



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

As a result of COVID-19 and the closing of school buildings for the 2019-2020 School Year, school districts must submit a Continuity of Learning and COVID-19 Response Plan (“Plan”) in order to continue to receive state aid for operations. Although schools are closed and not providing in-person instruction, teaching and learning must continue. Michigan educators have been called to provide our students with continued learning.

There are varied states of readiness to provide continuity in learning among districts. Even within districts of multiple school sites, there are varied states of readiness. It is expected that schools will provide instruction at a distance using a variety of methods that meet local needs, including printed materials, phone contact, email, virtual learning, or a combination to meet student needs. We should avoid assuming that continuity in learning can only occur through online means.

While many educators have been providing distance learning opportunities, the Governor’s Executive Order ([EO 2020-35](#)) requires all schools to begin providing learning opportunities for all students no later than April 28, 2020. Districts who are able to begin their plans earlier are encouraged to do so.

Each District shall submit a single completed Assurance Document, Budget Outline, and Continuity of Learning Plan to its Intermediate School District. Each Public School Academy shall submit a completed Assurance Document, Budget Outline, and Continuity of Learning Plan to its Authorizer. A single Application should be filed for the district rather than multiple applications for individual schools within a district. The following items are required for the application which may be submitted beginning April 8, 2020:

1. Assurances Document
2. Continuity of Learning Plan
3. Budget Outline

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

As Districts and Public School Academies complete the Assurances and Continuity of Learning Plans, they should consider utilizing the following principles to guide their work:

Keep Students at the Center

Intentional outreach to continue building relationships and maintain connections. Help students feel safe and valued. At minimum, plan to do the following:

- **Plan for Student Learning:** Build on each student’s strengths, interests, and needs and use this knowledge to positively affect learning.
- **Develop a Weekly Plan and Schedule:** Offer routines and structures for consistency and for the balancing of think time, work time, and play time for health and well-being.
- **Contact Families:** Partner to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority. Provide translations as necessary.

Design Learning for Equity and Access

Plan and deliver content in multiple ways so all students can access learning.

- **Teach Content:** Set goals using knowledge of each student, content area standards, and of Michigan Merit Curriculum.
- **Deliver Flexible Instruction:** Consider how to deliver content depending on tools and resources accessible to each student. Alternative modes of instruction may include use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a combination to meet diverse student needs.
- **Engage Families:** Communicate with families about engagement strategies to support students as they access the learning. Families are critical partners. Provide translations as necessary.

Assess Student Learning

Manage and monitor student learning and plan what’s next for learning including the potential need for summer and supplemental learning.

- **Check Student Learning:** Use a variety of strategies to monitor, assess, and provide feedback to students about their learning.
- **Make Instructional Adjustments:** Use formative assessment results to guide educators’ reflection on effectiveness of instruction and to determine next steps for student learning.
- **Engage Families:** Communicate with families about assessment results in order to inform next steps and the potential for supplemental summer learning. Provide translations as necessary.

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

Date Submitted: April 20, 2020

Name of District: Charlton Heston Academy

Address of District: 1350 N. St. Helen Rd., St. Helen, MI

District Code Number: 72901

Email Address of the District: dpatterson@charltonhestonacademy.com

Name of Intermediate School District: COOR ISD

Name of Authorizing Body (if applicable): Lake Superior State 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.

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Address of District: 1350 N. St. Helen Rd., St. Helen, MI

District Code Number: 72901

Email Address of the District Superintendent: dpatterson@charltonhestonacademy.com

Name of Intermediate School District: COOR ISD

Name of Authorizing Body (if applicable): Lake Superior State 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:

Charlton Heston Academy will use a blended approach for all learners including online and paper-pencil instruction to meet the needs of students with and without technology. Students will NOT be penalized if they are unable to fully participate in the remote learning plan. All teachers will use printed and delivered instructional packets in grades Prekindergarten through 5th. In grades 6th through 12th Google Classroom will be used as the online learning platform. Grades 6-12 will also

be delivered instructional packets where access to technology or internet is not possible. All students will be provided materials such as paper, pencils, crayons, and scissors which will be delivered along with instructional packets. All students enrolled in an online course, that have communicated a need for technology will be supplied a device. Specifically, students in grades 9-12 may be enrolled in Spanish through the online provider, Edgenuity; and other students are enrolled in dual enrollment and concurrent enrollment classes through a post-secondary partner. These students specifically have been issued a laptop and connect at their homes has been verified and/or can be funded by the Academy.

