

## **Riverside Academy 2020-21 Extended COVID-19 Learning Plan**

Address of School District: 7124 Miller Rd., Dearborn, MI 48126

District Code Number: 82975

Building Code Number(s): Riverside East 09300 Riverside West 09604

District Contact Person: Iman Harp

District Contact Person Email Address: harpi@gee-edu.com

Local Public Health Department: Wayne County

Local Public Health Department Contact Person: Carol Austerberry

Local Public Health Department Contact Person Email Address: causterb@waynecounty.com

Name of Intermediate School District: Wayne Resa

Name of Authorizing Body: Central Michigan University

Date of Adoption by Board of Directors:



October 01, 2020 [via email]

Ms. Iman Harp  
Riverside Academy

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

Dear Ms. Harp:

I am pleased to inform you that the Extended Learning Plan for Riverside 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 style with a large, stylized "C" and "N".

Corey Northrop  
Executive Director

cc: Hassan Dakroub, Board President  
Huda Davillier, 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**

Riverside Academy (the "Academy")

A regular meeting of the Academy Board of Directors was held on the 8th day of September, 2020, at 5 p.m.

The meeting was called to order at 5:03 p.m. by Board Member Dr. Hassan Dakroub:

Present: Dr. Hassan Dakroub, Dr. Mohammad Othman, Samira Bazzi, Dr. Muhsen Awad

Absent: None

The following preamble and resolution were offered by Board Member Dr. Hassan Dakroub and supported by Board Member Dr. Mohammad Othman:

**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)<sup>1</sup>, 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).

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<sup>1</sup> 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: 4

Nays: 0

Resolution declared adopted.



Print Name: Samira Bazzi

Secretary, Academy Board

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## Document History



SENT

**09 / 11 / 2020**

18:00:49 UTC

Sent for signature to Samira Bazzi (samirabazzi@yahoo.com) from davillierh@gee-edu.com  
IP: 75.75.215.186



VIEWED

**09 / 11 / 2020**

18:12:36 UTC

Viewed by Samira Bazzi (samirabazzi@yahoo.com)  
IP: 96.66.45.85



SIGNED

**09 / 11 / 2020**

18:13:00 UTC

Signed by Samira Bazzi (samirabazzi@yahoo.com)  
IP: 96.66.45.85



COMPLETED

**09 / 11 / 2020**

18:13:00 UTC

The document has been completed.

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## 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.

Hassan Dakroub

President of the Board of Directors

09/08/2020

Date:

## **Introduction and Overview**

COVID-19 cases continue to fluctuate on the continuum locally, state-wide and nationally. As a result, the Academy has committed to opening the 2020-21 school year 100% online. We will remain 100% online through September 30, 2020, at which point we will make the most informed decision possible on how best to move forward given all available data, Governor executive orders and recommendations from health experts.

This Extended COVID-19 Learning Plan (“ECLP”) is legally required based on recent legislation referred to as “Return to Learn.” This ECLP aligns to the Academy’s COVID-19 Preparedness and Response Plan, but more specifically addresses increased pupil engagement and student achievement for the 2020-2021 school year. Student engagement and achievement is essential. Students need to be active participants in the learning process in order receive daily instruction and the opportunity to acquire the knowledge and skills necessary to attain subject matter proficiency or beyond as a result of sound instructional practices and a guaranteed and viable curriculum. That is, a curriculum that covers all grade level standards and scheduling adequate time within the school day to implement the curriculum with fidelity.

The COVID-19 pandemic’s result in a sudden shift from in-person learning to virtual learning last spring put educators in, “emergency remote learning,” mode. We all learned many lessons throughout the spring of 2020. The Academy was uniquely prepared to make the shift from physical to virtual classroom and the teachers, students and parents did an admirable job throughout the transition, working hard not only to continue to move the curriculum forward, but to tend to social-emotional and mental wellness needs during these uncertain times as well.

We were very pleased with our students’ levels attendance and engagement and look forward to similarly high levels throughout the 2020-2021 school year. We have adopted a universal Learning Management System (LMS), Moodle, to facilitate continuity of instructional learning tools, access to curriculum and daily e-learning lessons, and parent support of their child’s learning at home. The Academy implemented its attendance and truancy protocols from day one of the transition. Where students attendance was an issue, the follow up from the office was immediate and any and all attendance and/or “virtual truancy” matters were remedied. These protocols will continue to be implemented with fidelity throughout the 2020-2021 school year.

## **Educational Goals**

The median Student Growth Percentile for students in grades K-8 will be at or above the 50<sup>th</sup> percentile on NWEA’s Measure of Academic Progress for fall-to-winter and fall-to-spring testing periods indicating a minimum of average growth.

The Northwest Evaluation Association Measure of Academic Progress (NWEA MAP), a nationally normed and computer-adaptive test, will be administered to all grade K-12 students three times during the 2020-21 school year, even though high school educational goals are not required at this time, in the fall (within the first nine weeks of the start of school), the winter, and in the spring to determine whether students are making meaningful progress toward mastery of the standards. The NWEA MAP is aligned to the Common Core Standards and listed by the Michigan Department of Education as an approved testing tool.

