



April 20, 2020

Ms. Sabina Turner
Global Preparatory Academy
26200 Ridgemont
Roseville, MI 48066

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

Dear Ms. Turner:

I am pleased to inform you that the Plan for Global Preparatory 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, flowing style.

Corey Northrop
Executive Director

cc: Anthony Garrett-Leverett, Board President

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: Global Preparatory Academy

Address of District: 26200 Ridgemont St., Roseville, MI 48066

District Code Number: 50904

Head of School Name: Sabina Turner

Head of School Email Address: sturner@gpak8.org

Name of Intermediate School District: Macomb 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.

Date Submitted: April 15, 2020

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Address of District: 26200 Ridgemont St., Roseville, MI 48066

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Head of School Name: Sabina Turner

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Name of Intermediate School District: Macomb Intermediate School District

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.

District/ PSA Response: Global Preparatory Academy completed a Readiness for Online Learning Survey to determine what type of structure was appropriate for full implementation. Our survey results showed that 86% of our students had internet access and 53% of our students had a device other than a smartphone. Global Preparatory Academy has designed a structure that addresses the needs of those with/without internet access and those with/without a device other

than a smartphone: Learning Success Bundle (LSB) is a school bag which includes all of the learning materials students will need to complete lesson activities and assignments in addition to parent resources. The included lesson activities are aligned to CCSS and the major work of the grade band.

The focus of the Learning Success Bundle is two-fold: (1) a review of skills and concepts that have been previously taught during this school year; and, (2) scaffolding to introduce new concepts. We are utilizing virtual instruction; videos and slideshows for instruction; and implementing project-based learning opportunities. Our teachers are expected 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. As a Leader In Me school, we have included lesson activities and parent resources to continue the practice of the 7-Habits and the school-to-home connection.

Learning Success Bundles (LSB)

Paper/pencil work utilizing books/consumables from current curriculum resources sent home in the Learning Success Bundle is aligned to our core digital programs, IXL and Learning A-Z, as part of our instruction. Khan Academy, ABCYA, etc., are optional digital resources that teachers are using to supplement instruction.

Each of our scholars Pre-Kindergarten through Grade 6 have received a Learning Success Bundle (LSB). The Learning Success Bundle includes the following resources and materials:

- Parent Newsletter/Letter/ Outline
- Daily Remote Learning Schedule
- Listing of LSB Contents
- Class Dojo and Remind 101 Parent Invitation
- IXL usernames and passwords
- IXL At-Home Learning Skills Spotlight for Reading and Math Paper-Pencil Booklets
- Learning A-Z access information
- Learning A-Z (Reading, Writing and Vocabulary) Printed Books and Paper-Pencil Materials
- Current Curriculum Resources: Each student received workbooks for ELA (Journeys), math (Eureka), science (STEMscopes), Kid Discover Magazines (Into Social Studies), handwriting (ZanerBloser), and a journal book for writing
- “Student” Lesson Plan
 - Developed around student interests, strengths and needs.
 - These lesson plans will include instruction for ELA, math, writing, science, social studies, and gym.
 - Monday – Friday Lesson Activities with the objective, lesson focus of the assignments, specific page numbers assigned to complete with goals to reach.
 - Description of Strategy or Method to be used (Reference Sheets, Samples/Examples, Video Tutorials, video clips, etc.)
 - Materials needed to be used with the lesson activity (provided for in the LSB)
- Leader in Me Paper-Pencil Activities for Parent and Child
- Leader in Me Family Connection Newsletter

- Supplies: sharpened pencils, lined paper, construction paper, crayons, glue stick, scissors, ruler, erasers, highlighters, bookmark, folder, binder, and a Global Preparatory drawstring bag to keep materials intact and organized

Virtual Classroom

Virtual class sessions are conducted two days per week, 30-minute sessions per core content area (ELA, math, science, and social studies), for online class instruction. The virtual class is designed to focus on lessons given in the student lesson plan to answer student questions, work through and discuss assignments given, teach mini-lessons, reinforce skills and concepts; and re-teach, when applicable. These lessons include instruction for ELA, math, writing, science, social studies, and gym. The teacher will focus one class session day on reading and social studies; and, one class session day on math and science.

Individual video conferences are scheduled with students as part of lesson feedback and additional help/tutoring.

How does the at home Learning Success Bundle work?

