Ann Arbor Learning Community Extended COVID-19 Learning Plan

Address of School District: Ann Arbor Learning Community

District Code Number: 81904

Building Code Number(s):

District Contact Person: Teresa Woods

District Contact Person Email Address: teresa@annarborlearningcommunity.org

Local Public Health Department: Washtenaw County Public Health

Local Public Health Department Contact Person Email Address: krautr@washtenaw.org

Name of Intermediate School District: Washtenaw

Name of Authorizing Body: Eastern Michigan University

Date of Adoption by Board of Directors: September 22, 2020

Assurances

- The Academy will administer an approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year.

- Within thirty days after the approval of its Extended COVID-19 Learning Plan, and every 30 days thereafter, the Academy, at a meeting of its board of directors, will re-confirm how instruction is delivered during the 2020-2021 school year and will solicit public comment, at a public meeting, from the parents or legal guardians enrolled in the Academy.

- If delivering pupil instruction virtually, the Academy will expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as the Academy had planned for that exposure to occur for in-person instruction.

- If delivering pupil instruction virtually, the Academy will provide pupils with equitable access to technology and the internet necessary to participate in instruction.

- The Academy will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.

- The Academy, in consultation with a local health department, and district employees, will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that are based on local data that are based on key metrics. A determination concerning the method for delivering pupil instruction shall remain at the Academy Board's discretion. Key metrics that the Academy will consider shall include at least all of the following:

  o COVID-19 Cases or Positive COVID-19 tests
  o Hospitalizations due to COVID-19
  o Number of deaths resulting from COVID-19 over a 14-day period
  o COVID-19 cases for each day for each 1 million individuals
  o The percentage of positive COVID-19 tests over a 4-week period
  o Health capacity strength
  o Testing, tracing, and containment infrastructure with regard to COVID-19

- If the Academy determines that it is safe to provide in-person pupil instruction to pupils, the Academy will prioritize providing in-person pupil instruction to pupils in grades K to 5 who are enrolled in the Academy.

- The Academy will ensure that two (2), 2-way interactions occur between a pupil enrolled in the Academy and the pupil's teacher or at least one (1) of the pupil's teachers during each week of the school year for at least 75% of the pupils enrolled in the Academy. The Academy will publicly announce its weekly interaction rates at each Academy Board meeting where it will re-confirm how instruction is being delivered, beginning 30 days after approval of its Extended COVID-19 Learning Plan, and every 30 days thereafter. The Academy will make those rates available through the transparency reporting link located on the Academy website each month for the 2020-2021 school year.

- The Academy will create and make available on its transparency reporting link located on the Academy's website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan not later than February 1, 2021, for goals its expected would be achieved by the middle of the school year and not later than the last day of school of the 2020-2021 school year for goals the Academy expected would be achieved by the end of the school year.

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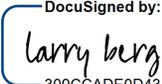
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President of the Board of Directors

Date   9/22/2020

Introduction and Overview

The COVID-19 global pandemic is impacting AALC in numerous aspects. Our families are experiencing a traumatic event, many students may have significant gaps in their learning, and equity issues are more prevalent than before.

As we return to school in the fall, our first priority will be to ensure the well-being of all of our staff and students. Our students had a wide range of experiences during the remote learning portion of the 19-20 school year, we anticipate that students will come to school in the fall of 2020 with a variety of competencies. We expect that many students will need opportunities to catch up, as they may have fallen behind. Teachers will need opportunities to collaborate with each other as they examine student work and determine what comes next in the learning for each student.

As AALC plans to begin the school year in a hybrid learning environment K-8 in person with 6-12 virtual options, we will need to ensure that there are structures in place to ensure student engagement and achievement for all. This plan will focus on teaching and learning with an emphasis on equity for all learners and the well-being of students and staff.

Educational Goals

Quality Evidence-Based Assessment Practices

AALC believes that benchmark assessment evidence can be used to monitor and evaluate patterns and trends in the districts academic performance and to identify effective instructional programs. We believe it can provide guidance for standardizing or adjusting curriculum and instruction across grade levels.

Benchmark assessment data will not be the only tool used to make high-stakes instructional decisions about individual student learning. We will continue the use of the formative assessment process as a powerful practice embedded in the teaching and learning process to continuously observe where our students are in order to modify instruction.

We believe the use of the formative assessment process, which is supported by an extensive body of research, provides in-time data for both our teachers and students to accelerate their learning and progress and gives us a more complete picture of what our students know and are able to do.

Educational Goals

The NWEA assessments in reading and mathematics will be administered to all students twice: once in the first nine weeks of the school year, and again prior to the last day of school. Formative assessments will provide information to inform our progress toward our goals over the course of the year. Progress reports will be available on our website in February and June.

