



**Legacy Charter Academy
Extended COVID-19 Learning Plan**

Address of School District: 4900 E. Hildale Street, Detroit, MI 48234

District Code Number: 82723

Building Code Number(s): 00367

District Contact Person: Letoskey Carey

District Contact Person Email Address: 88.LCAREY@nhaschools.com

Local Public Health Department: Wayne County Health Department

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

Name of Intermediate School District: Wayne RESA

Name of Authorizing Body: Grand Valley State University

Date of Adoption by Board of Directors:

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-confirm how instruction is being delivered, beginning 30 days after approval of its Extended COVID-19 Learning Plan, and every 30 days thereafter. The Academy will make those rates available through the transparency reporting link located on the Academy website each month for the 2020-2021 school year.

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


President of the Board of Directors

3-9-21

Date

Introduction and Overview

Due to COVID-19, the 2020-2021 school year will look much different than previous school years, but our commitment to students and families remains the same. To best ensure a continuity of learning and to comply with PA 149 of 2020, our school has created a COVID-19 Preparedness & Response Plan and this Extended COVID-19 Learning Plan. Throughout the school year we may update our plans to best meet the needs of our school community and in accordance with applicable law.

Educational Goals

Grade Band	Subject	Proposed Benchmark	Proposed Goal
K-2	Math	NHA Numeracy Assessments (Fall, Winter, Spring)	Using the local NHA Numeracy Assessments as the district-selected benchmark for grades K-2 in math, the percent of students at or above grade level will increase from fall to winter and fall to spring.
K-2	Reading	aimswEBPlus (Fall, Winter, Spring)	Using aimswEBPlus as the district-selected benchmark for grades K-2 in reading, the percent of students at or above the 25th percentile (Tier 1) will increase from fall to winter and fall to spring.
3-8	Math & Reading	NWEA (Fall) NHA Interim 1, 2, 3 (Winter, Spring)	Using NWEA as the district-selected benchmark for grades 3-8 in math and reading, the percent of students projected to score proficient or above on the state test will increase from fall to winter and fall to spring (based on the fall NWEA alignment study and the percent of students at/above a 3.0 on NHA interims).

Instructional Delivery & Exposure to Core Content

Instructional Delivery

Consistent with our charter, we believe that the best learning environment for our students includes regular, day-to-day, in-school instruction provided by a teacher. Our goal is to have a traditional, in-school learning environment for our students as long as this can be accomplished while keeping students and staff safe and healthy. Therefore, currently, Paragon Charter Academy is operating in a full in-person learning environment with one full-remote day (Wednesday).

This decision was made by a partnership of school leadership, National Heritage Academies, and the school Board, and will be reevaluated as we continue to monitor the COVID-19 situation closely. We will continue look to guidance from the CDC for best practice in mitigating the spread of COVID-19.

Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
In-School	In-School	Remote	In-School	In-School

When at home, students will continue to connect with their teacher online, who will guide their learning by using an assignment schedule, high-quality instructional videos, and other learning resources based on their needs. Wednesday will be used as a day for the school to be deeply cleaned and sanitized and as a preparation day for teachers.

Our school focuses on college preparation with a rigorous and challenging curriculum. Consistent with our charter and applicable law, courses in each core subject area are aligned with state standards. Each grade-level subject area has a defined scope and sequence to ensure students are exposed to grade appropriate content. In addition, the moral focus program infuses character development into the instructional program to help students evolve into caring and responsible citizens.

Exposure & Mastery of Core Content

Instruction is designed to promote high achievement and meet the needs of all learners within the classroom. Throughout instruction, teachers ensure that the formative assessment process is implemented with fidelity and that classrooms exemplify engagement, clarity of instructional intent, and rigor.

Classroom teachers will monitor mastery of curricular content, as measured through classroom assessments that are administered as part of the school's formative assessment program. The formative assessment process is designed to provide a mechanism for monitoring all students' academic needs and will allow teachers to adapt instructional methods and materials as necessary to optimize learning opportunities. We will use regular formative assessments, weekly quizzes, unit assessments every 3-4 weeks, interim assessments every 9 weeks, and benchmarking to demonstrate student mastery of subject matter. Instructional groups will be fluid, based on data. Our instructional model is to assess, analyze data as a team, plan, and teach. This is a continuous cycle as depicted below.



Students will complete standards aligned curriculum assessments (weekly quizzes, unit assessments, interim assessments) through EdCite, an online platform compatible with our Gradebook and student information system. EdCite allows our students to complete assessments virtually, or by paper/pencil method. Assessment results will integrate directly into our school’s Gradebook, and NHA’s Information and Analytics teams are currently undertaking an effort to eliminate the need for classroom teachers to manually enter scores upon completion of student assessments.

