
District/PSA Template for the Extended COVID-19 Learning Plan as Described in [Public Act 149](#), Section 98a

August 27, 2020

[September 3, 2020 Clarifications](#)

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



Virtual Learning Academy of St. Clair County
Extended COVID-19 Learning Plan

Address of School District/PSA: *1520 Michigan Road, Port Huron, MI. 48060*

District/PSA Code Number: *74912*

District/PSA Website Address: *sccvla.org*

District/PSA Contact and Title: *Josh Everitt, Principal*

District/PSA Contact Email Address: *everitt.joshua@sccacademy.org*

Name of Intermediate School District/PSA: *St. Clair County RESA*

Name of PSA Authorizing Body (if applicable): *St. Clair County RESA*

Date of Approval by ISD/Authorizing Body: *9-28-2020*

Assurances

1. The District/PSA will make their ISD/Authorizing Body approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's/PSA's website no later than October 4 12, 2020.
2. **By not later than January 15, 2021, the district shall create a report that includes information regarding both of the following and shall ensure that the report under this subdivision can be accessed through the transparency reporting link located on the district's website:**
 - a. **The amount and type of training provided during the current school year as of the date of the report to teachers of the district through professional development that focuses on how to deliver virtual content.**
 - b. **The amount and type of training provided during the current school year as of the date of the report to the parents and legal guardians of pupils and to pupils on how to access and use virtual content provided by the district.**
3. The District/PSA will create and make available on its transparency reporting link located on the District/PSA's website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan not later than February 1, 2021, for goals its expected would be achieved by the middle of the school year and not later than the last day of school of the 2020-2021 school year for goals the District/PSA expected would be achieved by the end of the school year.
4. Benchmark Assessments: The District/PSA will
 - a. select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
 - b. administer the approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year and again not later than the last day of the of the 2020-2021 school year.
5. If delivering pupil instruction virtually, the District/PSA will
 - a. provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
 - b. expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.

6. The District/PSA, in consultation with a local health department will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that are based on local data that are based on key metrics. Note: A determination concerning the method for delivering pupil instruction shall remain at the District/PSA Board's discretion. Key metrics that the District/PSA will consider shall include at least all of the following:
 - a. COVID-19 Cases or Positive COVID-19 tests
 - b. Hospitalizations due to COVID-19
 - c. Number of deaths resulting from COVID-19 over a 14-day period
 - d. COVID-19 cases for each day for each 1 million individuals
 - e. The percentage of positive COVID-19 tests over a 4-week period
 - f. Health capacity strength
 - g. Testing, tracing, and containment infrastructure with regard to COVID-19

7. If the District/PSA determines that it is safe to provide in-person instruction to pupils, the District/PSA will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District/PSA.

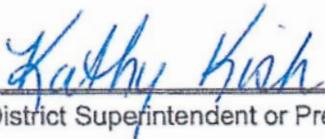
8. The District/PSA assures that
 - a. instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
 - b. the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - c. the District/PSA will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after ISD approval of the plan, and ~~every 30~~ **days each month thereafter at a meeting of the Board, and**
 - d. **For each reconfirmation described in this subdivision, the district shall report to the center, in a form and manner prescribed by the center,**
 - i. **the instructional delivery method that was reconfirmed;**
 - ii. **how that instruction will be delivered for each grade level offered by the district, including pre-kindergarten, as applicable; and**
 - iii. **whether or not, as determined by the department in consultation with the center, the district is offering higher levels of in-person instruction for English language learners, special education students, or other special populations.**
 - e. public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District/PSA during a public meeting described in PA-149.

9. The District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.

10. The District/PSA will ensure that two (2), 2-way interactions occur between a pupil enrolled in the District/PSA and the pupil's teacher or at least one (1) of the pupil's teachers, **or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress** during each week of the school year for at least 75% of the pupils enrolled in the District/PSA. The District/PSA will publicly announce its weekly interaction rates at each District/PSA Board meeting where

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

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



District Superintendent or President of the Board of Education/Directors



Date

Learning Plan Narrative

Opening Statement

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

The COVID-19 pandemic has impacted Virtual Learning Academy of St. Clair County in many ways. While our online curriculum and platform allowed us to transition rather smoothly, we have had to work diligently to ensure that many gaps have been addressed and minimized for all students including health and safety, mental health, technology, and content delivery/support.

Prior to the COVID-19 pandemic, we had a portion of roughly 30% of our students working completely from home, a portion of roughly 30% of our students working solely in the building, and a portion of roughly 40% of our students splitting their time between work from home and work in the building. After sending a survey out to students and families about the VLA building reopening in September, we saw those percentages change drastically. 80% of our students and families stated that they did not intend to be back in the building but rather anticipated their student working solely from home going forward. The other 20% stated that they would likely be back in the building to receive in person support from our building teacher facilitators.

To effectively serve both populations of these students, VLA staff have worked through regular collaboration and professional development to ensure a continuity of learning for all students whether they are working in the building or working from home.

Educational Goals

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

To ensure that all students increase achievement and growth, VLA will focus on the two educational goals listed below for the 2020-2021 school year.

Goal #1: All students will make progress toward graduation.

