



The Dearborn Academy Extended COVID-19 Learning Plan

Address of School District: 19310 Ford Rd., Dearborn, MI 48128

District Code Number: 82928

Building Code Number(s): 8479

District Contact Person: Afrin A. Alavi

District Contact Person Email Address: aalavi@thedearbornacademy.org

Local Public Health Department: Wayne County Health Department

Local Public Health Department Contact Person Email Address:
Ms. LaTanya Ellington
EllingtonL@michigan.gov

Name of Intermediate School District: Wayne RESA

Name of Authorizing Body: Central Michigan University

Date of Adoption by Board of Directors: 09/24/2020



October 01, 2020 [via email]

Dr. Afrin Alavi
The Dearborn Academy

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

Dear Dr. Alavi:

I am pleased to inform you that the Extended Learning Plan for The Dearborn 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 fluid and cursive, with the first name "Corey" and last name "Northrop" clearly legible.

Corey Northrop
Executive Director

cc: Najim Saymuah, Board President
Zeina Hamdan, 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**

The Dearborn Academy (the "Academy")

A [regular/ special] meeting of the Academy Board of Directors was held on the 24th day of September, 2020, at 3⁰⁰ [a.m. / p.m.]

The meeting was called to order at 3⁰⁸ [a.m. / p.m.] by Board Member Najim Saymuah

Present: Najim Saymuah, Geraldine Pappas, Dib Saab, Linda White

Absent: Kassem Dakhallah

The following preamble and resolution were offered by Board Member Linda White and supported by Board Member Geraldine Pappas:

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

(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.

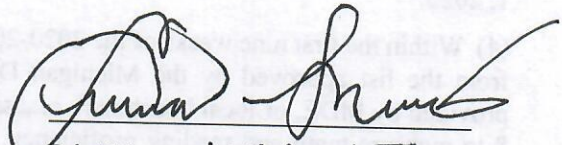
THE ACADEMY BOARD THEREFORE RESOLVES THAT:

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: 4

Nays: 0

Resolution declared adopted.



Print Name: LINDA WHITE

Secretary, Academy Board



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:
 - 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
- 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 re-confirms 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.

Najim Saymuah
President of the Board of Directors

09/24/2020
Date



Introduction and Overview

The *Return to Learn* COVID-19 legislation provides schools/districts flexibility around the number of school days, instructional hours, student count and attendance. Under the statute schools/districts must submit their Extended COVID-19 Learning Plans, which include educational goals and a description of how instruction will be delivered. It ensures that students are engaged in learning by mandating consistent two-way interactions between students and teachers.

Given that student engagement and participation are critical and a key to successful learning, The Dearborn Academy (“TDA”) will use active student engagement strategies while keeping track of expectations put on families to support student learning as well as employing a trauma-sensitive and culturally responsive approach to student engagement and support. Hours of instructional time are not characterized as a student’s time spent in front of a screen, but time engaged in standards-based learning with the support and guidance of an educator. Staff will establish routines/procedures via various instructional strategies/practices to increase accountability for both School Supervised and Home Supervised Remote Learning models. Effective instruction, student engagement, and meaningful assessment are codependent and are enriched through a feedback loop between administration, educators, students, and families.

TDA acknowledges that the individual needs of our PK-8 students will impact how educators promote targeted engagement (especially for those families marginalized by language, poverty, race, and ability), generate a sense of routine in an atypical milieu, and encourage feelings of connection between students and their learning. We will also espouse family engagement, student support, instructional strategies, assignments, and learning opportunities that are both culturally relevant and culturally responsive. Moreover, staff will draw on students’ strengths, leverage technology to advance instructional activities and resources, cultivate student voice and choice to foster engagement and independent learning. Offering students with choices in learning resources and the means to express their understanding will improve engagement and help them to ascertain the ideal conditions under which they learn in a digital venue.

Educators will employ scaffolding to meet the distinctive needs of all students and heighten learning without diminishing rigor or foregoing grade-level material. They will also differentiate student learning (e.g., small group instruction, a range of tools/products) while providing effective feedback that supports students as they move forward.

TDA will offer professional development and instructional resources involving student engagement and cultural responsiveness with an emphasis on recognizing the effects of social factors of health, poverty, unemployment, and cultural values on student learning post COVID-19 closures.



Educational Goals

With the goal of transitioning students back into school, maximizing instructional time and minimizing testing time while concurrently encouraging teachers to efficiently use student data to drive instructional decisions, the *Return to Learn* legislation stipulates all schools/districts to administer academic benchmark assessments within the first nine weeks of the 2020-2021 school year for all students. Twice a year (i.e., Fall and Spring), TDA students participate in the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessment.

MAP assessments will be administered both in the Fall and mid-year, with particular thought given to lessening testing anxiety and fatigue. Data results will help us to create a baseline and develop an informed action plan for instruction. Educators will proctor the MAP sessions using ZOOM to corroborate that students are actively completing the assessment. Once testing is complete, staff will receive PD on how to use the benchmark data to drive instructional practices.

