



**District/PSA Template for the  
Extended COVID-19 Learning Plan  
as Described in Public Act 149, Section 98a**

**August 27, 2020**

**September 3, 2020 Clarifications**

**September 30, 2020 Revisions Based on SB 927**

**Introduction:**

On August 20, 2020 Governor Whitmer signed House Bill 5913 into law as Public Act 149. Section 98a states that in order to receive state aid for 2020-2021, districts must provide for instruction under an extended COVID-19 Learning Plan ("Plan") that has been approved by an intermediate district or authorizing body. The Plan does not replace the District's/PSA's COVID-19 Preparedness and Response Plan, it is an additional plan that includes new assurances and sections on educational goals, instructional delivery, grading, and equitable access. PA 149 does not apply to districts that operate as a cyber school.

District/PSA educational goals written for all students and all subgroups must be established no later than September 15, 2020 and submitted in their Plan to the ISD or Authorizing Body, as applicable, no later than October 1, 2020 for approval. **A district that is a public school academy that, by agreement, provides educational services for the residents of a district that is not a public school academy and that does not directly provide public educational services to its residents that intends to provide instruction under an extended COVID-19 learning plan shall submit its extended COVID-19 learning plan described in subsection (1) to the intermediate district in which it is located not later than October 1, 2020 for approval.**

The ISD or Authorizing Body will **approve Extended COVID-19 Learning Plans no later than October 9, 2020** and transmit the approved plans to the state superintendent of public instruction and the state treasurer. Approved plans must be made accessible through the transparency reporting link located on the district's website by not later than October 4 **12, 2020**.

District/PSA Extended COVID-19 Learning Plans should be submitted to the ISD or Authorizing Body as a PDF file.

*This is a Review Only document. Please download it as a Microsoft Word document to add your own District/PSA logo and Extended Covid-19 Learning Plan.*



## **ACEA Extended COVID-19 Learning Plan**

Address of School District/PSA: Academic and Career Education Academy

District/PSA Code Number: 56903

District/PSA Website Address: [aceaofmidland.org](http://aceaofmidland.org)

District/PSA Contact and Title: Michelle Zielinski, Principal/CAO

District/PSA Contact Email Address: [michellez@aceaofmidland.org](mailto:michellez@aceaofmidland.org)

Name of Intermediate School District/PSA: Midland County ESA

Name of PSA Authorizing Body (if applicable): Midland County ESA

Date of Approval by ISD/Authorizing Body:

## Assurances

1. The District/PSA will make their ISD/Authorizing Body approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's/PSA's website no later than October 4 **12**, 2020.
2. **By not later than January 15, 2021, the district shall create a report that includes information regarding both of the following and shall ensure that the report under this subdivision can be accessed through the transparency reporting link located on the district's website:**
  - a. **The amount and type of training provided during the current school year as of the date of the report to teachers of the district through professional development that focuses on how to deliver virtual content.**
  - b. **The amount and type of training provided during the current school year as of the date of the report to the parents and legal guardians of pupils and to pupils on how to access and use virtual content provided by the district.**
3. The District/PSA will create and make available on its transparency reporting link located on the District/PSA'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 District/PSA expected would be achieved by the end of the school year.
4. Benchmark Assessments: The District/PSA will
  - a. select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
  - b. administer the 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 and again not later than the last day of the of the 2020-2021 school year.
5. If delivering pupil instruction virtually, the District/PSA will
  - a. provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
  - b. 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 District/PSA had planned for that exposure to occur for in-person instruction.

6. The District/PSA, in consultation with a local health department 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. Note: A determination concerning the method for delivering pupil instruction shall remain at the District/PSA Board's discretion. Key metrics that the District/PSA will consider shall include at least all of the following:
  - a. COVID-19 Cases or Positive COVID-19 tests
  - b. Hospitalizations due to COVID-19
  - c. Number of deaths resulting from COVID-19 over a 14-day period
  - d. COVID-19 cases for each day for each 1 million individuals
  - e. The percentage of positive COVID-19 tests over a 4-week period
  - f. Health capacity strength
  - g. Testing, tracing, and containment infrastructure with regard to COVID-19
  
7. If the District/PSA determines that it is safe to provide in-person instruction to pupils, the District/PSA will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District/PSA.
  