- Teacher facilitators will monitor student academic progress weekly through activity and course completion tracking and documentation.

Goal #2: All students will explore a career path potentially suitable for them.

- All students will have access to work with two VLA staff members whose primary goal is to guide students toward a successful career path (Career Advisor and Student Success/College & Career Mentor).
- All students will be able to use Xello, an engaging program that builds self-knowledge, personalized plans, and critical life skills. Xello helps students discover relevant college, university, trade, and career options based on their personality, skills, and knowledge.

As a means of continuous improvement for our VLA staff, we will provide professional development on a minimum of five scheduled days throughout the year that pertain to these goals. Our September professional development included the implementation of Google Classroom to provide content specific resources to students and to increase collaboration between students and teachers.

Instructional Delivery & Exposure to Core Content

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

VLA is an online public school academy which is structured to provide students with the utmost flexibility in their learning. This structure has long been established in that students are able to complete their courses in an online environment with continuous opportunities for support, mentoring, tutoring and communication with their classroom teacher facilitators whether working in the building or from home. VLA uses Edgenuity, a technology-based platform, for remote learning. All curriculum is aligned to the state of Michigan curriculum standards. All students will have access to grade-level/course instructional resources as needed to complete their work. Students have access to their coursework 24/7 and access to state-certified teacher facilitators Monday-Friday from 8:00am to 4:00pm and seven days a week from 6:00pm to 9:00pm. Teacher facilitators will be accessible for synchronous interaction to facilitate discussion multiple times per week. Asynchronous instruction through pre-made videos will be available on a daily basis, Sunday-Saturday, covering relevant topics that supplement student's learning in Edgenuity. Content delivery will be intentional with clear expectations for student progress in their coursework. Students will have the option of working solely from home or dividing their time between home and school. The VLA building will be open and available to students Tuesdays, Wednesdays, and Thursdays from 9:00am to 1:00pm.

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

As noted above, VLA uses Edgenuity, a technology-based platform, for remote learning. All curriculum is aligned to the state of Michigan curriculum standards. All students will have access to grade-level/course instructional resources as needed to complete their work. Students have access to their coursework 24/7 and access to state-certified teacher facilitators Monday-Friday from 8:00am to 4:00pm and seven days a week from 6:00pm to 9:00pm.

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

As noted above, VLA uses Edgenuity, a technology-based platform, for remote learning. All curriculum is aligned to the state of Michigan curriculum standards. In addition, VLA has state-certified teacher facilitators to assist students in their learning for all core content classes required. Graduates earn a state of Michigan certified high school diploma.

Edgenuity auto-grades most assignments built into the curriculum. Locks on assessments allow VLA staff to review student homework and practice problems to ensure they are completed appropriately and the student is learning the material necessary to be successful on the assessment. Essays in students ELA classes are graded by a state of Michigan certified English teacher. VLA operates, within Edgenuity, using a 70% threshold. Students are not able to progress through their courses until a 70% or better is achieved on all assignments and assessments.

Students have 24/7 access to their Edgenuity account where they can view course progress and their attendance log. Parents are provided similar access using Edgenuity's Parent Portal and are encouraged to regularly monitor their students' progress. In addition, VLA teacher facilitators send home monthly progress reports for student/parent review. Teacher facilitators are also available to discuss student progress via phone call or zoom at any time throughout the school year.

Equitable Access

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

Virtual Learning Academy of St. Clair County believes all students deserve equal educational opportunities. To ensure that all students are able to work in their courses and learn equally, VLA has made technology a top priority focus area. All students must have access to a computer and internet to learn in our alternative online setting. VLA will continue to loan out a Chromebook and Verizon Mifi internet device to all students/families who do not have access or affordability.

- **Please describe** how the District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.

Virtual Learning Academy of St. Clair County believes all students deserve equal educational opportunities, including those students with disabilities. To ensure that all students are provided equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules, and regulations, VLA's Special Education Teacher Consultant reviews and maintains all plans for incoming students with 504's or IEP's. She consults with St. Clair County RESA special education staff during regularly scheduled meetings and on an as-needed basis. She monitors changes in federal law, rules and regulations to keep us informed and compliant. Accommodations are determined with the IEP team during IEP meetings. Many accommodations needed for students are built into our Edgenuity curriculum and platform allowing students to rewatch lectures, take and use notes, receive extended time on assessments, access multiple attempts on assignments and assessments, and more. All students may have a contingency learning plan built into their IEP as a result of the COVID-19 pandemic to ensure that we are continuing instruction and student learning during all phases.

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

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

2. Please describe how the District/PSA will ensure that students will, during pandemic learning, have continued access to programs such as, but not limited to, Early Childhood, CTE, Early-Middle College, Dual Enrollment and Advanced Placement as applicable within the District/PSA.

1. Struggling students have access to both our Title 1 Teacher Mentor and our Section 31A Student Success/College & Career Mentor. Both staff are available to assist at-risk students needing targeted intervention and support.
2. All VLA students have continued to have the opportunity of pursuing St. Clair County TEC, St. Clair County Career Technical Middle College, and Blue Water Middle College, in addition to their educational plan and courses with VLA.