



Eaton Academy Extended COVID-19 Learning Plan

Address of School District:

**21450 Universal Ave.
Eastpointe, MI. 48201**

District Code Number:

82915

Building Code Number(s):

08337

District Contact Person:

Calvin Sims

District Contact Person Email Address:

calvin@aceroed.org

Local Public Health Department:

Macomb County Community Health

Local Public Health Department Contact Person Email Address:

dohcs@macombgov.org

Name of Intermediate School District:

Macomb Intermediate School District

Name of Authorizing Body:

Central Michigan University

Date of Adoption by Board of Directors:

09/21/2020



October 01, 2020 [via email]

Mr. Calvin Sims
Eaton Academy

Re: Approval of Extended COVID-19 Learning Plan (“Extended Learning Plan”)

Dear Mr. Calvin Sims:

I am pleased to inform you that the Extended Learning Plan for Eaton Academy (“Academy”) has been approved by The Governor John Engler Center for Charter Schools at Central Michigan University. The Center will transmit the Extended Learning Plan to the State as soon as an appropriate mechanism to do so is made available. The Extended Learning Plan is effective as of the date indicated in the document.

To fulfill one of the required assurances, immediately add a copy of the approved Extended Learning Plan to the Academy’s Transparency Page of its website. An approved copy of the Extended Learning Plan is attached and can be found in Epicenter. The approved Extended Learning Plan constitutes a Charter Contract amendment and remains in effect as long as the Extended Learning Plan remains in effect.

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: Jonas Hill, Board President
Linda Previch, Board Corresponding Agent

Attachment:
Approved Extended COVID-19 Learning Plan

**RESOLUTION APPROVING THE EXTENDED COVID-19 LEARNING PLANS
("ECLP") AND APPROVAL OF CHARTER CONTRACT AMENDMENT**

EATON ACADEMY (the "Academy")

A regular meeting of the Academy Board of Directors was held on the 21st day of September, 2020, at 5:15 p.m.

The meeting was called to order at 5:17 p.m. by Board Member Jonas Hill _____:

Present: Hill, Pilgrim, Cylar, Davis, Nichols _____

Absent: None _____

The following preamble and resolution were offered by Board Member Nichols _____ and supported by Board Member Pilgrim _____:

BACKGROUND

On August 20, 2020, in response to the novel coronavirus (COVID-19) pandemic affecting our state, Governor Whitmer signed into law certain amendments to the State School Aid Act of 1979, as amended, MCL 388.1601 et seq. ("Back to School Laws"). The Back to School Laws include additional requirements for all Michigan schools as they plan for a return of preK-12 education for the 2020-2021 school year. Under the Back to School Laws, a public school academy must provide for instruction under an extended COVID-19 learning plan ("ECLP") that is approved by its authorizing body ("Authorizer"). ECLPs includes many of the same subject matters addressed in a public school academy's charter contract, including measurable educational goals to be achieved by all subgroups in the school, measurement of those educational goals by one or more benchmark assessments, a description of how the educational program, including instruction, will be delivered, a description of the school's curricula and specific reporting requirements for the 2020-2021 school year. Under the Back to School Laws, schools retain the flexibility to tailor and adjust their ECLPs to meet the needs of their students and the community they serve.

The Back to School Laws require, among other things, that each public school academy do the following:

- (1) Establish educational goals required to be included in the ECLP no later than September 15, 2020.
- (2) Approve an ECLP and submit it to their respective authorizing body ("Authorizer") for approval by October 1, 2020. If approved by the Authorizer, the ECLP is transmitted by the Authorizer to the Superintendent of Public Instruction and the State Treasurer.
- (3) Make an ECLP accessible through the transparency reporting link on the school's website by October 1, 2020.
- (4) Within the first nine weeks of the 2020-2021 school year, administer 1 or more benchmark assessments from the list approved by the Michigan Department of Education (MDE)¹, a benchmark assessment provided by MDE, or local benchmark assessments, or a combination of the above, to pupils in grades K-8 to measure math and reading proficiency. In addition, by the last day of the 2020-2021 school year, administer another benchmark assessment to pupils in K-8 to measure proficiency in the same subject matter. The Back to School Laws require schools to use the same benchmark assessment(s) used in the 2019-2020 school year, if applicable.
- (5) Provide each pupil's data from the benchmark assessment or benchmark assessments, as available, to the pupil's parent or legal guardian within 30 days of administering the benchmark assessment(s).