The Benchmark Assessments MEMO #COVID-19-095 indicates that Section 104(9) of the statute requires "...that the Michigan Department of Education (MDE) approve at least four but no more than five providers of benchmark assessments to meet the requirements of this legislation." NWEA MAP is one of the state approved providers and due to its reliability and accuracy will be used by TDA to execute the mandatory academic benchmark requirement. With that being said, according to its Charter Contract, TDA's median growth percentiles reflecting fall-to-winter and fall-to-spring scaled score growth in grades 3 to 8 on reading and math NWEA Growth tests will be at or higher than 50.

Owing to the absence of Spring 2020 M-STEP data, NWEA MAP will serve as an alternate source of assessment data to complement data driven decision-making. It will also help plan for student participation in 3rd-8th grade M-STEP in English Language Arts (ELA), math, science, and social studies in case the Spring 2021 M-STEP waiver is not approved by the Department of Education. The MAP platform factors in ongoing benchmark and monitoring of student progress in isolated skill areas, along with the general content areas. Data will be used to plot the course for instructional practices for the classroom and students in need of additional intervention support. The assessment is reported to be aligned with the M-STEP and is predictive of how students will perform on the state test.

Though the MAP test is familiar to our students, this will be the first time they will logging into it online from a place other than their usual school setting. Students will be required to use their school issued Chromebooks to access the assessment. MAP measures academic progress and growth over time and when students answer questions to the best of their ability, it provides reliable data to help educators plan differentiated instruction, develop interventions for struggling students, and determine what students are ready to learn next.



Instructional Delivery & Exposure to Core Content

TDA's plan to deliver instruction will grant us the opportunity to reopen with instructional schedules and models that are both flexible and built around the Phase our region will be in. We acknowledge that we may start school under one model, and as new information becomes available about health and safety, we may need to shift to a different paradigm. We have designed our reopening plan to ensure that transitions between risk levels are seamless and foreseen in terms of:

- attendance
- daily schedules
- teacher and class assignments
- curricular expectations and technology integration
- assessment and grading practices

TDA's reopening framework also takes into account the unique needs of our most vulnerable population, including but not limited to our English Learners (ELs) and students with diverse learning needs. As such, our special populations will require specific attention to ensure the continuity of learning together with the health and safety of students and staff within the least restrictive learning environment. We remain dedicated to providing all students with the supports and resources they need to be successful during this challenging time.

Instruction will be remote only with no in-person teaching/learning. Student access will be either from home or supervised on-site by support staff. TDA developed two synchronous/asynchronous learning scenarios to meet the student and family needs of our community for the 2020-2021 school year: Home Supervised Remote Learning and **a PK-5 School Supervised Remote Learning model with grades 6-8 being considered on a case-by-case basis**. Both will include supports for ELs, students with disabilities, MTSS, and gifted students.

Below are examples of synchronous activities:

- live ZOOM/Google Classroom meetings
- office hours
- phone calls
- in-person interactions

The following are examples of asynchronous activities:

- recorded lessons
- posted directions/learning activity (in LMS)
- email contact
- independent student engagement with learning activities

Option 1: Home Supervised Remote Learning	Option 2: PK-5 School Supervised Remote Learning
<ul style="list-style-type: none"> • direct, live, daily instruction by the classroom teacher • students will engage with teachers on a virtual platform (i.e., <i>Google Classroom</i>, <i>ZOOM</i> and other virtual applications) from home • 5 days a week with a daily schedule and attendance taken • virtual Specials throughout the quarter/semester • virtual instruction via class, one on one and small group meetings • special needs students will receive instruction, modifications, accommodations, and other IEP associated services • the SE team will work with families to schedule mandatory in-person therapies (e.g., teletherapy) • 1:1 Chromebooks • differentiated instruction to meet the needs of ELs • social-emotional supports to foster student and family well-being 	<ul style="list-style-type: none"> • direct, live, daily instruction by the classroom teacher • students will engage with teachers on a virtual platform (i.e., <i>Google Classroom</i>, <i>ZOOM</i> and other virtual applications) from the school building • supervised by support staff • 5 days a week with a daily schedule mirroring Remote Learning and attendance taken • virtual Specials throughout the quarter/semester • virtual instruction via class, one on one and small group meetings • special needs students will receive instruction, modifications, accommodations, and other IEP associated services • the SE team will work with families to schedule mandatory in-person therapies (e.g., teletherapy) • 1:1 Chromebooks • differentiated instruction to meet the needs of ELs • social-emotional supports to foster student and family well-being • preventive safety measures aligned with Wayne County Health Department guidelines will be taught and practiced daily • buildings including classrooms and common areas, cleaned and sanitized frequently

Students will have daily synchronous/asynchronous time. Synchronous instruction will be recorded, real-time, live instruction between the teachers and students and will include specific learning assignments, small group instruction and one-on-one meetings, if needed. Asynchronous instruction will engage students in the learning materials and practice the learned skills on their own time. Students will be expected to spend a of minimum of 180 minutes daily completing synchronous and asynchronous learning activities as well as continuing the practice and usage of learned skills. Intervention and enrichment through small group instruction will also be scheduled for students to best meet their unique needs. Students may engage in assigned group activities, project-based learning activities, and small group instruction.

The Michigan Academic Standards (“MAS”) outline what students need to know and be able to do at each grade level. TDA has created pacing guides to identify what skills and content knowledge will be addressed, when they will be addressed, and how students will demonstrate their knowledge. Decision-making about what to teach and when to teach content and skills is founded on student learning objectives that identify the degree to which students have mastered the MAS. That being said, our team has isolated the most essential prerequisite skills and content knowledge that students will need to grasp when they engage with it during the school year. A methodological approach has been established to ensure that the kinds of assignments students are given are in line with the MAS, present clear indications of the extent to which the MAS are met, and is comprised of actions educators will take regarding their students’ work. Supplementary levels of support that students will require to master grade level standards (e.g., scaffolding), have also been considered.



TDA has developed a curriculum sequence for all content areas that steers the order of instruction with a focus on Power Standards. The curriculum is aligned with a breadth of resources, including digital and access to a wide range of text. The Specials remain an essential piece of the curriculum and will be delivered remotely. Social emotional learning is a daily aspect of learning to support our students, build competencies and connections and to meet the emotional needs of our students.

The primary goal of grades is to provide students and their families with feedback to advance their learning while affording students with some due date flexibility as deemed appropriate in view of individual student circumstances. Grading in Remote Learning will apply to student work done in either remote synchronous or remote asynchronous instructional methods and will be consistent with the grading policies for in-person learning. We will continue to use our existing grading systems at each level with letter grades for 1st-8th grades, and a standards-based report card in KG. Students will receive progress reports and report cards each quarter. We will follow all policy and guidance from the MDE concerning attendance, grades and report cards.



Equitable Access

Curriculum, instruction, assessment, professional development are all concepts that can be adapted to serve as tools for equity. As such, it is not only vital that equity be at the core of our planning but we must ensure that our historically underserved student groups continue to be a priority. Addressing the needs of all students, especially those disproportionately affected by school closures or learning loss, is critical during this time. The unparalleled nature of COVID-19 has impacted all students and will aggravate already existing gaps in opportunity and achievement for marginalized student groups. The repercussions of continued learning loss, together with discrepancies in the execution of continuity of learning models, will have long-lasting ramifications on our most high needs students

TDA's COVID-Preparedness Plan accounts for the unique needs of our most vulnerable population, including but not limited to our English Learners (ELs) and students with diverse learning needs. As such, our special populations will require specific attention to ensure the continuity of learning together within the least restrictive learning environment. We remain dedicated to providing all students with the supports and resources they need to be successful during this challenging time. Family training meetings, to ensure parents/guardians are able to acquire online resources and have the information needed to successfully access work, will be conducted during the first week of school. Ongoing, two-way communication between TDA and the family is key in the Remote Learning model. Whenever needed, TDA will provide language support to help students and families access the resources being used for remote instruction.

Students receiving specialized assistance via an IEP or Section 504 Plan are general education students first and foremost. Special education staff will get in touch with the families of students they serve in order to communicate available supports for: social emotional learning, academic needs related to assigned work provided by general education teachers, study skills and organization tools, speech language therapy support, and occupational/physical therapy supports. Teaching and professional support staff will create a schedule to host video and/or phone sessions with students and mail home packets of materials to be used during these sessions targeting IEP goals. For younger students, parents/guardians may be asked to participate to the degree needed to support engagement. Special Education staff will contact and be available daily to support learning at home. Moreover, they will schedule IEP meetings with some families on an as needed basis. Core instruction will be individualized and founded on the students' IEPs, their goals, the modifications, and accommodations within the IEP. To make sure this differentiation occurs, there will be ongoing dialogue between special and general education teachers (including ESL teachers). This communication will ensure accessibility to the curriculum and support the students in meeting their IEP goals and objectives. All general education and special education staff will document their best efforts with their students.

TDA will work to ensure that every student has access to a device, Internet connectivity and delivery of technology. A Needs Assessment and Survey was conducted in July to determine the number of students that will require Internet access in order to participate in remote education. We reached out by phone to those families who did not respond. We are continuing to work on resources where access may not be available to a student due to connectivity or other unique conditions. We are also considering the technological demands of all students, inclusive of those with learning disabilities, assistive technology needs, and language barriers. Finally, we are keeping in mind the needs related to the distribution of necessary technology, including but not limited to, student and parent/guardian trainings and appropriate use policy implementation. Student schedules will be flexible and consist of off-line activities which will permit for the sharing of devices within each home, should the need arise. Families will receive very detailed instructions based on grade level/bands/subjects.