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:

Charlton Heston Academy has made student engagement a priority of the Continuity of Learning Plan. First, between the first executive order and the second executive order, all teachers called all households to check on the status of each family, and to simply connect. All grade levels have built specific schedules that include office hours and provide daily/weekly schedules for academic, enrichment, and social/emotional learning. Staff will use multiple means of communication to build, strengthen, and maintain relationships that include Class Dojo, text, email, Google classroom, phone, and social media with parents when applicable and as aligned to school policies. Teachers of record are expected to communicate regularly by responding to questions, teaching new concepts, and checking on each family's overall well-being. Teachers will make individual contact with each student at least 2x per week checking on learning progress and well-being. These contacts must be two-way communication. This communication will be logged in an individual spreadsheet to track the progress for each individual student and any concerns that the teacher might have, and/or any needs the respective student or family may have. Unsuccessful contacts will be referred to the leadership team where a plan will be developed to address this issue. The school leaders will facilitate weekly virtual staff meetings, and phone and email communication will continue at a high level. Teachers will hold daily office hours from 8am-4pm, which allows parents and students to contact teachers with questions, concerns, and help needed. Office hours have been communicated through websites, google classroom, email, US Postal Mail, and social media. Any inquiries from parents or students must be answered within 24 hours. However, mostly we forecast responses being made in a much timelier manner.

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

District/ PSA Response:

Charlton Heston Academy will provide printed packet-based materials to all students in Prekindergarten through 5th grade. These packets will be developed in 3-week increments and will be delivered via bus routes, door delivery or parking lot pick-up; depending on each family's needs. Along with these packets, students will be provided additional materials needed to be successful including but not limited to paper, pencils, scissors, glue, etc. During weekly two-way communication contacts families will be asked if other materials are needed to ensure success, if so, teachers will communicate these needs to administration who will coordinate materials as needed. In grades 6th-12th, Charlton Heston Academy will use Google Classroom as a platform to deliver instruction to students. For all students who cannot access google classroom from home, the same work will be provided in a paper packet form. Teachers may also post videos on the school webpage delivering content for students to view. Families without access to these videos will receive instruction through the regular communication with teachers. All grades will have access to the paraprofessionals and reading specialist. These positions will be used to provide supplemental instruction to children on a one-on-one basis. Students will continue to have the opportunity to enroll in career and technical education courses, postsecondary courses, and experiential activities- all in a virtual delivery method. Charlton Heston Academy will monitor student learning through two-way communication between the classroom teacher and student/parent (required twice per week for each student). This communication can be done on a variety of platforms including Class Dojo, Google Classroom, text, email, phone calls etc. Teachers will lead conversations around content, assigned work and social/emotional well-being of the student. Teachers will monitor a student's success based on these conversations. Unsuccessful contacts will be referred to the leadership team where a plan will be developed to address this issue.

The Academy worked in collaboration with the COOR ISD and will adopt the Special Education Contingency Learning Plan. The plan can be located at <https://docs.google.com/document/d/1U0vZIUoixHjkYGu3JJt9IYI6221mSfQIeHyuQGYtxg/edit?ts=5e949827>

Charlton Heston Academy is committed to ensuring all students have access to the learning plan and applicable resources. Specifically, video recordings of lessons will be posted on the school website, real time face to face interaction between peers and the teachers will be scheduled, hard copy/paper/pencil materials are delivered to or near all homes, instructional staff members are reading books and posting the videos on the school website and on social media, writing exercises/practice, and hard copy and/or electronic math games and math work are presented, and books and other literature has been sent home.

The Academy continues to maintain its Response to Intervention process, as well as its caseload of students who are currently receiving Title I services. The reading specialist, math interventionists, and paraprofessionals will continue to be available for support as needed.

At this time Charlton Heston Academy does not enroll any students who are English Language Learners.

The Homeless Liaison will continue to be paid and provide resources and communication for those families determined to be homeless.

The Academy has contracted with COOR ISD for all therapy and social work services. The therapists have communicated with students and families and are providing resources for respective services.

Students who are in grade 12 and may be in jeopardy of not graduating are being closely monitored by the Student Services Coordinator. Students are provided the opportunity for credit recovery by resubmitting assignments and demonstrating mastery.

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

District/ PSA Response:

Charlton Heston Academy will monitor student learning through required two-way communication between the classroom teacher and student/parent (twice per week). This communication can be done on a variety of platforms including Class Dojo, Google Classroom, text, email, phone calls, and social media. Teachers will lead conversations that include content, assigned work and social/emotional well-being of the student. Teachers will monitor a student's success based on these conversations. Unsuccessful attempts to contact student's and/or students not fulfilling their responsibilities will be referred to the leadership team where a plan will be developed to address this issue. In addition, the paraprofessionals, reading specialist, and subject-area interventionists are available for all grades to provide supplemental instruction on a one-on-one basis.

