



April 20, 2020

Ms. Tia Doyle
Greater Heights Academy
3196 W. Pasadena Ave.
Flint, MI 48504

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

Dear Ms. Doyle:

I am pleased to inform you that the Plan for Greater Heights 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 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 style with a large, stylized "C" and "N".

Corey Northrop
Executive Director

cc: Matthew Barcey, Board President
Ebony Gardner, Board Corresponding Agent

Attachments:

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

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

Date Submitted: April 15, 2020

Name of District: Greater Heights Academy

Address of District: 3196 W. Pasadena Ave., Flint, MI 48504

District Code Number: 25914

Email Address of the District: doylet@greaterheightsacademy.org

Name of Intermediate School District: Genesee Intermediate School District

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 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 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.

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

1. Please describe the methods the district will use to provide alternative modes of instruction other than in-person instruction and a summary of materials each pupil and the pupil’s parents or guardians will need to 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.

District/ PSA Response:

We partnered with our intermediate school district who provided packets created by the ISD coaches for all of our students at their grade level. These packets focus mainly on mathematics and language arts instruction with some science and social studies activities. Additionally, our teachers created supplemental work packets based on individual and/or classroom performance to promote all students' academic growth. We are also creating a YouTube channel that will be utilized for a variety of educational purposes. For students needing read aloud accommodations, the work packets (directions

and reading passages) are being recorded and posted through videos. Supplemental materials (for example, additional problems worked out for kids to go along with a math page that was provided) to enhance instructional packets are being recorded and streamed as well. Additionally, teachers are developing visual lessons and creating short skill-based videos. They are also utilizing online learning platforms to continue student learning and growth. Students have access to MobyMax, Google Classroom, Khan Academy, Lalilo, Reading A-Z, Raz Kids, and other online learning platforms.

Surveys were taken with all students to determine their level of access to internet and electronic platforms of learning at home. All students were provided with low-cost internet options that were found through MDE. Students needing devices to access electronic platforms were provided with Chromebooks from the school. We are also working on securing hot spots for families who may not be able to afford low-cost internet.

In addition to academic support, our team is focused on providing social and emotional supports to our community. Our teachers are making contact with each student three times a week. Our PBIS team is reaching out to parents to do a wellness check before speaking to students to continue building relationships with them. Each child will talk to one of our PBIS team members every week on a rotating basis, so that they interact with all PBIS team members.

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

District/ PSA Response:

In addition to academic support, our team is focused on providing social and emotional supports to our community. Our teachers are making contact with each student three times a week through a variety of platforms (phone calls, Zoom conferencing, FaceTime, etc.). Our PBIS team is reaching out to parents to do a wellness check before speaking to students to continue building relationships with them. Each child will talk to one of our PBIS team members every week on a rotating basis, so that they interact with all PBIS team members. As a district, we are providing food for our families throughout the duration of our building's closure. Food is provided once every 12 days to minimize exposure for staff and families while still allowing for us to have an additional point of contact with families. The provided food includes two meals and a snack each day for 12 days, minimizing students' food insecurity. Each night on our Facebook page, we share read alouds at 7:30 so students have a bedtime story. We are also honoring our 6th grade graduates by posting a Student Spotlight each day on social media. Current and past staff members comment on the child's post, sharing things they love or appreciate about that student. We work to support all of our parents/guardians by using whatever means necessary to communicate with them (texting/phone calls/Class Dojo/Facebook Messenger, video conferencing tools, etc.) as well.

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

District/ PSA Response:

As previously mentioned, printed work materials are provided for all students. Additionally, teachers are utilizing online learning platforms to continue student learning and growth. Students have access to

MobyMax, Google Classroom, Khan Academy, Lalilo, Reading A-Z, Raz Kids, and other online learning platforms. Low-cost internet options (shared by MDE) were made available to all families. Chromebooks were also provided for students without other electronic devices in their homes. Teachers are helping support students in their learning through phone calls and video conferencing tools. Paraprofessionals have been assigned to a grade level and are helping to provide small group or one-on-one instruction to support teachers. Additional electronic resources have been compiled and distributed to families based on student need.

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

District/ PSA Response:

Teachers are keeping logs of student contact made, which administration can view and help support. Teachers are also including administration on their electronic conferencing invitations, allowing our principals to attend and participate in those meetings. Teachers are reviewing student work packets with students and providing additional guidance when needed. The electronic platforms also allow for students to progress on skill sets at their own speed. Some platforms also provide reports to educators that allow them to see the amount of time spent by each student on each skill set.

