



April 21, 2020

Ms. Iman Harp  
Riverside Academy  
7124 Miller Road  
Dearborn, MI 48126

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

Dear Ms. Harp:

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

Corey Northrop  
Executive Director

cc: Dr. Hassan Dakroub, Board President  
Ms. Huda Davillier, 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 17, 2020

Name of District: Riverside Academy

Address of District: 7124 Miller Rd. Dearborn, MI 48126

District Code Number: 82975

Email Address of the District: harpi@gree-educ.com

Name of Intermediate School District: Wayne Resa

Name of Authorizing Body (if applicable): Central Michigan University

This Assurance document needs to be returned to your Intermediate School District or, for Public School Academies, your Authorizing Body with your Continuity of Learning Plan and Budget Outline beginning April 8, 2020 to indicate that the District will adopt a plan to ensure continuous learning for all students through the remainder of the 2019-2020 school year.

Districts should submit a single district plan that relates to all of their schools.

The applicant hereby provides assurance it will follow the requirements for a Plan for the remainder of the 2019-2020 school year:

1. Applicant assures that all student learning will take place under the direction of a teacher of record for each student enrolled in the district.
2. Applicant assures that it will continue to pay school employees during the balance of the 2019-2020 school year under the same terms and conditions established prior to the school closure order period.
3. Applicant assures that the Plan was developed in collaboration with district administrators, school board members, teachers, and local bargaining units.
4. Applicant assures that food distribution has been arranged for or provided for eligible students.
5. Applicant assures coordination between applicant and Intermediate School District in which the District/PSA is located to mobilize disaster relief child care centers.
6. Applicant assures that to the extent practicable the District/PSA will in good faith provide students with IEPs/Section 504 Plans the opportunity to participate in learning consistent with existing plans.
7. Applicant assures that Continuity of Learning and COVID-19 Response Plan, Assurance Document, and Budget Outline will be posted immediately following approval to the District's/PSA's website.

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

*The goal of a Continuity of Learning Plan and COVID-19 Response Plan is to ensure that each District or Public School Academy is providing, to the best of its ability, each student with alternative modes of instruction to help them stay on pace in their learning. This application recognizes that there is no “one-size-fits-all” solution; multiple means of engaging students and supporting families may be necessary that may vary by grade level, school building, or student population served.*

For the purposes of the Plan, “district” refers to school districts and public school academies. Date Submitted:

Name of District:

Address of District: 7124 Miler Rd., Dearborn, MI 48126

District Code Number: 82975

Email Address of the District Superintendent: conranm@gee-edu.com

Name of Intermediate School District: Wayne Resa

Name of Authorizing Body (if applicable): 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 access meaningfully the alternative modes of instruction included in the Plan. If the Plan relies on electronic instruction, the Plan must ensure to the extent feasible that pupils have access to a connected device capable of accessing the electronic instruction and must not penalize a pupil for the pupil’s inability to fully participate.**

“Alternative modes of instruction” means modes of pupil instruction, other than in-person instruction, that may include, without limitation, partnerships with other districts or intermediate districts or community colleges or institutions of higher education, use of vendors, use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a hybrid of multiple modes of learning that still promote recommended practices for social distancing to mitigate the spread of COVID-CD.

District/ PSA Response:

### Overview

The District e-learning plan is built on a foundation of equity. That is, 100% of District academy students will have access to a computer and the internet, and all students including those with special needs have access to guaranteed (covers all grade level Michigan academic standards) and viable (attainable from within the structures of the District e-learning plan) curriculum. Students are central to the e-learning plan. The District e-learning plan maintains the continuity of curriculum and instruction. The transition from regular classroom to virtual classroom was relatively seamless, as all District curriculum comprises online components that students have been engaging in on the continuum, prior to COVID-19. In addition, District curriculum publishers, since COVID-19, have prepared and disseminated additional online supplemental materials, resources and modules to ensure that the pace, scope and sequence of the curriculum is not compromised, as it *builds on each student’s strengths, interests, and needs*.

Since day one of the “stay-at-home” order, the intent of the District e-learning plan has been, and will continue to be, to move the curriculum forward, thereby offering every District academy student the opportunity to advance to the next grade level, at grade level.