Primarily due to contamination and potential health issues, the learning packets will not be returned to teachers. The two-way communication between teachers and students/families will provide the teachers an opportunity at least twice per week to discuss and assure of each student’s learning progress.

All students who successfully participate in the learning plan and two-way communication will receive a “Pass” grade in the respective course and promoted to the next grade level. Students who do not participate in the learning plan or the two-way communication will “Fail” the respective course and may ultimately be recommended for grade retention.

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:

Copy paper-5 boxes per each of 60 instructional staff members @ \$37.00 each-----	\$11,100
2 boxes of crayons for each of 200 students in grades K-3 @ \$4.00-----	\$3,200
1 pair of scissors for each of 200 students in grades K-3 @ \$.83-----	\$167.00
Cost of making copies for homework packets-----	\$2250
Laptops to approximately 75 students enrolled in online courses @ 230.00-----	\$17,250
10 pencils for each of 700 students @ 20.58/144 count box-----	\$1,000.41

Total-----\$34,067.41

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 teachers and the respective dean held virtual meetings by grade level to review the needs of the student body. Each grade level and subject area collaborated over a two-week period. The administrative team held virtual meetings twice per week where all information from teacher team meeting was discussed. The administrative team presented the plan to the board at the April 2020 board meeting, and the board approved the resolution for the continuity of learning plan. Teachers and the administrative team were also involved in virtual meetings hosted by Grand Valley State University/MDE, Lake Superior State University, and COOR ISD.

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

District/ PSA Response:

The Plan will be placed on the Academy's website. A link to this plan will be offered via social media avenues, through the mass phone call to all parents, and through US Postal Service when we mail hope letters to all parents next week. In this letter an offer to send home a copy of the plan will be offered as well.

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, 2008.

District/ PSA Response:

Materials were sent home on Thursday, April 16, 2020 and the initial start date is Monday, April 20, 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:

The Academy currently has students enrolled in dual and concurrent enrollment through Lake Superior State University.

For our students in dual enrollment courses we will be working with the provider to determine next steps. We will ensure that the students who are able to continue have the appropriate materials and support to complete those courses.

COOR ISD will continue to provide CTE instruction in a remote learning format. Instructors and the CTE Director will be working with staff and students to implement distance learning. There may also be the ability to attend lab time in the Summer after the restrictions have been lifted for the purpose of completing certifications.

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

District/ PSA Response:

The district currently provides breakfast and lunch to any and all families who have the need. Two days per week, the Academy delivers meals to homes or allows families to pick up at the school. This will continue through August 2020 as CHA is a bona fide year round district.

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:

The District will continue to pay employees as they have been since the beginning of the school year (September 1, 2019).

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

District/ PSA Response:

Charlton Heston Academy will monitor student learning through required two-way communication between the classroom teacher and student/parent (twice per week). This communication can be done on a variety of platforms including Class Dojo, Google Classroom, text, email, phone calls, and social media. Teachers will lead conversations that include content, assigned work and social/emotional well-being of the student. Teachers will monitor a student's success based on these conversations. Unsuccessful attempts to contact student's and/or students not fulfilling their responsibilities will be referred to the leadership team where a plan will be developed to address this issue.

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 Academy provides services to link students and families to community resources as needed. The Academy also has a School Success Worker provided by the Department of Human Services. Through two-way communication and food deliveries/pick-ups the Academy will probe to learn of any and all needs of families. The Academy will link pupils and families directly to Northern Lakes Community Mental Health, or Ausable Valley Mental Health. Students who were receiving counseling, ABA therapy, and other mental health services will have these services continue during the learning plan timeline. The contact information for partner mental health agencies have been communicated to families and are on the school website.

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 Academy has been involved in virtual meeting with the COOR ISD to ensure we/the Academy understand the approaches of the ISD. These meetings ensure the Academy is aligned with the ISD and surrounding districts respective to disaster relief and all elements of the response to the Executive Order. The ISD will take the lead on disaster relief efforts. However, CHA will offer all available resources including technology, food and resources, transportation, and the site for child care. CHA has already notified its employees of the potential needs to reopen the child care center, and the space and resources are ready and available.

Optional question:

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

District/ PSA Response:

Charlton Heston Academy has operated as a bona fide year long school district. Thus, CHA will operate as a balanced calendar plus for this year and next.

Name of District Leader Submitting Application:

David Patterson, Superintendent

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website: