wellness phone calls from teachers and staff.

Our teachers will be encouraged to utilize the modes of learning that will work best for their students with considerations given to the age of the students and their overall familiarity with the tools needed to actively engage in the learning.

Although our district is making every effort possible to ensure that all students have access to high quality distance instruction, students will not be penalized if they are unable to complete the course work or participate in distance learning for any reason.

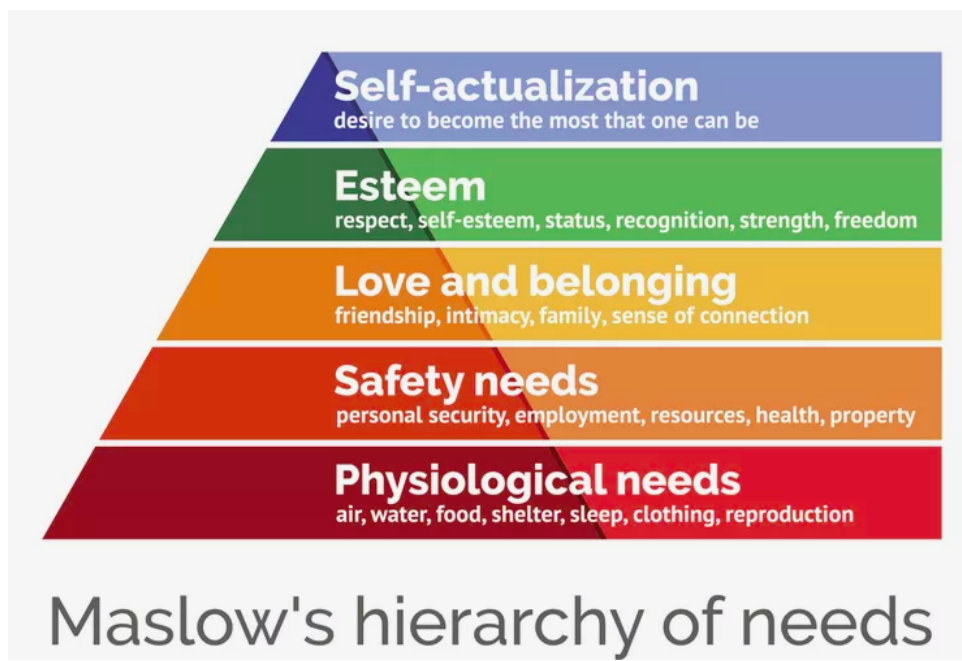
2. Please describe the methods the district will use to keep pupils at the center of educational activities, including outreach to continue building relationships and maintain connections, and to help pupils feel safe and valued.

Detroit Leadership Academy remains committed to keeping our students at the center of all that we do. The public health crisis has only strengthened our stance. Our district is committed to educating the Whole Child. We have embraced the Whole School, Whole Community, Whole Child (WSCC) Model, which is the CDC’s framework for addressing health in schools. We are intentionally focused on our students and emphasize the collaboration between schools, communities, public health, and health care sectors for the purpose of better aligning resources in support of the whole child.

Now, more than ever, we are striving to be intentional in our outreach to continue building relationships and maintain connections. Maslow’s Hierarchy of Needs and evidence-based interventions for reducing the impact of childhood trauma informed the creation of our Plan beginning day one of school closure and continue to be the two lenses through which we operate and prioritize our outreach.

The methods we are using to keep students at the center of educational activities include:

1. **Physiological Needs – Providing access to free groceries every week.** Detroit Leadership Academy has partnered with Gleaners Community Food Bank to host grocery distribution at each campus on a weekly alternating schedule. All students, their families, and local community members are invited to drive or walk through the distribution line (abiding by 6-foot social distancing guidelines) for a week’s worth of free groceries. Every week’s distribution is on the same day and same time for predictability and planning purposes for our families; social media posts and phone call reminders are made weekly, ahead of distribution days. School staff are arranging grocery drop off for any families unable to get to the school campuses on the designated days and times.
2. **Safety Needs – Providing ongoing access to social/emotional supports.** All students who received social work services prior to building closure continue to receive those services virtually, through Zoom or phone conferencing. Additionally, students who received Tier 2 or Tier 3 social/emotional supports receive weekly check-in calls from Behavior Interventionists. At the K-8 campus, the Mindfulness Coordinator broadcasts through Facebook Live once per week, offering an opportunity for all students, families, and staff to gather virtually to watch and practice mindfulness strategies that promote self-regulation and stress-management.
3. **Safety Needs – Providing access to community resources and updated information from Governor Whitmer.** Both campuses



keep their social media accounts updated with the most recent COVID-19 City Resources provided by The City of Detroit as well as contact information for help with employment services, bill pay, food distributions, and mental health services, provided to the district by Wayne RESA.