¹ MDE has approved four providers of benchmark assessments and continues to assess additional providers. See [https://www.michigan.gov/documents/mde/Benchmark assessments 700077 7.pdf](https://www.michigan.gov/documents/mde/Benchmark_assessments_700077_7.pdf)

- (6) Not later than February 1, 2021, create a report that addresses the progress made in meeting the educational goals in the ECLP that the academy expected would be achieved by the middle of the school year and make the report available on the transparency reporting link on a public school academy's website.
- (7) Not later than the last day of the 2020-2021 school year, create a report concerning progress made in meeting the educational goals in the ECLP and make the report available on the transparency reporting link on a public school academy's website.
- (8) No later than June 30, 2021, send the aggregate academy-level data from a benchmark assessment(s), excluding data from a local benchmark assessment or local benchmark assessments, to a regional data hub that is part of the Michigan data hub network that shall compile the data and send it to the Center for Educational Performance and Information (CEPI).
- (9) Thirty days after approval of the ECLP, the Board shall meet monthly to re-confirm how pupil instruction is being delivered at the school and whether it is consistent with the ECLP and to ensure that 2 2-way interaction, as defined in the Act, is occurring between students and teachers each week of the school year for at least 75% of students enrolled in the school. At each meeting, the Board shall: (a) publicly announce its weekly interaction rates of 2 2-way interaction since its last meeting; (b) allow for public comment on the ECLP; and (c) discuss whether changes to the method of delivery for pupil instruction under the ECLP are necessary.

THE ACADEMY BOARD THEREFORE RESOLVES THAT:

1. The actions taken by Academy representatives to prepare and submit the Academy's ECLP to Authorizer are ratified.
2. The ECLP, as approved by the Authorizer, is approved by the Academy Board as the ECLP and as the ECLP Amendment to the Contract.
3. All resolutions and parts of resolutions insofar as they conflict with the provisions of this resolution be and the same hereby are rescinded.
4. The Academy will deliver from time to time such information regarding the implementation of the Academy's ECLP as the Authorizer or Michigan Department of Education may reasonably request.
5. Any Board policies or provision of Board policies that prohibit or impede the Academy's compliance with ECLP are temporarily waived, suspended or altered.
6. This Resolution shall take immediate effect and continue through the end of the 2020-2021 school year. If the Back to School Laws are amended, and such amendments requires additional Board action relative to the ECLP, the Board may take such action to comply with existing law.

Ayes: (5) Hill, Pilgrim, Cylar, Davis, Nichols

Nays: (0)

Resolution declared adopted.



Print Name: Chariece Cylar

Secretary, Academy Board



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 1, 2020.
2. 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.
3. Benchmark Assessments: The District/PSA will
 - select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
 - 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.
4. If delivering pupil instruction virtually, the District/PSA will
 - provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
 - 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.
5. 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:
 - 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 each 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



6. 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.
7. The District/PSA assures that
 - instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
 - the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - 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 thereafter at a meeting of the Board, and
 - 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.
8. 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.
9. 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 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.

Calvin Sims

District Superintendent or President of the Board of Education/Directors

9/15/20

Date



Learning Plan Narrative

Opening Statement

As with everything during the COVID-19 pandemic, we understand that we need to be flexible and listen to our parents, staff, students, and the entire Eaton Community. Through extensive discussions and surveys of our school community it was widely felt that our students remaining at home, and learning remotely using an online/virtual model, is our best and safest option to begin the school year.

With our students learning remotely, we will be able to safely and comfortably create an engaging online learning experience with a personalized approach that will ensure that students are making the necessary growth toward their achievement targets. Teachers will create individualized learning plans for students using a variety of online platforms, which will allow them to monitor student progress toward mastery as they would if they were in our building for in-person learning.



Educational Goals

The median growth percentiles reflecting fall-to-winter and fall-to-spring scaled score growth in grades kindergarten to eight on reading and math NWEA Growth tests will be at or higher than 50.

Eaton Academy will administer the NWEA, as well as other approved benchmark assessments to all pupils K-8 at least once within the first 9 weeks of the 2020-2021 school year and no later than the last day of the 2020-2021 school year to determine whether students are making meaningful progress towards mastery of these standards.

Instructional Delivery & Exposure to Core Content

Eaton Academy will begin the 2020-2021 school with our building closed to “in-person” instruction and we will have a “full-time” remote learning model. Eaton students will participate in two-way instruction daily, with the amount of time based on grade level, this will consist of live instruction online with their teachers and classmates, supplemented by digital curriculum resources, online learning platforms, and independent work. Students will access assignments through online learning platforms, and Microsoft Teams, with our use of the Microsoft 365 learning platform.