In order to execute the shift from regular classroom to virtual classroom, various stakeholders assumed requisite roles and responsibilities:

### Educational Service Provider e-Learning Responsibilities

1. Ensures that all students have requisite technology and internet access in order to engage with e-learning lessons.
2. Individual academy websites are kept up to date with current COVID-19 information by the Educational Service Provider.
3. Creates e-learning portal with teacher trainings and exemplars of e-learning best practices.

Principal e-Learning Responsibilities

1. Ensures that the students and parents can access the e-learning lessons and understand the e-learning lesson expectations.
2. Provides special training for students and parents specific to e-learning lesson access.
3. Monitors all daily e-learning activity, including attendance.

Instructional Coach e-Learning Responsibilities

1. Creates e-learning videos and trains their teachers on e-learning lesson development and posting in Google Classroom.
2. Creates e-learning videos and trains teachers how to train students and parents on accessing the e-learning lessons remotely via Google Classroom.
3. Monitors all daily e-learning activity and supports teacher e-learning lesson planning.
4. Joins in live virtual meetings with students and teachers to model lessons

Teacher (of record) e-Learning Responsibilities

1. Plans e-learning lessons two weeks at a time to ensure lessons are current, relevant and responsive to student progress.
2. Posts daily e-learning lessons by 9:00 AM.
3. Monitors engagement of students on a daily basis.
4. Reaches out to students and parents who are not consistently engaging in daily e-learning lessons.
5. Prepares five hours of e-learning lessons four days a week, Monday-Thursday with content and/or instruction throughout each e-learning day, while ensuring course load is differentiated for Special Education students, students with 504s, ELs and struggling students. SIOP strategies will be integrated into e-learning lesson plans.
6. Prepares authentic e-learning lessons directly connected to the curriculum. If technology does not support the use of the core curriculum, teachers use the curriculum as a pacing guide and scope and sequence to ensure standards are covered.
7. Prepares e-learning lessons that include, at the appropriate grades, continued use of existing computer aided instructional programs that remediate foundational skills, monitor student progress and report that progress to teachers on the continuum (E.g., Lexia and DreamBox).
8. Prepares e-learning lessons that may include supplemental resources that have been vetted by the Educational Service Provider.
9. Provides evidence that learning occurred using a variety of strategies and formative assessments to monitor student progress on the continuum, providing meaningful and timely feedback to students about their learning.
10. Special Education teachers will continue to work with caseload students on IEP goals in live small group and one-on-one sessions.
11. Reading specialists, paraprofessionals, EL and all other related services teachers will work with their students in live small group and one-on-one sessions.

*5 Hours of Daily Content Expectations*

Two master schedule suggestions:

1. Run a regular master schedule M-Th as usual, but online.
2. Alternate odd/even period master schedule days at 1 hr 15 mins content per period:

	Monday	Tuesday	Wednesday	Thursday
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Week	Periods: 1 3 5 7	Periods: 2 4 6 Office Hrs	Periods: 1 3 5 7	Periods: 2 4 6 Office Hrs
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*Office Hour suggestions*

- One-on-one or small group virtual meeting
- Student initiated consult with teacher
- Elementary remediation groups
- Middle and High School Math, Reading and Writing Labs

Related Service Responsibilities

The speech therapist and other related services providers, including Special Ed., will operate as consultants when teachers are putting together e-learning lessons for students who receive related services. Although the services may not be replicated through an e-learning platform, there should be plans for the parents to implement some of the services at home under the guidance of the related service provider. Related services and Special Education teachers will also create one-on-one or small group e-learning lessons/sessions.

**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:

The District remains committed to keeping its students at the center of all they do. The COVID-19 crisis has only strengthened the District’s resolve. The District is committed to educating the Whole Child on the continuum.

Platforms for e-learning

The Educational Service Provider supports Google Classroom. However, some teachers, prior to COVID-19, were using alternative platforms (E.g., Buzz) and continue to do so. Additional e-Learning tools include:

<u>Platforms:</u>	<u>Platforms (Cont.)</u>	<u>Recording apps:</u>	<u>Meeting apps:</u>
Google Classroom	Whatsapp	Loom	GoToMeeting
Agilix Buzz	Google Calendar	Screencastify	Zoom Pro
Class Dojo	GEE email	Macintosh Screen Recording	Google Meet
Edmodo	Facebook	Flipgrid	Facetime
ClassTag	Swiftk12		
Remind	Jamboard		
Bloomz			
Seesaw			

- Students engage in regular meetings with their classroom and/or mentor teacher regarding class progress as well as technology and social-emotional needs

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

District/ PSA Response:

Examples of e-Learning lesson plan components

- Live virtual instruction with a whole or small group that is recorded and uploaded for later access
- Pre-recorded instruction covering a topic
- Links to videos, activities, Power Points, assignments, etc.
- Cross-curricular project-based learning opportunities

- Discussion boards
- Instructions on how to access, complete and submit work:
  - Editable PDF
  - Google Form
  - Google Folder
  - Google Classroom/Buzz Submission
  - Upload photos from phone, tablet etc. of work
- Content and language objectives must be included.
  - Specialists (El teachers, SpEd teachers, reading specialists) and paraprofessionals meet virtually with small groups and individual students to provide further support
  - Teachers meet virtually with small groups and individual students as needed for extra support and remediation
  - Zoom has been configured with a vanity url linked through Clever with setting recommendations to teachers to ensure that live meetings involve only District students and employees and can be customized to an invitation-only participator meeting

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

District/ PSA Response:

- Teachers provide a variety of formative and summative work
  - Exit tickets
  - Discussion boards
  - Curriculum reports, Lexia, Dreambox reports
  - Teacher assessments in Google Classroom
  - Curricular assessments
  - Assignments
- Teachers provide grades and written feedback on submitted work
- Teachers engage in two-way interaction with their students regarding classroom progress at a minimum of a weekly basis
- Principals, coaches and other administrators are co-teachers in each teacher’s virtual classroom and conduct virtual walkthroughs on a regular basis

**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:

Possible additional expenditures associated with the District e-Learning Plan and sources of revenue to pay for those expenditures include:

Riverside Academy \$100,000

1. Internet access fees (Title I, Title III, 31A and General Budget) \$2,000
2. Student Chromebooks replacement/repair (Title I, 31A) \$45,000
3. Teacher laptops/monitors (Title I, General Budget) \$5,000
4. Supplemental e-learning curricular resources (31A, Sect. 41A, General Budget) \$7,500
5. Facilities: COVID-19 cleaning, sanitizing and supplies (General Budget) 20,000
6. e-Learning conference software and licenses (Title I, Title III, 31A and General Budget) \$4,000
7. Online enrollment software and licenses (General Budget) \$7,000
8. Virtual High School Graduation Ceremonies (General Budget) \$6,000

9. Closed Building Security (General Budget) \$3,500

The Academy Board will be provided any necessary budget amendments for review and approval. The Academy will remain in compliance with the Uniform Budgeting and Accounting Act.

**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 District e-learning plan is ever evolving and is the result of the collaborative efforts of the Educational Service Provider, teachers, principals and Boards. This collaborative effort can be summarized in three steps:

- a. District established e-learning plan outlining the parameters within which e-learning must meet all state and federal policies and regulations.
- b. Principals and teachers were given tremendous latitude and exercised high levels of autonomy in the interpretation and implementation of the District e-learning plan to meet the individual and unique needs of their academy students, teachers, parents and community.
- c. All District Board members were presented the District e-learning plan and were given the opportunity to provide input, and will continue to do so on the continuum.

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

District/ PSA Response:

Communication

1. Students and parents are notified per the academy's usual home-school communication protocol.
2. Platforms for communication include Gmail, Google Classroom, Buzz, GoToConnect, Facebook, Instagram, Twitter, WhatsApp, Remind, iMessage, Class Dojo, Google Meet and Google Calendar, et. al.
3. Additionally, Robocalls (SchoolAnnouncement/SwiftK-12) update parents as necessary.
4. The District translates parent communication letters to Arabic, Bengali and Spanish. In addition, verbal communication to families, when needed, is also accommodated by native speakers of Arabic, Bengali and Spanish.

**8. Please provide an estimate of the date on which the district will begin implementation of the Plan, which must be no later than April 28, 2020.**

District/ PSA Response:

The District began its implementation of the District e-learning plan on Monday, March 16, 2020.

**9. Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act 160 of 1996, as amended, MCL 388.511 to 388.524, and Career and Technical Preparation Act, 258 PA 2000, as amended, MCL 388.1901 to 388.1913, in completing the courses during the 2019-2020 school year.**

District/ PSA Response:

Colleges and universities are communicating directly with District dual enrollment students. High school counselors also maintain consistent communication and follow up with dual enrolled students.

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

District/ PSA Response:

With the approval of the Michigan Department of Education (MDE), The Educational Service Provider created a food delivery plan for breakfast and lunch for any students and local families during school closures.

Educational Service Provider Food Service provides meals available for pick-up between 11:00am – 1:00pm. These meals are intended for children up to 18 years old and any child with special needs up to 26 years old. The Educational Service Provider distributes these meals to children, parents/guardians. The meals contain a balanced breakfast and lunch. Because we are practicing social distancing it is requested that one designated person pick up meals for the family. The Educational Service Provider has established a Food Service Hotline in the event anyone participating in the meal program has food allergy needs or cannot make it to a pick-up location, at which point arrangements will be made on a case-by-case basis. The Educational Service Provider has established 21 food pick up locations across Washtenaw and Wayne counties, 8 food pick up locations in Washtenaw county and 13 food pick up locations in Wayne county.

The Educational Service Provider food delivery program will run as long as the government permits and as long as the health and safety of the drivers and food distributors are not compromised.

**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:

Consider this submission confirmation that all District academies will continue to pay school employees while redeploying staff to provide meaningful work in the context of the District e-learning plan.

**12. Provide a description of how the district will evaluate the participation of pupils in the Plan.**

District/ PSA Response:

- Attendance is taken by the homeroom teachers.
- Students have until 8 PM to complete all assignments and attendance.
- Teachers take attendance by 8am the next day.
- Teachers perform due diligence daily, intentionally reaching out to, and contacting, the students that did not complete the attendance form and participate in the class work.
- If a teacher is not getting a response or answer from a student or parent, the teacher notifies the office.
- All communication is documented on a Google Form (the form is shared with the Admin. team) the following morning.

**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:

The physical and mental health of our students is paramount. District academies maintain a full complement of related services personnel, including social workers, who are prepared to support any and all struggling students.

As situations arise school staff who are alerted to a concern reach out to instructional coaches, student advisors, counselors and principals. The administrative team contacts our school social workers who are given details and contact information to families in need. Support is provided virtually or through phone conversations depending on requests from families.

In addition, the staff have been provided social emotional support lessons. Our SEL curriculum Positive Action is in the process of developing Family Kits and online lessons.

Finally, although the district has achieved 100% equity in student and family access to its e-learning plan, the District



understands that its students and their families are experiencing significant disruption in their lives and that their child's health and safety are paramount. So, as the District continues implementation of its e-learning plan, and remains resolute in its commitment to teaching and learning and providing students a sense of normalcy, direction and purpose, at the same time, the District does not want students to experience any added stress or anxiety. If for any reason a student needs an accommodation or modification relative to their District e-learning plan experience, parents are asked to, without hesitation, reach out to their child's teacher.

**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:

The Educational Service Provider operates child care centers in both Washtenaw and Wayne counties. Although presently closed consistent with the Governor's mandate, the Educational Service Provider is prepared to swiftly and safely reopen its child care centers to provide the children of emergency service providers of healthcare, emergency medical services, law enforcement, and other essential services access to child care services in support of the Governor's Executive Order 2020-16.

Optional question:

**15. Does the District adopt a balanced calendar instructional program for the remainder of the 2019-2020 school year? Does the District plan to adopt a balanced calendar instructional program for the 2020-2021 school year?**

District/ PSA Response

The District does not plan to make any changes to the academic school calendar for either the 2019-2020 or 2020-2021 school years.

<b>Name of District Leader Submitting Application:</b>	Iman Harp
<b>Date Approved:</b>	04/21/2020
<b>Name of Authorizer Designee:</b>	Corey Northrop, Executive Director
<b>Date Submitted to Superintendent and State Treasurer:</b>	04/21/2020
<b>Confirmation approved Plan is posted on District/PSA website:</b>	



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

Tue, Apr 21, 2020 at 4:00 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 \***

Riverside Academy ▼

**School District Code Number \***

82975 ▼

**School District Contact Name \***

Iman Harp

**School District Contact Email Address \***

[harpi@gee-edu.com](mailto:harpi@gee-edu.com)

**School District Contact Phone Number \***

313-624-3200

## 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 ▼	21 ▼	2020 ▼
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**What is your best estimate of additional cost associated with Plan implementation? \***

\$100,000
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**Attach a PDF file of the Approved Plan. \***

Files submitted:

82975 Riverside 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

Create your own Google Form