4. **Love and Belonging – Making weekly wellness phone calls.** Teachers are expected to make contact with every student at least one time per week, in addition to live learning sessions. These wellness checks are meant to build relationships so students have a trusted advocate, remind students about upcoming food distributions, help families overcome barriers to students participating in the live learning sessions, answer questions about students' coursework, provide encouragement to participate, and share any important school updates. Every weekly call made (or received) is logged in a central database. Students who cannot be reached by phone are sent an email, communication through Remind 101 or Class Dojo, or through any other means possible. School administration will arrange for home visit wellness checks (following social distancing guidelines) of any student for whom verbal contact has not been made by April 24<sup>th</sup>, 2020.
5. **Love and Belonging – Using Video/Teleconference Messaging.** Weekly video/Live/Zoom messages are conducted each week by the campus Principals and posted to schools' social media accounts, sent via Remind 101 and Class Dojo, and emailed out to families. These weekly messages provide information from a friendly, encouraging, and well-known face, give families and students a routine communication method to expect, and allow interactions amongst the school community through these virtual platforms.
6. **Love and Belonging & Esteem – Hosting Community-Focused Weekly Activities.** Each campus plans and facilitates two Community-Focused Connections each week. These activities are meant to engage the entire school community and address the social-emotional need of human connection and community that ALL students and adults need, especially during this time. Community-Focused Connections are scheduled for the same days and times each week in order to provide a predictable, routine schedule for students and families. Examples of planned Community-Focused Connections include weekly art projects modeled by campus art teachers, activity challenges modeled by Physical Education teachers, Spirit Week activities and challenges, virtual yoga and mindfulness practices, virtual game nights, and the like. The K-8 campus is continuing its Thursday Celebrations that recognize academic accomplishments and social/emotional growth, a weekly tradition students know and love, to be hosted virtually. Overall, the focus here is to keep a sense of school community, pride, and anticipation for engaging in mentally-, physically-, and emotionally stimulating connections.
7. **Love and Belonging & Esteem – Conducting Live Learning Sessions.** All teachers are expected to host two live learning sessions each week for students. These ~30 minute blocks of time will follow a general pattern of: mental wellness check-in/activity, introduction of learning objective and success criteria, teacher modeling, student practice time that includes peer discussion and feedback, and outlining what independent work should be done prior to the next live learning session. These weekly opportunities for live teaching provides connections, structured engagement with peers, a sense of routine and belonging to a group, and a place for receiving praise and recognition for opting in to learning as well as progress around learning.



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

At the K-8 level, students receive a Monday-Friday schedule each week (via email, Class DoJo, and posted to social media pages) that includes two types of learning: independent and live learning. The schedule outlines each day's type of learning (whether independent or live learning) and breaks down lesson details (the standards and objectives for the course each day, success criteria, location of resource/explanation of skill, directions for practice, Exit Ticket directions/questions, and approximate amount of time the self-paced, independent lessons should take in one sitting). All lessons are expected to follow the district's scope and sequence of prioritized standards.

On independent learning days, instruction is provided through pre-made videos (teacher-created, pulled from YouTube, TeacherTube, Vimeo, and other open-source resources as well as from subscription services including Amplify, Great Minds, and Edgenuity) and accompanying practice documents (worksheets, project directions, writing samples, etc.).

Twice per week, live learning content will be delivered through Zoom (recorded and live tutorial videos have been shared with families modeling how to access and navigate Zoom). During live learning sessions, teachers revisit content addressed through independent learning during the week, facilitate classroom discussion and interactions, and provide feedback to learning.

In addition to the twice-weekly live learning sessions, teachers have routine, defined office hours on a daily basis where they are available online and by phone for questions or needed supports for students. These daily office hours are also listed on the students' weekly schedule.

Finally, during weekly communications with families, teachers continue to assess students' access to the electronic resources. Schools are prepared to provide alternative means for students to participate in the learning and work, including (but not limited to): printed and mailed/delivered packets or live teaching and conferencing over the phone. Additionally, Detroit Leadership Academy has engaged in conversation with the Michigan Department of Education about the possibility of securing funds that would allow the district to purchase and distribute devices to students/families without current access; the timeline for a decision and possible purchase and distribution is unknown at this time.