Middle School students will follow a schedule that mirrors how it would be in the building for in-person instruction. They will follow a “virtual” bell schedule with six class periods 52 minutes in length, with three-minute passing and a 25-minute lunch period. Students will follow their own schedule and attend classes as they normally would in the building. All classes will be instructed by their core content area and elective teachers.

Students in Elementary School (PreK-5th grade) will have a schedule based on age level appropriate standards for online learning. These schedules will vary by grade and will be from 2 to 4 hours. For our elementary scholars we will create an AM and a PM session. This will allow for parents that need to assist their children with their remote learning to have an option based on their availability. Each session will be the same length and the same content will be covered in each in order to provide equity for all students.

In terms of learning and instruction, students in K – 5 will be given a combination of online and hard copy assignments to complete. This will demonstrate learning and progress towards their goals, and proficiency, in key subject areas such as ELA and Math. Below are some of the strategies that will be utilized in order to deliver high quality, Common Core and Michigan PreK-12 standards aligned, curriculum and activities:



- Parents will be given training on all online platforms, learning expectations and technology use.
- Students complete written/physical work guided by/along with teacher
- Teachers will make copies of packets for mailing and home delivery when necessary. Parents will be able to download the personalized packets from Classroom Dojo, Email, or the Eaton Website to be printed at home.
- Teachers will conduct “virtual” office hours on Wednesdays. This will allow students or parents time to contact staff for assistance or to discuss any concerns.
- Students will use Interactive Notebooks to take notes and complete assignments in all subjects.
- Students will complete assignments designed to provide interventions based on their RTI tiers.

All of the curriculum we use at Eaton can be accessed remotely, and assessment tools are embedded to assist with monitoring student growth. We will use our rigorous Common Core and Michigan PreK-12 standards aligned ELA curriculum, Wit and Wisdom. To encourage and engage students in reading, we will use the online platform Epic, which is a digital library that will be used to track students’ reading. This will allow us to determine student needs in order to differentiate, ensuring that students are making growth and moving towards proficiency.

Students will be engaged in high quality, rigorous content using a variety of instructional methods. Students will explore learning through activities, that are Common Core and Michigan PreK-12 standards aligned lessons, for math through Eureka Math. Our students will be able to review math lessons on Zearn and complete activities assigned by their teacher delivered through an online learning platform or other digital means (MobyMax, IXL, SplashMath, etc.)

Middle School students will attend all core content area classes daily. Students will engage in learning activities that are Common Core and Michigan PreK-12 standards-aligned just as they would if they were in the building for in-person instruction. Students in middle school will also use Eureka Math and Wit and Wisdom. Science instruction will be aligned to Common Core Standards through the use of STEMscopes. Social Studies will use a Social Studies Weekly which is aligned to the Michigan State Standards and will have a focus on reading and writing that is also aligned to the Common Core. All students will have a lab class and two elective classes which could be Physical Education and STEAM. Middle school students will also use interactive notebooks to take notes and complete assignments in all subjects.

Eaton’s Administration Team will conduct checkpoints with teachers around curriculum, pacing and ongoing monitoring of student progress, and specifically focus on the growth of students who need further acceleration. Progress and growth will be monitored for all students through formative and summative assessments in order to ensure that our students are getting the differentiated and rigorous content necessary to reach proficiency. Even though we will not be



in the school building, we will use the remote option of NWEA MAP as our universal screener, and summative assessment tool. For Math and ELA, standards-based grade level common assessments will be used as formative and summative assessment tools through Wit and Wisdom and Eureka Math to ensure students are making progress towards their growth and proficiency goals. We will use a variety of tools for our formative assessments. Sites such as Mobymax, Quizizz, and Microsoft Teams will support our students and teachers remotely.

In order to ensure that students are making progress and growth during our remote learning, all students are expected to attend daily sessions virtually with their teachers as scheduled. Attendance will be recorded in our SIS Skyward and will be monitored by Eaton's Administrative team. During our remote learning phase, we will use a similar attendance policy as we use when we are in school building to provide continuity and consistency with our students and parents.

- If a student is absent parents should contact our office and/or the student's teacher and provide proper documentation for the absence to be excused.
- If a student is absent the parent will receive a call generated by our SIS Skyward and the teacher on the day of the absence.
- Teachers will conduct one phone call with each of their students (Middle School Homeroom only) per week and one alternative connection (text, email, dojo, etc.)
- Teacher Contact Logs are to be submitted to the administrative team on Thursday of each week.