After the initial distribution of the Learning Success Bundle, the teacher prepares a Weekly Student Lesson Plan that is uploaded to our website. Every Monday the parent pulls up their scholar's teacher Student Lesson Plan which outlines the assignments, activities, materials needed and other guidance. The parent and student follows the Student Lesson Plan using the curriculum resources and materials provided to complete the assignments and activities.

Parents can access all of our Continued At-Home Learning Remote Learning information and materials by logging onto <https://gpak8.org/covid-19/>; then, click "Remote Learning".

COVID-19 Landing Page ~ Continued At-Home Learning ~ Remote Learning

- Teacher Link (Each teacher has a link for each: lesson plan, lesson plan activities, and supplemental materials and PE)
- Behavior Interventionist Specialist Link (There is a link for each: Leader in Me, Parent Connection and Resources)
- Reading Interventionist (Links: Lesson Plan, Activities, Resources)
- Support Services – Resource Room, Social Work, Occupational Therapy, and, Speech and Language (Links: Newsletter, Activities)
- Enrichment Activities Links (Chess and Video Production)

Additional Optional Open Educational Resources/Digital Programs being used:

- Math Prodigy
- Khan Academy
- ABCYA
- Zearn
- Readworks
- Xtramath

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: School administration, teachers and support staff have availed themselves to support and encourage parents and students during this time. Throughout the week, school administration, teachers and support staff contact parents and students frequently in multiple ways: Remind 101, Class Dojo, text messaging, personal phone calls, emails, through the Virtual Classroom, Skype, Zoom, PowerSchool Messenger, and video conferencing. Through these modes of communication, teachers connect with students and parents regarding progress, help, important information, updates, accountability check in, and just to see how everyone is doing. Weekly newsletters with updates leading into the next week are sent home.

Throughout the week, parents have the opportunity to contact school administration, teachers and support staff with questions and support any multiple ways: Remind 101, Class Dojo, text messaging, personal phone call – parents have teachers personal contact information, email, through the Virtual Classroom; and, by sending a message through the Contact Page on our website which will be forwarded to the student’s teacher.

Our social worker conducts virtual sessions, provides community resources and offers guidance in our Support Services Weekly Parent Newsletter.

Our Behavior Interventionist Specialists conducts virtual restorative circles with our at-risk students; virtual circles to allow opportunities for students to have voice; and check-ins with families.

Setting the Stage for Engagement

- Weekly Video Conference “Turner Talks...” (Parent Time-to-Talk with Principal Turner)
- Monthly School Newsletter to parents
- Online and by Mail Celebrations
 - Soaring Eagle Student Leader of the Week – Certificates mailed and Photos posted with student holding certificate on our website
 - Parent of the Week – Certificates mailed and Photos posted with parent holding certificate on our website
- Parents send in photos of students working on their LSB and we post on our website.
- Video messages to students.
- Class website.
- Five-minute check in with students before lessons.
- Video call with our social worker to talk about needs.

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

District/ PSA Response: Parents and students have received Learning Success Bundles that include consumables from the curriculum resources we currently use for math, ELA, science,

and social studies; chapter books, leveled readers and other reading materials, packets of supplemental materials; and, usernames and passwords to access the online learning tools that will follow weekly student lesson plans that the staff have created and will update weekly for continued remote learning. Students that have technology available at home are utilizing the core optional online resources and other virtual learning opportunities that are mentioned above as well.

The LSB was picked up by families during our scheduled pick up days. Those LSBs that were not picked up by families during our scheduled pick up days were delivered or mailed. The lesson activities and assignments, supplement resources, and parent resources are available on our school website now. Student lesson plans are updated weekly and the most updated version can be retrieved and viewed on our website on Monday morning by logging onto our COVID-19 landing page ~ Continued At-Home Learning ~ Remote Learning ~ click on teacher name.

For students with technology, content will be delivered through online learning platforms, email, and other sites (Google Classroom, Google Hangouts, Khan academy, etc.). Teachers will be accessible to facilitate classroom discussion and interactions multiple times per week. Online instruction, with video meetings as well as pre-made videos will be provided multiple times per week. Teachers will have defined office hours on a daily basis where they will be available online, by phone, or email for questions or needed support for students.

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

District/ PSA Response: Our District will manage and monitor learning by pupils through ongoing communication with our families via telephone, email and virtual meetings; and, thoroughly reviewing reports from the online resources that have been established for our scholars' to access. The district will also continue to update lesson plans and schedules to our website weekly.

Teachers have multiple ways of monitoring and managing students continued learning: consistent and continual communication with parents; meeting with individual students weekly to help them with their assigned work, check for understanding, check for completed work and track progress; meeting weekly as a class to do and provide examples, check work, complete assignments together, and let students share out; assigning videos, tests: ongoing formative assessments will guide the reflection on the effectiveness of the instruction as well as the mastery of the skill /concept; and questions via IXL, Khan Academy, and Learning A-Z: these virtual learning resources are able to inform teachers of which students in the class are working online, how often (frequency), how long (duration), and achievement (data summary). Teachers will run bi-weekly reports from the class level and analyze; then, will discuss report data with the school leader on a bi-weekly basis. The school leader will run bi-weekly reports from the school level and provide feedback to teachers and parents on a bi-weekly basis. Additionally, fun ways for students to let teachers know of their continued learning are embedded in the Student Lesson Plan (i.e. take a picture of a completed task and send it to the teacher.).

Teachers will provide weekly updates and/or feedback regarding their child's academic progress. This will include weekly summaries of content covered, current level of student understanding, and suggestions for extending the learning using evidence of learning,

communication of any pertinent assessment data along with an explanation of next steps, if necessary.

Teachers will provide an end-of-quarter summary of student progress that includes a narrative and one of three “marks” in relation to the identified learning: making Exceptional Progress (EP), making Satisfactory Progress (SP), Not Showing evidence of Progress (NP); or Incomplete (I).

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: The Academy does not anticipate any additional expenditures at this time. Should that change, the Academy Board will be provided for its review, and approval, any necessary budget amendments to ensure the Academy remains in compliance with the Uniform Budgeting & 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: District administrators, teachers and staff have worked diligently together to come up with a viable Plan. We keep in constant communication with each other: between administrators and staff; and among staff, as the Plan has developed. We have weekly staff conference calls, online staff meetings and video conferences to discuss the current status of our plan, allow for questions and answers, clarification and collaboration; share ideas with one another and encourage feedback; and send each other possible lesson plan concepts.

As a result of our ongoing collaboration we make the necessary adjustments to the Plan for its’ continual improvement. The Principal sends out a weekly communication and a newsletter to all staff in regards to the Plan, updates and deadlines. Teachers have accountability check in meetings with the Director of Academics weekly regarding the Plan as well. All staff is readily available via phone, email, and text to discuss the Plan. Staff incorporated information and knowledge gained from professional developments attended and modified to meet the needs of our students.

All staff worked strategically and collaboratively on the GPA (Global Preparatory Academy) Virtual Classroom Schedule via our goggle.doc live/working document in our day and time selection to avoid grade conflicts. For example, if a teacher’s classes are on Thursdays and Fridays, from 1-2; but some of her scholars have siblings in every grade with the exception of Pre-Kindergarten, those teachers would not schedule their virtual class day and time on said teacher’s days. Additionally, our Intervention Teacher, Resource Room Teacher and Support Services (Social Work, Speech and Language and Occupational Therapy) added their support session appointments so that there would not be a conflict whereas students would miss a virtual general education class; a support service appointment; or, an intervention session.

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

District/ PSA Response: To ensure all stakeholders are aware of the Plan, and that the Plan is executed well, we will develop a clear, consistent, concise, and accessible communication plan. Elements of our communication plan includes a variety of methods the district will use to notify pupils and parents or guardians of the Continuity of Learning Plan and keep them connected and engaged throughout the execution of the Plan.

Methods include, but are not limited to, the following:

- Direct Person-to-Person Telephone Calls
- PowerSchool Robo Calls and Emails
- Regular US Mail – Letter mailed to families
- Remind 101
- Class Dojo
- Text Messages
- Newsletters
- School Facebook
- Website posting

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: It is our goal to offer our students remote learning options as soon as possible. To that end, our district is committed to thoughtfully and systematically roll out this comprehensive implementation on April 20th, 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 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: Global Preparatory Academy provides instruction to students in kindergarten through grade six; dual enrollment and CTE courses are not applicable.