The 9-12 learning Plan mimics that of K-8; however, in addition to the independent and live learning weekly instruction, students also have 24/7 online access to credit recovery courses through Edgenuity. Many students have been enrolled in credit recovery courses throughout the school year; this service has not been interrupted and in many cases, students will have the opportunity to enroll in and finish additional courses before the end of 2019-2020 school year.

Students in K-12 who have Independent Education Programs (IEPs) participate in weekly Zoom meetings (or phone conferences) with a Special Education teacher. During this time, the teacher provides instruction aligned to students' IEP goals and in support of the grade-level learning the student is responsible for. Special Education teachers also maintain daily office hours for student and family support as needed.

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

Although students will not be penalized if they are unable to fully participate in the Plan, we still believe that monitoring student learning through a variety of assessments and assessment types is essential. The assessments administered and the data collected will be used to determine next steps including:

- Planning necessary supplemental lessons and/or follow-up instruction.
- Determining the potential need for summer learning opportunities.

Despite the challenges of distance learning, teachers will still monitor student learning and check for understanding throughout the learning process. Additionally, teachers will ensure that comprehensive, actionable feedback is provided to students in a timely manner.

In order to meet these expectations, teachers will engage in the following:

- Purposeful planning with department and/or grade level colleagues using a common planning template (turned in weekly, reviewed by either Principal, Director of Academics, Director of Special Education, or Master Teacher with each teacher).
- Implementation of effective feedback practices and ongoing formative assessments will guide reflection on effectiveness of instruction and determine next steps for student learning.
  - Grade level and content area teams will be encouraged to participate in weekly planning and debrief sessions where successes and opportunities for growth are discussed and instructional plans are created and revised to better meet the needs of students.
  - Special education teachers will work closely with the Director of Special Education and teacher teams in order to modify course work and scaffold instruction in order to better meet the needs of all students.
  - Special education teachers will work closely with the Director of Special Education to actively monitor and assess the learning of students on their caseload in order to provide suitable accommodations based on individual needs.
- Teachers will provide families with weekly updates regarding their child's academic progress. This will include:
  - Utilizing online PowerSchool reporting to communicate assignments and/or progress.
  - Communication of any pertinent assessment data along with an explanation of next steps (if necessary).
  - For seniors, graduation status will be determined no later than June 5<sup>th</sup>, 2020.

Additionally, District Administration, Building Administration, and Master Teachers have created a comprehensive *Participation, Grading, Promotion, and Graduation Guidelines* guide through collaboration. This two-part guide (K-8 and 9-12) outlines:

- Expectations for student participation in the Plan and summary of how students should engage in learning for the remainder of the 2019-2020 school year
- Grading practices within the Plan and for students who do not participate, including how grades will be reflected on transcripts
- Intentions around student promotion
- Senior graduation guidelines

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

There are no anticipated additional expenditures associated with the Plan. We are, however, working with our Partnership Agreement liaison through Michigan Department of Education to discuss additional 21h or other funding opportunities to provide devices to families for the Plan.

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

Detroit Leadership Academy values the opinions and ideas of all stakeholders. For this reason, we included each of the following groups as we worked to develop a comprehensive Plan for providing continuity of learning:

- District Administrators (Superintendent, Assistant Superintendent/Chief Schools Officer, Director of STEM, Director of Special Education, Senior Manager of Mental Health + Wellness)
- Elementary/Middle and High School Administrators (Principals, Directors of Academics, Directors of Operations)
- Master Teachers
- Social Workers
- High School Guidance Counselor
- Feedback from families collected during calls made by staff
- Local School Board Members (reviewed and approved)

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

To ensure all stakeholders are aware of the Plan, the following communication methods have been (and will continue to be) utilized:

- Leading up to announcement of Plan:
  - o Video messages from Principals posted to social media pages
  - o Plan and flyers posted to social media pages and sent through Remind 101 and Class Dojo
  - o Flyers distributed to families during weekly food distribution
  - o Direct person-to-person telephone calls and/or text messages attempted for 100% of students
  - o Email communication for all families and students with email addresses on file
- First whole-school communication of Plan:
  - o School-community Zoom meetings for families and students
  - o Facebook Live hosted by Principals
- Follow-up communication and reiteration of Plan:
  - o Posted recorded Zoom meeting on social media for families who missed announcement; also sent via email to all students and families with email address on file
  - o Follow-up video messages from Principals posted to social media pages, Remind 101 and Class Dojo
  - o Direct person-to-person telephone calls and/or text messages attempted for 100% of students

8. Please provide an estimate of the date on which the district will begin implementation of the Plan, which must be by April 28, 2020.