We know students will have extensive needs due to learning loss from school closures in the 2019-20 school year. These assessments will help teachers identify learning gaps, inform teachers and school leaders of what standards may need to be re-taught in each grade level, and aid in designing paths of individualized instructional needs.

Our school actively engages parents/guardians in their children’s learning. Prior to each school year, we make parents and each student aware of grade-level performance expectations. Student progress against those goals are communicated to parents regularly through direct teacher communication, progress reports, report cards, and parent-teacher conferences. This information is also available via our online parent portal, which is automatically updated as teachers add grades into our online Gradebook.

Virtual Select Option

Virtual select learning is a form of remote learning for students who will not be attending in-person classes for a portion, or all, of the school year. Students participating in virtual select learning are held to the same academic standards for their state as students attending school in-person.

A student’s day will not be 100% with the virtual classroom teacher, but the virtual teacher will set the weekly schedule and pace for virtual learners. All virtual learning will include real-time small group instruction from the teacher (at least) five times a week using a video conferencing tool. When the student is not participating in small group time with the teacher, there will be assignments posted in Google Classroom to work on independently. Children with an Individualized Education Program (IEP) or Section 504 Plan will have appropriate accommodations provided.

Exposure & Mastery of Core Content

The virtual learning program is paced by the classroom teacher so learning milestones are achieved throughout the year, just as they are for in-person instruction. All assignments are expected to be turned in on, or before, the posted due date. Assignments are tracked and counted towards daily participation and can be used for attendance purposes. Unless the child is ill, or there are other approved circumstances, all work is to be submitted on time. Students who are participating in Virtual Select will be exposed to core curricular content and assessed in the same manner (although entirely virtually) as those participating in

our traditional in-person environment. More detail is available in the section above titled “*Exposure & Mastery of Core Content.*”

Equitable Access

Technology and Internet Access

At the end of the 2019-20 school year, NHA conducted a survey to our families regarding at-home access to reliable and effective Internet as well as internet connected devices. While most of our families indicated they have these necessities, it is imperative that *all* our students have reliable access to learning opportunities when receiving instruction virtually.

To best facilitate remote and virtual learning, during the 2020-21 school year, NHA will be providing each student with a Chromebook or laptop device. In addition, if any of our families do not have a home internet connection, we will use a few strategies to get those families connected. If a family is exploring high-speed internet options, we have recommended they use cabletv.com, smartmove.us, or EveryoneOn to find the best affordable internet or cable provider for their area. EveryoneOn also identifies internet access locations, such as public libraries, that offer free internet access. To use this tool, families simply enter their zip code into the search bar and click enter. We also shared with families that many providers offer discounted home internet service, if applicable, through Lifeline, a federally subsidized program. Eligible customers can get a discounted rate towards their bill. If families are unable to get internet connection through one of the means above, or other community resources, NHA has a limited supply of internet cellular hotspots for those who qualify.

Our Library Technology Specialist (LTS) will be the school’s technology support lead. Families will have the contact telephone number and email for the LTS. Additionally, NHA will support each individual school with a 1-800 hotline number for additional technology support. To safely manage device repairs/replacements during period of remote instructions, our LTS has received training on the safe handling of returned materials, has cleaning/disinfection supplies provided by NHA/Aramark, and has procedures to follow for the packaging of devices for replacement.

Students with Disabilities

Students who are identified with a disability under IDEA or Section 504 will be provided with a free and appropriate public education (FAPE). Students with disabilities that require the support of an IEP or Section 504 Plan will access the same learning opportunities that are offered to general education students. In collaboration with the parents/guardians and as school re-opens, for students with IEPs, contingency Learning Plans (CLPs) will be completed and as necessary, revisions to the IEP, as directed by state guidance, to ensure provision of a FAPE. If the IEP cannot be implemented as written, a CLP will be developed and/or revised to describe how the team will provide the necessary support and services, given the child’s unique needs, in the environment they are accessing their education. Individualized accommodations, as identified in the student’s IEP/CLP or Section 504 plan will be shared with classroom teachers to ensure provision of accommodations and modifications (when appropriate) that allow students to access learning opportunities. School to home communication is as vital as ever, and special education providers will work diligently to establish ongoing two-way communication with families/guardians.

Child Find responsibilities remain in effect in all learning environments. If a student is suspected of having a disability under IDEA or Section 504, school staff will follow typical procedures to determine eligibility. Safety precautions will be in place while conducting necessary evaluations of students.