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

District/ PSA Response: Global Preparatory Academy will continue to serve Grab-N-Go Breakfast and Lunch meals. Our meal distribution days are Wednesdays and Fridays, between

the hours of 11:00 a.m. – 2:00 p.m. Families have the opportunity to receive two days of meals (breakfast and lunch) on each of our meal distribution days.

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, the District will continue to pay school employees while redeploying staff to provide meaningful work in the context of the Plan.

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

District/ PSA Response: In order to evaluate the participation of the students, teachers will engage in the following activities as appropriate:

- Take attendance at all virtual meetings
 - Teachers and/or designated district personnel will connect to any family of a child 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 child and the family in order to determine additional opportunities for the school to support the whole child.
 - From the information gained from the follow-up, the teacher will provide resources in an effort to remove identified roadblocks.
 - Ensure that the family understands the importance of the learning experience and that their child was missed.
- Teachers will keep track of which students are completing the weekly paper-pencil and/or digital lesson activities and assignments. They will also keep a log of all communication with students and parents. Inconsistent completion and/or communication with a parent or student will be raised to the principal level to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections.
- If a student has access to technology, teachers will use the instructional platform to monitor student wellness, engagement, and completion of assignments.
- Recording of lessons will ensure access to previous lessons.

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: We are 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. Other means of supporting students will include, but will not be limited to, the following:

Regular check-ins with students (telephone calls/virtual conferences by teachers, administrators, other staff, etc.)

Our social worker conducts virtual sessions, provides community resources and offers guidance in our Support Services Weekly Parent Newsletter.

Our Behavior Interventionist Specialists conducts virtual restorative circles with our at-risk students; virtual circles to allow opportunities for students to have voice; and check-ins with families.

Our teachers incorporate yoga brain breaks throughout their daily remote learning schedule and makes yoga a large portion of their PE session (Mind and Body). Yoga poses and the purpose to use them are shared with our families on our website.

Our occupational therapist suggests yoga poses as well through her guidance documents.

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 follows it.

District/ PSA Response: Global Preparatory Academy stands ready to mobilize disaster relief child care centers by opening classrooms, when called upon for support, if necessary. We are aware of the coordinated efforts of the Macomb Intermediate School District.

The Macomb Intermediate School District is working in cooperation with our 21 local school districts and community organizations, to coordinate emergency child care for children birth-12 years old for those employees on the front lines supporting our Macomb County Community. These efforts are being coordinated per Governor Whitmer's Executive Order on Expanded Child Care Access during the COVID-19 Emergency.

There will be 3 ways for Essential Workers and families to contact the Macomb ISD, using one of the options listed below:

Phone Call

Kelly Adamek or Sherine Katba at the Macomb ISD 586.412.2676

Email a Macomb ISD Emergency Child Care Coordinator

Kelly Adamek kadamek@misd.net

JoAnne Elkin jelkin@misd.net

Sherine Katba skatba@misd.net

Online Members of the Essential Workforce can go to <https://www.helpmegrow-mi.org/essential>

and your information will be routed to a MISD Emergency Child Care Coordinator.

An Essential Worker is defined as: Health care workers, home health workers, direct care workers, emergency medical service providers, first responders, law enforcement personnel, sanitation workers, child care workers (including any employees acting as child care workers in essential workforce child care centers), personnel providing correctional services, postal workers, public health employees, key government employees, court personnel, and others providing critical infrastructure to Michiganders.

Critical infrastructure includes utilities, manufacturing, mass transit, and groceries or other essential supplies, goods, or equipment. Key government employees includes child protective services workers, child welfare workers, foster care workers including those from contracted agencies, recipient rights workers, employees of the Executive Office of the governor, cabinet officers and their designees, Department of Health and Human Services field office staff, Unemployment Insurance Agency employees, and other employees identified by the Department of Technology, Management, and Budget. We are committed to the health and wellbeing of young children and all who care for, educate, and work on their behalf.

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: No changes will occur to the 2019 – 2020 school calendar. Will follow the 2020 – 2021 school calendar at this point. We will continue expectations of implementing educational programming in this blended learning model.

Name of District Leader Submitting Application: Sabina Turner

Date Approved:	04/20/2020
Name of Authorizer Designee:	Corey Northrop, Exec Director
Date Submitted to Superintendent and State Treasurer:	04/20/2020
Confirmation approved Plan is posted on District/ PSA website:	

Continuum of Supports for Students with Special Needs/IEP's

Global Preparatory Academy will continue to work with students and families to ensure the unique needs of all students have been considered in the development and implementation of The District Continuity of Learning Plan.

In accordance with Federal, State, and Local guidance under IDEA the district will ensure, to the greatest extent possible Students with IEPs continue to receive the services necessary to support them in accessing The District Continuity of Learning Plan with their non- disabled peers to the maximum extent appropriate.

➤ Continuum of Special Education Services, Compliance, Policy and Procedure:

- The District will provide Special Education Programs and Services through a continuum of instruction opportunities delivered that may be provided through a variety of methods. (Virtual, Instructional Materials Sent Home; Telephonically, etc.)
- The District will ensure Special Education Programs and Services as it relates to Compliance, Procedure and Policies are maintained, continually reviewed, and implemented in accordance with the most current guidance issued by Michigan Department of Education Office of Special Education and Michigan Administrative Rules for Special Education as it relates to Executive Order 2020-35.
- The District will continue to seek direction and follow guidance put forth by the Macomb Intermediate School District relative to the delivery of Special Education Services under the provisions of Executive Order 2020-35.

➤ Continuum of Collaboration, Engagement, and Learning to Support All Students Including those with Special Needs/IEP's:

- District Special Education Team Leaders will work with District Principal, and District Regional Administrative Team Leaders in order to ensure ongoing collaboration of Special Education Staff, Related Services Providers, General Education Teachers, Intervention Teachers, and School Support Staff, Students and Families to support continued compliance, learning and engagement as it relates to Supporting all Students including those with Special Needs/IEP's
 - Monthly Special Education Team Meetings
 - Special Education Specific Professional Development Opportunities
 - Weekly Collaborative Staff Meetings
 - Ongoing Collaborative Planning Documents
 - Shared Repository of Resources
 - Weekly Newsletters and Alternate Methods to Support Families Awareness

- School Wide Professional Development Opportunities
- Special Education and General Education Shared Planning
- Collaborative Resources and Activities to Support the Health, Welfare, and Emotional Wellbeing of All Students.
- Collaboration and Shared Support in Implementation of Student and Family Engagement

➤ **Continuum of Special Education Services & The Development of Contingency of Learning Plans for Students with Special Needs:**

- IEP teams will be encouraged to develop an Individualized Contingency of Learning Plan for each student with an IEP, based on the special education and related services the district is able to provide in coordination with The District Continuity of Learning Plan.
- In cases where initial eligibility cannot be determined due to the need for face to face assessments the District will consider developing a Contingency of Learning Plan based upon the suspected disability and the needs that resulted in the request for evaluation.
- The Contingency of Learning Plan will support Students with IEP's in accessing and participating in the District Continuity of Learning Plan along with their general education peers including:
 - Support student in advancement toward attaining the child's annual IEP goals
 - Support student involvement and progress in the districts Continuity of Learning Plan, or for ages 3-5 appropriate activities if applicable.
 - Support the student participation in extracurricular activities
 - Support student participation in the continuity of learning plan along with their nondisabled peers.
- In developing Contingency of Learning Plans the IEP Team will consider:
 - Careful adherence to Department of Education Student Privacy Policy and FERPA Guidance as it relates to Virtual Learning and the Delivery of Special Education Services and Matters of Timeline Compliance (Student Meetings, etc.)
 - Accessibility including accommodations and modifications
 - Equity to the greatest extent possible
 - Documentation of all efforts to Support Students with Special Needs will be:
 - Focused
 - Consistent
 - Detailed

➤ **Provision of Special Education and Related Services to Considerations if/when The District Resume Normal Operations:**

- When the District resumes “normal” operations, and in accordance with current and future guidance from Michigan Department of Education Office of Special Education IEP teams will consider the following:
 - The use of appropriate informal assessments or screenings in determining whether there have been changes in a student’s performance or educational need.
 - IEP teams will review individual student IEPs to determine whether changes are needed as a result of absence from school.
 - IEP teams will make an individualized determination whether and to what extent compensatory education may be needed.



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 4:22 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 *

Global Preparatory Academy ▼

School District Code Number *

50904 ▼

School District Contact Name *

Sabina Turner

School District Contact Email Address *

sturner@gpak8.org

School District Contact Phone Number *

586-575-9500

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? *

\$0

Attach a PDF file of the Approved Plan. *

Files submitted:

50904 GPA 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