Our goal was to put a quality distance learning plan in place for our students as quickly as possible, after giving school staff two weeks of preparation time and connecting with families to notify them of the upcoming change from packet-based learning (March 12-April 10) to a hybrid distance learning plan. Therefore, Detroit Leadership Academy began implementation of this Plan on Monday, April 13, 2020. Upon review by Central Michigan University, we will make any necessary revisions to the Plan and redeploy.

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 the 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.

At the time, Detroit Leadership Academy has no students enrolled in any postsecondary enrollment courses.

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

Detroit Leadership Academy was selected for partnership with Gleaner's Community Food Bank to be a host site for grocery distribution. Within our district 100% of students qualify for free or reduced lunch. During the public health crisis, all students, local community members, and school staff have been eligible for food distribution.

Gleaner's Community Food Bank distributes weekly grocery supplies at each Detroit Leadership Academy campus on alternating weeks, from 9:00-12:00 every Thursday. Weekly, campuses are averaging between 350-500 boxes of food distributed.

Steps have been taken to ensure social distancing and protect staff and families; pick-up is conducted through a drive-through line and the number of school employees on site during distribution meets the requirements communicated by Gleaners Community Food Bank.

During weekly check-in calls, staff is reminding families of each week's distribution location and time. Reminders are also sent weekly through the school's Facebook and Instagram pages, Remind 101, and Class Dojo. Additionally, school staff coordinates efforts to deliver groceries to families that request help.

Detroit Leadership Academy is committed to continuing this partnership for the entirety of school-building closure; we will identify an alternative means to providing food for students should this partnership end.



**FREE FOOD DISTRIBUTION**  
*for households with children*

 **Thursday, April 9th**  
from 9am-12pm

 **DLA- High School**  
5845 Auburn St  
Enter Parking Lot off Evergreen Road

**HELPING OUR COMMUNITY DURING URGENT TIMES OF NEED**

- Households with children who are in need of food are encouraged to attend our upcoming drive-thru food distribution sponsored by Gleaners Community Food Bank.
- Please *stay in your vehicle* to limit exposure. Please arrive with an empty trunk. Groceries will be placed into your trunk.
- Guests without vehicles are welcome to walk up, while maintaining six feet of social distancing, and should be prepared to carry 20-30 pounds or have a cart.

Together with Gleaners Community Food Bank, we are taking all necessary precautions to distribute food safely.

**GLEANERS**  
EST. 1977  
FEEDING PEOPLE. NOURISHING LIVES.

*This institution is an equal opportunity provider.*

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.

We confirm that we will continue to pay all school employees through the end of their 2019-2020 contractual year, while redeploying staff to provide meaningful work in the context of the Plan.

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

In order to evaluate the participation of students, teachers will:

- Take attendance at all live learning sessions and virtual meetings
  - Teachers and/or designated district personnel will connect to any family of a student who did not participate in the session or learning experience, using the platforms discussed earlier.
    - During this follow-up, staff will focus first on the basic needs of the student and the family in order to determine additional opportunities for the school to support the whole student.
    - Identify and remove roadblocks.
    - Ensure that the family understands the importance of the learning experience and that their child was missed.
- Grade and provide feedback to completed student work, utilizing the district's traditional grading scale

Teachers will be entering grades earned during distance learning into PowerSchool. From April 2020 through the end of the school year (June 19, 2020), students have the opportunity to maintain or improve their grade by participating in distance learning. Students' grades will not be lowered if they do not participate in the Distance Learning Plan; rather, they will receive a 'P' indicating they have passed the course and will move on (or receive credit), without having a grade calculated into the GPA.

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.

Detroit Leadership Academy is committed to providing ongoing mental health supports to students affected by our state of emergency prompted by COVID-19. We will provide several modes of support to all students. Staff and Parents will be provided a variety of resources that can be used with students to help explain our current reality, while easing fear and anxiety where possible.

While teachers are making weekly phone calls, they will monitor and assess the needs of students and families. If a need is presented, the teacher will elevate that need to the Principal to ensure the necessary follow-up is provided by a Social Worker, Behavior Interventionist, Mindfulness Coordinator, or Michigan Department of Health and Human Services Caseworker; each of these staff maintains daily virtual office hours that have been communicated to families. The Principal will hold weekly meetings with teachers to identify any additional students or families in need. Tele-health may be used to provide services when available for students that have technology.