8. The District/PSA assures that
  - a. instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
  - b. the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
  - c. the District/PSA will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after ISD approval of the plan, and ~~every 30 days~~ **each month** thereafter at a meeting of the Board, and
  - d. **For each reconfirmation described in this subdivision, the district shall report to the center, in a form and manner prescribed by the center,**
    - i. **the instructional delivery method that was reconfirmed;**
    - ii. **how that instruction will be delivered for each grade level offered by the district, including pre-kindergarten, as applicable; and**
    - iii. **whether or not, as determined by the department in consultation with the center, the district is offering higher levels of in-person instruction for English language learners, special education students, or other special populations.**
  - e. public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District/PSA during a public meeting described in PA-149.
  
9. The District/PSA 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.
  
10. The District/PSA will ensure that two (2), 2-way interactions occur between a pupil enrolled in the District/PSA and the pupil's teacher or at least one (1) of the pupil's teachers, **or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress** during each week of the school year for at least 75% of the pupils enrolled in the District/PSA. The District/PSA will publicly announce its weekly interaction rates at each District/PSA Board meeting where

it re-confirms how instruction is being delivered. The District/PSA will make those rates available through the transparency reporting link located on the District/PSA website each month for the 2020-2021 school year.

**Clarification of Assurance 10:** "2-way interaction" means a communication that occurs between a pupil and the pupil's teacher or at least 1 of the pupil's teachers **or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress**, where 1 party initiates communication and a response from the other party follows that communication, and that is relevant to course progress or course content for at least 1 of the courses in which the pupil is enrolled **or relevant to the pupil's overall academic progress or grade progression**. Responses, as described in this subdivision, must be to the communication initiated by the teacher, **by another district employee who has responsibility for the pupil's learning, grade progression, or academic progress, or by the pupil**, and not some other action taken.

*Michelle Zielinski*

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District Superintendent or President of the Board of Education/Directors

*Sept 30, 2020*

\_\_\_\_\_  
Date

## Learning Plan Narrative

### Opening Statement

- Please provide a statement indicating why an Extended COVID-19 Learning Plan is necessary to increase pupil engagement and achievement for the 2020-2021 school year.

The COVID-19 global pandemic is impacting our school community in a number of ways; we are experiencing a traumatic event, many students may have significant gaps in their learning, and equity issues are more evident.

As we return to school this year, our first priority will be to ensure the safety and well-being of all members of our school community. Because of the wide range of experiences students had during the remote learning portion of the 19-20 school year, ACEA anticipates a wider range of student knowledge, skills, and competencies in the 2020-21 school year. We expect that many students will be behind and will need opportunities to catch up. Teachers will need opportunities to collaborate with each other as they examine student work and determine what comes how to best meet the academic and social and emotional needs of our students.

ACEA began the Fall 2020 school year in a blended learning environment where students attend face to face M, T, TH and Friday, and do remote learning on Wednesdays; as well as have access to their teachers. We also have a significant portion of our students who chose virtual learning which is a combination of Edgenuity and google classroom. Our priority is 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

- **Please outline and describe** the educational goals expected to be achieved for the 2020-2021 school year. The District/PSA must establish all of its goals no later than September 15, 2020. Authorizing bodies expect PSA educational goals will be aligned to the educational goal within your charter contract.
- **Specify** which goals are expected to be achieved by the middle of the school year and which goals are expected to be achieved by the end of the school year.
- **Ensure** that all of the following apply to the educational goals described in this section: (a) The goals include increased pupil achievement or, if growth can be validly and reliably measured using a benchmark assessment or benchmark assessments, growth on a benchmark assessment in the aggregate and for all subgroups of pupils; (b) The District/PSA benchmark assessment(s) are aligned to state standards and will be administered to all pupils K-8 at least once within the first 9 weeks of the 2020-2021 school year and not later than the last day of the 2020-2021 school year to determine whether pupils are making meaningful progress toward mastery of these standards; and (c) the District's/PSA's educational goals are measurable through a benchmark assessment or benchmark assessments.
- To the extent practicable, the District/PSA will administer the same benchmark assessment or benchmark assessments that it administered to pupils in previous years.