As a means of continuous improvement in teaching & learning, all teachers will receive professional development in, and commit to the use of, the formative assessment process.

Additionally, we will continue to engage stakeholders in the district's balanced assessment system, including publicly sharing aggregate and student subgroup performance reports on NWEA results.

Goal 1 - All students (K-8) will improve performance in Reading/ELA from Fall to Spring as measured by NWEA*.

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Reading/ELA academic standards.
- Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

Goal 2 - All students (K-8) will improve performance in Mathematics from Fall to Spring as measured by NWEA.

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Math academic standards.
- Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

Instructional Delivery & Exposure to Core Content

Note: The Ann Arbor Learning Community District full instructional plan can be found in the MI Safe Schools Roadmap-Ann Arbor Learning Community.

Mode of Instruction
To start the school year, all K-8 students will attend school every day for face-to-face instruction. Student and staff health and safety will be addressed through a cohort model that keeps students together for the entire school day.

6-12 Virtual students will begin the year with a hybrid model that allows for more personalized schedules.

Online Learning Grading Principles
- We expect the same level of learning and instruction to occur as it would in a typical in-person learning situation.
- Student engagement online is monitored regularly.
- All students are expected to complete assigned work.
- High school students must complete assignments and activities to earn credit for a course.

Online Learning for Elementary, Middle and High School Students
Student Expectations
All students must complete, sign and submit the Acceptable Use Agreement.

Students are expected to:
- Have perfect attendance
- Attend all scheduled meetings with their teacher
- Stay on the pace set by the teacher
- Complete all coursework assignments including online and off=line
- Submit all work online unless specified by the teacher
- Use the assignment calendar to stay on track
- Ensure that student cameras on & mics working
- Be on time to all live sessions and attend/participate fully the entire time
- Be dressed, prepared and out of bed at your workspace
- Have materials ready to work when live session begins
- Actively engage during the lesson (chat box responses, answering questions from the teacher, responding on their Google Docs, etc.)
- Reach out to the teachers if extra support is needed with assignments or technology

Parent/Guardian Expectations
Parents/Guardians are expected to:
- Work time for your child needs to be uninterrupted and protected
- Monitor student's weekly progress and grades
- Post each child's schedule somewhere near their work space
- Provide a workspace for each child for live sessions & independent work (same space)

- Make sure all supplies are available at the workspace (workbooks, pens, highlighters, power cord, water bottle)
- Make sure child is actively attending all live sessions
- Talk to your child about the work that day - go subject by subject and have them show you/tell you what they're working on
- Allow your child to struggle, but use guiding questions rather than answers
- Show your child how to communicate their misunderstandings, and become self-advocates
- Encourage your child and give them <u>directive</u> praise ("You did a great job <u>participating</u> in your online session")
- Immediately reach out to teachers with questions or concerns
- Respond to teacher email/phone calls/messages within 24 hours
- Attend (on-time) training sessions/meetings provided by the Academy /GEE (curriculum, technology, etc.)
- Access Academy website for additional resources to support your child(ren)'s educational experience.

Daily Schedule

Middle/High Schedule*	
Monday-Thursday	
Time	Subject/Class
30 mins.	Advisory/SEL
45 mins.	ELA
45 mins.	Math
45 mins.	Science
45 mins.	Social Studies
45 mins.	Foreign Language
45 mins.	Remediation Time

Friday	
Time	Subject/Class period
Abbreviated Period Schedule	Advisory/SEL
"	ELA
"	Math
"	Science
"	Social Studies
"	Foreign Language
"	Remediation Time

* Please see Academy website for specific curriculum, timetables and courses

Curriculum and Instruction: Academic Standards

The AALC District curriculum for core academic areas is aligned to state standards. As teachers navigate the wider than usual range of competencies expected this fall, they will use these Curriculum, Instruction, and Assessment Toolkits to provide guidance to help them design new (or best utilize existing) pre-assessments to plan for differentiation of content, use results from pre-assessments to inform instruction and prioritize K-12 instructional standards for the 2020-2021 School Year. The CIA Toolkits will guide teachers to implement instructional approaches to meet the range of student needs as they return to school in the fall, identify assessment ideas that allow students to demonstrate understanding in a variety of ways, assess and provide instruction in the content areas in face-to-face, virtual, and blended classroom environments, and incorporate well-being and SEL/trauma-informed practices into instruction.

Modes of online instructional delivery are detailed with pages 6-12 of the Academy's COVID-19 Preparedness and Response Plan. In addition, the following outlines the Academy's specific expectations for synchronous and asynchronous teaching and learning:

During this time of Synchronous (real time online) and Asynchronous (learning resources available anytime online), the Academy is committed to 100% equity. That is, 100% of 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 Academy e-learning plan) curriculum. Students are central to the e-learning plan. The Academy e-learning plan maintains the continuity of curriculum and instruction. In addition, Academy curriculum publishers 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.*

All online learning is balanced with non-screen-time activity including independent reading, physical activity, lunch, breaks, and off-line assignments and projects.

Assessment and Grading

Ann Arbor Learning Community District bases its assessment system on the Michigan Standards. We regularly assess students to determine if they are making progress toward meeting those standards. We place a heavy emphasis on formative assessment. This is critical in the instructional process so that students receive timely feedback that helps them know what they need to do to improve. It also gives the teacher important information to know how to adjust the teaching and learning process to meet each student's needs.

We also have a system for delivering summative assessments. These are given at the end of a period of learning as an evaluation of what has been learned and are part of our district grading process. For example, our teachers deliver summative assessments at the end of each unit of study in our curriculum. These assessments are based on a coherent set of standards in the subject area that focus on a related group of skills and disciplinary knowledge.

We make available to our parents and legal guardians, grades at any time. Our teachers keep up-to-date information on student grades in this system. We also send progress reports to our parents and guardians during each marking period. This is in addition to the expectation we have for all teachers that they keep parents and guardians abreast of any concerns regarding a student's grade through emails and phone calls. Finally, we send out to parents, report cards at the end of each marking period.

Grading Practices for Online Learning Engagement/Attendance
- Attendance is measured by being "present" during school day.
- Engagement is measured by participating in class activities and turning in assignments.
- Attendance is expected during all synchronous instructional sessions.
- Asynchronous activity offers students the opportunity to do their learning and work at different times, but they must adhere to teacher timelines. When students are learning on their own schedules, engagement is expected. Engagement is shown by the completion and uploading of assignments and by communication with teachers.
- Students and/or parents should contact teachers, counselors, or administration when they have questions or need support in their learning.
- Demonstration of learning occurs through both attendance and engagement.

Online learning offers some flexibility regarding when and where students complete coursework. Nevertheless, they are held fully accountable for meeting all state-mandated attendance requirements. Attendance will be recorded daily and, by law, reported to the state.

Online Learning Grading Principles
- We expect the same level of learning and instruction to occur as it would in a typical in-person learning situation.
- Student engagement online is monitored regularly.
- All students are expected to complete assigned work.
- High school students must complete assignments and activities to earn credit for a course.

Hours
The Academy has a scheduled day of instruction where teaching staff are available to students for at least 1,098 hours over the course of the 2020-2021 school year.

Two-way Interactions
Specific to meeting the *Return to Learn* attendance requirements, and as a result of guidance received from both the ISD and MDE, the Academy will take AM and PM attendance in grades K-5 and period attendance in grades 6-12. During online instructional times, virtual classes will be conducted through Zoom. Teachers will take attendance by capturing the Zoom session attendees roster, which will then be entered in to the Academy's SIS (Nextcampus).

75% Attendance Requirement
The Academy will satisfy the *Return to Learn* attendance requirement by ensuring
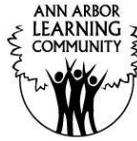
that two-way interaction occurs a *minimum* of twice per week between a student and the student's teacher during each month of the school year for at least 75% of students enrolled in the Academy. These monthly attendance rates will be both posted to the Academy's website transparency page and reported to the Board every month.

Equitable Access

Technology
AALC District ensures all students will be provided equitable access to technology and the internet as described in our Continuity of Learning Plan that was previously submitted to the state. The AALC District system for maintaining student access to technology devices and the internet is described in the Continuity of Learning Plan, and again in the MI Safe Schools Roadmap-Ann Arbor Learning Community.

Students with identified special needs
When school starts, students' IEPs, IFSPs, and 504 plans will be reviewed in coordination with general and special education teachers and/or providers to address any data-driven accommodations and/or services that are needed due to known changes in students' needs.

The district has established structures for general and special education teachers and/or providers to collaborate and communicate regarding student performance and student needs on IEP goals and objectives with special consideration regarding assistive technology and accessibility.

The district ensures a continuation of services for students receiving speech and language, occupational therapy, physical therapy, or social work services within their IFSP or IEP. The district also ensures a method for the continuation of evaluation for students suspected of having a disability as well as those requiring re-evaluation. Each student will have a Contingency Learning plan created by our Special education team. The plan will cover the types of services required, the duration of services as well as the method and times best for the families to receive services during virtual learning.