Specific to students with Special Education goals, a Primary Service Provider Model (as advised by the Genesee County Association of Special Education Administrators) is being implemented. These students will have one district staff member coordinating instruction and reviewing student progress as it relates to their IEP goals. Additionally, they will ensure accommodations and modifications are provided to support the general education curriculum. Special Education staff will collaborate with the general education teacher and parents to ensure that all means of instruction are accessible for all students.

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

District/ PSA Response:

All expenses will be paid for with Section 31A funding, as allowable for instructional and technology needs related to instruction.

Printing of work packets: \$450 per distribution; estimated four distribution dates for a total of \$1,800

Cost of delivery of packets (mileage/postage): \$2,500

Potential replacement of Chromebooks, if damage or theft occurs: estimated \$219 per Chromebook for total replacement; \$1,095 total (for 5 replacements)

Hotspots or internet connection options, if needed: \$34.99/month per hotspot—first two months are free through ATT; Currently will not need hotspots for this plan past two months, but this may be revised if the closures move into next school year.

School supplies for all students (crayons, markers, pencils, pencil sharpeners, paper, books, chalk, storage bins for materials, etc.): \$1,500

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

District/ PSA Response:

The first day following the school closure announcement, our district met as a team to figure out next steps. We created work packets in-house and reached out to all of our families via phone calls. After that, administration hosted online conferencing with all staff members to gather input about what they were doing above and beyond what was already set up to serve their students and families. Family preferences were also shared during these meeting times. Surveys were taken to determine which families had access to internet and electronic devices at home, and research began to help families without those items. Administration also participated in webinars and conferences calls with a variety of educational entities, including, but not limited to, MAPSA, CMU, MDE, and our local ISD. The guidance and ideas shared in these sessions were disseminated to our district, and then we moved forward with all stakeholders to create further steps for serving our students. Our school board was updated regularly as our plan of action developed. Input from individual board members was also considered as it was provided.

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

District/ PSA Response:

Our district is utilizing a variety of communication tools to reach our families. We created Google Voice numbers to have a quick way to text and call families (and allow them to call us). We also share updates on our website, Facebook (www.facebook.com/greaterheightsacademy), Class Dojo, Remind, and through mailed-home letters. Our team also communicates regularly as we discover parents' preferred forms of contact.

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.

District/ PSA Response:

The Governor announced our school closure initially on March 12th. March 13th was a pre-scheduled professional development day in our district, and we were able to utilize it to put a plan in place immediately. Our team created Google Voice numbers, letters for families, and work packets for students that would last three weeks. Because we have a balanced calendar, our Spring Break was originally planned for March 30-April 13th. We made the decision to move our Spring Break up one week to accommodate the initial school closure (which was set to resume school on April 6th).

The first phase of our plan was put into place on March 16th, when our first round of materials was provided, which covered through April 17th (given that two weeks was our Spring Break). During this time, our staff continued to plan additional ways to help our school community. We received materials from our ISD, our teachers explored online resources and created individualized student accounts, and we had a second set of instructional materials ready for students by April 10th to begin using April 13th.

Our Special Education team was also able to use this time to analyze student IEPs and figure out how to implement students' goals through distance learning. They worked with guidance from the GISD to create plans (later identified as "contingency plans") for every student outlining how the students' needs would be met in collaboration with the students' parents/guardians. A great faith effort for implementing these accommodations is set to begin on April 20th.

The second set of materials was created for three weeks' time and will last until May 1st. We will be working on the next round of materials (for May 4th-22nd) and will have them ready for distribution by May 1st so that there is no lapse of time for students.

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.

District/ PSA Response:

Our district serves students in kindergarten through 6th grade, therefore, Dual Enrollment does not apply.

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

District/ PSA Response:

Our district is a CEP school, and as such, all of our students receive free meals. Food distribution has been a priority for our district since the beginning of our closure. We made extensive arrangements to provide as much food as possible. Given that transportation and availability is difficult for some of our families, we wanted to lessen the burden of travel and time for our families. Our solution was to offer food for a full week at a time, and provide delivery options when needed. Ultimately, we were able to start offering food two weeks at a time. To do this, we had to plan meals that were shelf-stable on top of meeting the requirements of MDE and the USDA to be considered "complete." We ran into supply issues with milk in the early weeks of providing food, and ended up needing to send several people to several different stores to get the amount of milk we needed for our students. Despite the challenges that came with doing so, our students received enough food to have two meals a day including weekends and Spring Break.