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

ACEA will use benchmark assessment data as a part of evidence to inform instructional practice, but will also use the formative assessment process which is embedded in the teaching and learning process to inform individual student learning.

The use of formative assessment data, which is supported by extensive research provides in-time data for both teachers and students and helps to inform their progress and gives a more complete picture of what our students know and are able to do.

### Educational Goals

The NWEA assessments in Reading and Math will be administered to all students three times per year in the 2020-21 school year. Once in the first nine weeks of school, once in the winter, and once in the Spring before the end 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.

Goal 1: Students 9-12 will demonstrate growth in Math in the aggregate from the Fall 2020 testing administration to the Spring 2021 testing administration as measured by the NWEA.

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

Goal 2: Students 9-12 will demonstrate growth in Reading in the aggregate from the Fall 2020 testing administration to the Spring 2021 testing administration as measured by the NWEA.

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

### **Instructional Delivery & Exposure to Core Content**

- **Please describe** how and where instruction will be delivered during the 2020-2021 school year. (e.g. instruction may be delivered at school or a different location, in-person, online, digitally, by other remote means, in a synchronous or asynchronous format, or any combination thereof).

ACEA's full instructional plan can be found on our website:

<http://www.aceaofmidland.com/acea-2020-21-return-to-learn-plan/>

To best meet the needs of the school community, ACEA is providing two modes of learning for the 2020-2021 school year while in Phases 4 or 5 of the Governor's MI Safe Start Plan. All options were made available to all students 9-12.

- Full Face-To-Face Traditional Instruction ○ 4 days per week in school taught by ACEA teachers and Wednesdays are remote learning and teacher office hours for additional help and support
- All on-line - students can either choose a blended remote approach with a combination of Edgenuity and Google classroom instruction by ACEA teachers or full virtual using all Edgenuity courses.

Our priority is 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. This schedule attends to the health and safety of staff and students by minimizing contact. Key metrics that will be considered in changing the mode of instruction shall include at least all of the following:

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

More specific information regarding learning options for Phase 4 and 5 can be found in the ACEA COVID-19 District Preparedness and Response Plan found at <http://www.aceaofmidland.com/acea-2020-21-return-to-learn-plan/>

This plan also includes specific details regarding the health and safety measures the district is employing to ensure the wellbeing of students and staff.

If there is a need for ACEA to transition to a fully remote learning model for all or parts of the district, the ACEA 2020-21 Continuity of Learning & COVID-19 Response Plan (Revised August 2020) will be implemented. This document reflects the district's plan specific to Phases 1-3 of ACEA's COVID-19 Preparedness and Response Plan. This Remote Learning Plan exceeds the requirements of Governor Whitmer's Executive Order 2020-142, the MI Safe Start Plan, and the MI Safe Schools Michigan's 2020-21 Return to School Roadmap.

- **Please describe** how instruction for core academic areas will expose each pupil to the academic standards that apply for each pupil's grade level or course in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.

Academic and Career Education Academy's curriculum for core academic areas is aligned to state standards. ACEA anticipates a wider range of student knowledge, skills, and competencies in the 2020-21 school year. We are committed to providing learning experiences in the most meaningful, engaging, equitable, and supportive ways possible to maximize student learning and growth, while still maintaining a deep and consistent primary focus on social, emotional, and mental health and overall wellbeing for all members of our school community.