The Academy will make available via its transparency reporting link located on the Academy’s website, a report concerning the progress made in meeting the education goals not later than February 1, 2021, for fall-to-winter goal and not later than the last day of school of the 2020-21 school year for the fall-to-spring goal.

### **Educational Goals and Related Measures**

The Academy shall achieve or demonstrate measurable progress for all groups of pupils toward the achievement of the educational goals identified below. Although an increase in academic achievement for all groups of pupils as measured by assessments and other objective criteria is the most important factor in determining the Academy’s progress toward the achievement of its educational goals, the

**Riverside Academy Extended COVID-19 Learning Plan**



Academy also recognizes that other factors apply. The Academy provides the Authorizer and Board written reports, along with supporting data, assessing the Academy's progress toward achieving its educational goals. In addition, the Academy will meet the State of Michigan's accreditation standards pursuant to state and federal law.

#### Educational Goal to Be Achieved

Prepare students academically for success in college, work and life.

#### Measures to Assist in Determining Measurable Progress Towards Goal Achievement

To assist in determining whether the Academy is achieving measurable progress toward the achievement of this goal, the Academy will administer the specific measures.

#### Student Growth

The academic growth of all students in grades K-8 at the Academy will be assessed using the following measures and targets:

<b>Grade(s)</b>	<b>Measure</b>	<b>Target</b>
K-8	The median of student growth percentiles ("MGP") reflecting fall-to-winter and fall-to-spring scaled score growth on the reading and math NWEA MAP.	The MGP will be at or above the 50 <sup>th</sup> percentile.

#### Additional Academy Growth and Achievement Assessments

In addition to NWEA MAP, the Academy measures student growth and achievement assessments on the continuum. These assessments include: Fountas & Pinnell literacy benchmark assessment system (BAS); EasyCBM; Lexia reports; DreamBox reports; curriculum-based measures; end-of-unit exams; rubric-based writing assignments and other project-based assignments, et al.

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

The Academy is presently moving ahead with grade-level curriculum, offering every student access to all grade-level standards on pace to advance to the next grade level at grade level. This includes all Academy students with special needs as well, students requiring additional specialized supports, including IEPs, a 504, second language or other needed supports.

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.

#### Our Beliefs about Online Learning

The Academy is deeply committed to continue with engaging learning opportunities that are consistent with the Academy's core curriculum scope, sequence and pacing, the Michigan state learning standards and offering ALL Academy students the opportunity to demonstrate grade-level proficiencies that advance them to the next Riverside Academy Extended COVID-19 Learning Plan

grade level, at grade level. Academy teachers will design learning activities based on the best instructional practices for online learning.

#### Our Commitment to Students and Families

- Students will be given a specific amount of time to complete daily learning expectations.
- Teachers will take attendance daily.
- Teachers perform due diligence daily, intentionally reaching out to, and contacting, the students that did not attend class or participate in the classwork.
- If a teacher is not getting a response or answer from a student or parent, the teacher notifies the office for support in making contact with a family.
- All communication will be documented and shared with building administration.
- Grades will be recorded and will follow the grading periods as determined by the Academy's school calendar. Teachers will notify all students of passing requirements. During the grading period, students will receive grades as part of the usual feedback from their teachers on assignments, classwork, projects, etc. As always, teachers will consider students' learning and growth in the process of grading. Gradebooks will show, as they traditionally have, coursework and exam grades, as well as course comments for the year. Teachers will work with students, administering formative assessments such as projects, papers, or analysis throughout the course of instruction.
- Students and parents will be notified by the teacher of the online learning expectations during fall Open House and throughout the year via established classroom and Academy communication tools.
- The Academy website will be updated with timely information on the continuum.
- The Academy translates parent communication letters to Arabic, Bengali and Spanish. In addition, verbal communication to families, when needed, is also accommodated by native speakers of Arabic, Bengali and Spanish.
- The Academy will post its *COVID-19 Preparedness and Response Plan* on its website.

#### Our Teachers Will:

- Continue to plan and provide instruction based on Michigan Academic Standards, priority standards, and grade level expectations.
- Differentiate instruction to reach all learners, encourage engagement, and support students.
- Create learning experiences with the understanding that their students are not expected to sit in front of a computer or engage in schoolwork all day.
- Prepare for daily synchronous and asynchronous teaching and learning (See pp. 6-12 of *COVID-19 Preparedness and Response Plan*).
- Engage in two-way interaction with struggling students regarding learning progress.
- Know students' technological capabilities and what support is available to them.
- Use Nexus as the platform that will be used as its LMS (Learning Management System).
- Provide online learning expectations and etiquette.
- Adhere to the core curriculum scope and sequence, pacing and progress monitor all students to achieve grade-level priority standards.
- Communicate student expectations in a variety of ways.
- Provide multiple modes of instruction delivery to meet student needs.
- Provide a variety of progress monitoring tools including student conferring, formative and summative work such as:
  - Exit tickets
  - Discussion boards
  - Curriculum-Based Measures
  - Lexia, DreamBox and EasyCBM
  - Interim assessments
  - Assignments
  - Projects
- Provide grades and written specific feedback on submitted work. Students should know what they need to work on next to be able to reach proficiency.