In order to provide transparent and timely communication with parents, and our school community, in terms of our curriculum plan and instructional model, our plan has been distributed in hard copy and digital form as well as being posted to the school's website prior to the start of the school year. This includes grade level requirements, resources, and supports. Eaton Academy will provide assessment and academic progress reports to parents bi-weekly in order to keep parents informed of their child's progress on our Wednesday early release days. This day will be used for teachers to conduct office hours with students and parents in order to make them aware of progress of their students, to do wellness checks and conduct one on one interventions.



Equitable Access

In order to ensure a consistent, high-quality learning experience, we will implement common platforms, tools, and schedules. Throughout the summer, Eaton Academy conducted on-going informal communication and formal questionnaires. We collected information as to the number of devices each family had in the home that could be used to access online learning platforms and internet capabilities. Any family that needs a device for remote learning will be provided with an Eaton Academy Chromebook.

Through our CARES Act funding we were able to procure additional devices for our families and replace devices that are no longer functioning properly, ensuring that all of our students have a device to use at home. Additionally, we will work with families to ensure they have internet access in the home. If they do not, Eaton will work to provide that service for the family.

Our technology service provider has asset tagged and inventoried each device being used so we are easily able to track devices for remote help and when they are dropped off for maintenance. In the event that a student has an issue that requires attention, we will develop a process that will make it smooth and quick for our parents and students to get their device back so they can continue learning.

Students with IEPs will participate equally with their non-disabled peers in the general education curriculum. In general, students will receive instruction in the Common Core State Standards in the four core subject areas of ELA, math, science, and social studies. Depending on the level of performance stated in an IEP, student mastery of the general curriculum for ELA and math will be based on the high, medium, and low ranges of complexity indicated in Essential Elements. Similarly - depending on the level of performance stated in an IEP - student mastery of the general curriculum for science and social studies will be based on the functional, supported, and participation ranges of complexity indicated in EGLCEs.

Public health data will be considered when planning for the instruction and delivery of ancillary services for students with disabilities and serve as the basis for deciding if instruction will be in person, in a hybrid format, or in a remote learning platform. Special education programs and services currently include a resource program, speech and language therapy, social work services, and occupational therapy; however, the continuum of services offered will remain as responsive and flexible as possible depending on student need.

Special education programs and services will provide specialized instruction in face-to-face formats; for example, in person or through synchronous live-streamed platforms. Sessions for specialized instruction or for services will comply with the number and duration indicated in each student's IEP. Paper-and-pencil packets and recorded video sessions will be used only as resources but not as primary means of instruction.



IEP annual goals and objectives will remain the targets of specialized instruction in all learning platforms, presented reasonably and safely in person or through synchronous live-streamed sessions. In general, students with IEPs will participate in four individual or small group sessions each week to address ELA and math goals and objectives. [CD1] Duration of sessions will depend on service hours indicated in individual IEPs.

Each student's IEP will be reviewed no later than December 2020 to ensure that it reflects the student's current level of performance and that IEP goals, supplementary aids and supports, and programs are appropriate for a traditional, for a hybrid, or for a remote learning platform.

Decisions regarding revisions to students' IEPs will be based on data relative to students' current levels of performance. Likewise, decisions regarding the provision of recovery services will be based on data relative to the performance levels of students with IEPs in relation to their grade-level peers. Recovery services, if required, will begin in January 2021. [CD2]

"Contingency learning plans" will be included in each student's IEP to allow for moving from phase to phase of the Michigan Safe Schools Roadmap. Contingency learning plans will be included in the Other Considerations and Options section of each student's IEP.

Child Find, Procedural Safeguards, and Discipline Procedures will remain in place as indicated in the IDEA for all learning platforms. Assessments [CD3] for initial and three-year re-evaluations will be conducted in person with the appropriate health and safety protocols followed or through a qualified virtual environment (e.g., approved Pearson assessments). Initial and re-evaluation assessments will be prioritized based on required timelines.

Caseloads for special education staff will follow guidelines indicated in MARSE and the Macomb County Plan.

Special education staff will document the provision of services indicated in IEPs through daily or monthly service logs. Student progress toward annual goals and objectives will be monitored regularly and reported quarterly with report cards.

General and special education instructional staff will continue to document on monthly logs that each student with an IEP receives the accommodations, modifications, and supplementary aids and supports indicated in their IEPs.