Each campus' Social Workers, Behavior Interventionists, and the Mindfulness Coordinator maintain a weekly schedule providing virtual and/or phone conference sessions with students who have been previously placed on their caseload as a result of Individual Education Program (IEP) requirements or having been identified as at-risk through the school's MTSS Framework.

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 Regional Educational Service Agency (Wayne RESA) is working in cooperation with local school districts, PSAs, and Community Based Organizations to coordinate emergency childcare for children birth-12 years old for the Essential Workforce that is working daily to support our community throughout the public health crisis. The Early Childhood Support Network (ECSN), United Way, 2-1-1, and the Great Start Collaborative are all working in concert with us to ensure childcare sites are open, safe, and following all DHHS licensing regulations as they provide care to the children of the Essential Workforce. These efforts are being coordinated per Governor Whitmer's Executive Order on Expanded Child Care Access during the COVID-19 Emergency.

Detroit Leadership Academy stands ready to mobilize disaster relief care centers by opening classrooms, when called upon for support, if necessary. We are aware of the coordinated efforts of Wayne RESA and are in contact regularly regarding the needs.

15. Does the District's plan provide for the adoption of a balanced calendar instructional program for the remainder of the 2019-2020 school year and planning for the adoption of a balanced calendar instructional program for the 2020-2021 school year?

No; at this time, Detroit Leadership Academy does not intend to implement a balanced calendar instructional program for the remainder of the 2019-2020 school year or for the 2020-2021 school year. Rather, Detroit Leadership Academy plans to implement a traditional school-year calendar, to provide consistency for our student and family population. Should Detroit Public Schools Community District (DPSCD) adopt a balanced calendar for the 2020-2021 school year, Detroit Leadership Academy will consider adopting as well.

Name of District Leader Submitting Application: Casey Paulus Crews, *Chief Schools Officer* (cpaulus@eqeducation.org)

Date Approved:

Name of ISD Supt/ Authorizer Designee:

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/ PSA website:





Amy Densmore &lt;amyvanatten@gmail.com&gt;

## Continuity of Learning and COVID-19 Response Plan ("Plan")

1 message

Google Forms <forms-receipts-noreply@google.com>  
To: amyvanatten@gmail.com

Fri, Apr 24, 2020 at 3:57 PM

Thanks for filling out [Continuity of Learning and COVID-19 Response Plan \("Plan"\)](#)

Here's what we got from you:

## Continuity of Learning, and COVID-19 Response Plan ("Plan")

In accordance with the Governors Executive Order No. 2020-35, there has been a suspension of in person K-12 instruction for the remainder of the 2019-2020 school year. School districts are required to submit a "Continuity of Learning and COVID-19 Response Plan" (Plan) to their Intermediate School District (ISD) or authorizing body (if applicable) for review and approval no later than April 28, 2020. Intermediate districts and authorizing bodies shall submit one copy of the approved Plan by District to the State Treasurer and State Superintendent by completion of the following form and uploading a complete copy of the approved Plan. All questions regarding submission can be directed to [OSRFA@michigan.gov](mailto:OSRFA@michigan.gov)

Email address \*

### Intermediate School District/ Authorizing Body Information

Name of Intermediate School District (If you are an Authorizing Body select "Other") \*

**Name of Authorizing Body (if an ISD please answer "NA") \***

Central Michigan University

**Name of ISD Superintendent/Authorizer Designee \***

Corey Northrop

## School District Information

**Name of School District \***

Detroit Leadership Academy ▼

**School District Code Number \***

82722 ▼

**School District Contact Name \***

Kerri Smith

**School District Contact Email Address \***

[ksmith@eqeducation.org](mailto:ksmith@eqeducation.org)

**School District Contact Phone Number \***

313-242-1500

## Plan Specifics

**Confirmation "Continuity of Learning and COVID-19 Response Plan" has been approved by your ISD/Authorizing Body? \***

- Yes
- No

**Date of ISD/Authorizer Body Approval? \***

April ▼	24 ▼	2020 ▼
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**What is your best estimate of additional cost associated with Plan implementation? \***

\$0
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**Attach a PDF file of the Approved Plan. \***

Files submitted:

82722 DLA CLP Approved - Amy Densmore.pdf
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**By clicking submit on this form, you are certifying that the District's Plan has been approved by the ISD/Authorizing Body, contains a PDF file of the approved Plan, and the information provided is true, accurate, and in accordance with Executive Order No. 2020-35. \***

- Yes
- No

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