- Communicate often, clearly, and consistently with both students and parents. This communication includes reaching out to parents and students to inform of any issues that deter student progress on the continuum.

#### 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.

#### 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 directive praise ("You did a great job participating 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

<b>Elementary Schedule*</b>	
<b>Monday-Thursday</b>	
Time	Subject/Class
20 mins.	Number Corner
20 mins.	SEL
60 mins.	Reading
60 mins.	Math
45 mins.	Science/Social Studies
45 mins.	Foreign Language
30 mins.	Lexia/DreamBox
45 mins.	Specials
45 mins.	Remediation Time

<b>Friday</b>	
Time	Subject/Class period
90 mins.	Reading
90 mins.	Math

<b>Middle/High Schedule*</b>	
<b>Monday-Thursday</b>	
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

<b>Friday</b>	
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

Pursuant to Michigan Return to Learn laws, the Academy stipulates to the following:

#### Days

The Academy has adopted a 2020-2021 calendar that identifies a minimum of 180 instructional days.

#### 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.

#### Count Day

The Academy's will not differentiate its attendance protocols for count day.

#### Assessment

Elementary, Middle and High School teachers and students will follow the state and Academy assessment guidelines. Assessments levels will be a combination of classroom, digital content and benchmark assessments.

#### Grading Practices

- Students will have regular check-ins with their teacher about assignment and assessment scores and be provided regular progress reports.
- Parents are encouraged to monitor their child(ren)'s progress and grades through the Academy's Nextcampus online portal.
- Student's grades are a combination of quizzes, tests, exams, labs, and assignments in the form of written responses, multiple choice, checks for understanding, essays (both short and long essays), and projects.





#### High School Grade Point Average (GPA)

Each student carries a cumulative Grade Point Average (GPA) that is often a measure used in scholarships and college entrance requirements. GPA is calculated based on the final grade for each class.



2020-21 Academy Grading Scale				
			CORE	AP
Advanced	A	93-100	4	5
	A-	90-92	3.67	4.59
Proficient	B+	87-89	3.33	4.16
	B	83-86	3	3.75
	B-	80-82	2.67	3.34
Partially Proficient	C+	77-79	2.33	2.91
	C	73-76	2	2.5
	C-	70-72	1.67	2.09
Developing	D+	67-69	1.33	1.66
	D	63-66	1	1.25
	D-	60-62	0.67	0.84
Not Proficient	E	0-59	0	0


\*Only classes designated as Advanced Placement (AP) will receive a weighted grade. (high school only)

### Academy Communication Tools

Tool	Function	Summary
	<b>Email</b>	Email All Academy faculty, staff and students in grades 6-12 have access to @gee-edu.com accounts
	<b>Learning Management System (LMS)</b>	Nexus is used by teachers to communicate, assign lessons and/or share resources, video links, and websites. Students will also turn in assignments through this platform.
	<b>Video Conferencing</b>	Go-To-Meeting is the Academy's video conferencing tool. Go-To-Meeting may be used for online learning, class meetings/office hours, or other online gatherings with students and families.
	<b>Calendar</b>	Google Calendar keeps you organized - schedule meetings and events, get reminders about upcoming assignments, and access your Go-To-Meetings.

### Academy Curriculum Tools

Tool	Function	Summary
	<b>Math Intervention</b>	The Intelligent Adaptive Learning technology tracks each student interaction and evaluates the strategies used to solve problems. This allows students, whether struggling, at grade level, or advanced, to progress at a pace that best benefits them and deepen conceptual understanding.
	<b>K-5 Literacy Intervention</b>	Builds foundational reading skills for students PreK-5th grades. The program focuses on phonological awareness, phonics, fluency, vocabulary, comprehension, and structural analysis.

	<b>6-12 Literacy</b>	Designed to help struggling and nearly-proficient readers in grades 6–12 become proficient readers and confident learners. It helps educators simultaneously address gaps in fundamental literacy skills while helping students build the higher-order skills they need to comprehend, analyze, evaluate, and compare increasingly complex literary and informational texts.
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**Equitable Access**

All Academy students and teachers have been issued laptops computers. Any Academy students or teachers without internet have been provided an internet hotspot.

Special Education teachers will continue to work with caseload students on IEP goals in live small group and one-on-one sessions. Any and all modifications and accommodations will be implemented. Similarly, reading specialists, paraprofessionals, EL and all other related services teachers will work with their students in live small group and one-on-one sessions. Any and all modifications and accommodations will be implemented.