ACEA will rely on increased staff collaboration, increased family engagement, and our highly skilled staff to ensure students are receiving the best possible learning opportunities and experiences for maximum learning. For all modes of learning (face to face learning and on-line learning), instructional staff will utilize the ACEA curriculum aligned with state standards. More information can be found on our website: [ACEA Curriculum Page](#). To the extent possible, outcomes for student learning in the virtual environment will be the same as the face-to-face environment, and textbooks and other resources that are available to students in the face to face environment will be made available to those in the virtual environment.

- **Please describe** how pupil progress toward mastery of the standards described within this section will be graded or otherwise reported to the pupil and the pupil's parent or legal guardian.

ACEA bases its assessment system on the Michigan Standards and regularly assesses students to determine progress toward meeting those standards. Utilizing a balanced approach to assessments is important with emphasis on formative assessment. This is important in the instructional process so that students receive timely feedback that helps guide them in what they need to do to improve. It also gives the teacher important information to adjust their teaching and learning process to meet each student's needs.

Our families have access to our web-based system that allows them to access their student's grades at any time. Our teachers keep up-to-date information on student grades in this system. We also send progress reports home at the end of every six week marking period and report cards home at the end of each semester in January and June. Our teachers, support staff and administration are available to answer questions about their student's daily grades or progress through email or phone calls.

### **Equitable Access**

- If delivering pupil instruction virtually, please **describe** how the District/PSA will provide pupils with equitable access to technology and the internet necessary to participate in instruction.

Academic and Career Education Academy (ACEA) is committed to ensuring equitable learning opportunities for all students including access to technology. This technology includes lap top computers and chromebooks, internet access as possible through district provided hotspots, and digital resources. Details are available in ACEA's

COVID-19 District Preparedness and Response Plan (revised August 2020) at <http://www.aceaofmidland.com/acea-2020-21-return-to-learn-plan/>

- **Please describe** how the District/PSA 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.

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.

For students with identified special needs, and those attending CTE programming, intervention and support services will be integrated into the student's program immediately upon the start of school. We have 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. Resources to consider: Alt+Shift consultation or web resources at -

<https://www.altshift.education/resources/remote-learning-resources>

ACEA ensures a continuation of services for students receiving speech and language, occupational therapy, physical therapy, or social work services within their IFSP or IEP. ACEA also ensures a method for the continuation of evaluation for students suspected of having a disability as well as those requiring re-evaluation.

- **Optional Considerations for District/PSA Extended COVID-19 Learning Plans:**

- 1. In addition to the students with disabilities noted above, please describe how the District/PSA will ensure that the needs of other vulnerable student populations, such as but not limited to, early English Learners and Fledgling/struggling students, are met.

2. Please describe how the District/PSA will ensure that students will, during pandemic learning, have continued access to programs such as, but not limited

to, Early Childhood, CTE, Early-Middle College, Dual Enrollment and Advanced Placement as applicable within the District/PSA.

ACEA's Continuity of Learning Plan addresses ways all learners are provided with equitable opportunities to learn and be supported. Details can be found in ACEA's COVID-19 District Preparedness and Response Plan (revised August 2020) that was previously submitted to the state at [.http://www.aceaofmidland.com/acea-2020-21-return-to-learn-plan/](http://www.aceaofmidland.com/acea-2020-21-return-to-learn-plan/)

Examples of these supports include:

#### McKinney Vento Homeless Services

- Students who qualify for services will continue to receive services per guidelines
- School staff will continue to identify students who qualify for services and refer them to ACEA's McKinney Vento Coordinator to receive services
- We will continue to ensure all services are equitable and consider the best interest of the students in eliminating barriers and receiving lunch and breakfast service meals, opportunities for food distributions and Personal Care Items

#### Meals and Personal Care items

- ACEA will continue to provide breakfast and lunch to students as well as offer the opportunity to order breakfast and lunch for virtual learners and Wednesday's for remote learning
- ACEA will continue to work with local agencies, like West Midland Family Center to provide weekly/bi-weekly food distributions for families

Students and families will also have access to our school counselor, Student Success coordinator and Interventionists to provide additional academic, social and emotional support. ACEA staff also works with local agencies to coordinate mental health referrals to meet mental health needs of students and families.