After struggling with continued supply issues, we reached out to our local food bank to see if they'd be able to help us fill the components we couldn't find, and we found out that they have a surplus of food and funding to provide our families with meals at no cost to us. After three weeks of meal planning, shopping, and providing meals put together in-house, we switched to providing meal kits the food bank gave us for all families. We supplemented these meal kits with snacks that met the criteria for "complete meals" so that we could offer even more food and utilize the resources available to us through the Supplemental Nutrition Program.

11. Please confirm that the district will continue to pay school employees while redeploying staff to provide meaningful work in the context of the Plan, subject to any applicable requirements of a collective bargaining agreement.

District/ PSA Response:

Yes, all staff continue to receive pay in accordance with their normal work schedule. Staff have been redeployed to provide meaningful work within the plan. We are not subject to any collective bargaining agreement.

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

District/ PSA Response:

All teachers are tracking the communication they have with students on district-provided communication tracking templates. When teachers are unable to make contact with students after multiple attempts throughout the week, administration is notified. Admin then takes measures to make contact with those students, understanding that housing and communication tools change frequently for some of our families. If we are unable to reach families after our attempts at the administrative level, we plan to reach out to our Attendance Liaison at the ISD. Based on information gathered through the webinars and conferences mentioned previously, we are maintaining flexibility with families on what our expectations are for participation. Our top priority is the well-being of our students and families. We also recognize that some of our families are experiencing extreme loss and unexpected hardship during these unprecedented times, and we remain mindful of that.

As we implement our plan, conversations and meetings have shifted from solely relationship building and mental check-ins to include an academic focus and furthered learning.

13. Please describe how the district will provide mental health supports to pupils affected by a state of emergency or state of disaster prompted by COVID-19.

District/ PSA Response:

When teachers are unable to make contact with students after several attempts throughout the week, administration is notified. Admin then takes measures to make contact with those students, understanding that housing and communication tools change frequently for some of our families. If we are unable to reach families after our attempts at the administrative level, we plan to reach out to our Attendance Liaison at the ISD. Based on information gathered through the webinars and conferences mentioned previously, we are maintaining flexibility with families on what our expectations are for participation. Our top priority is the well-being of our students and families. We also recognize that some of our families are experiencing extreme loss and unexpected hardship during these unprecedented times, and we remain mindful of that.

Our ISD has put together a mental health helpline that connects families with needed resources and is available to them from 9:00am - 5:00pm Monday through Friday. Messages can be left after hours, and families will receive return calls during operational hours. This helpline was shared with all district staff who were encouraged to provide the information to families as it becomes relevant. Additionally, information was shared with our team regarding look-for's and questions to ask students to evaluate their physical and mental well-being. Next steps were also provided in the event abuse or neglect are suspected. Our PBIS team is reaching out to families each week specifically to build relationships and offer mental support and additional resources as needed.

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.

District/ PSA Response:

Our ISD does not currently need additional childcare provided outside of what is already being offered. In the event this need changes, our district is open to helping in whatever capacity we can.

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?

District/ PSA Response:

Our district has followed a balanced calendar for the last three years and has already been approved by MDE to continue with a balanced calendar for the next three years. Both the 2019-2020 and 2020-2021 school years follow a balanced calendar.

Name of District Leader Submitting Application:

Tia Doyle

Date Approved:

04/20/2020

Name of Authorizer Designee:

Corey Northrop, Executive Director

Date Submitted to Superintendent and State Treasurer:

04/20/2020

Confirmation approved Plan is posted on District/ PSA website:



Amy Densmore <amyvanatten@gmail.com>

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

1 message

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

Mon, Apr 20, 2020 at 1:05 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

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 *

Greater Heights Academy ▼

School District Code Number *

25914 ▼

School District Contact Name *

Tia Doyle

School District Contact Email Address *

doylet@greaterheightsacademy.org

School District Contact Phone Number *

810-768-3860

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 ▼	20 ▼	2020 ▼
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What is your best estimate of additional cost associated with Plan implementation? *

\$7,000

Attach a PDF file of the Approved Plan. *

Files submitted:

25914 GHA CLP Approved - Amy Densmore.pdf

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

Create your own Google Form