


ACE Academy Extended COVID-19 Learning Plan
TEMPLATE

Address of School District:	 ACE Academy 1961 Lincoln St. Highland Park, MI 48203
District Code Number:	82998
Building Code Number(s):	09850 (Combined as one site in EEM) “Closed” sites: 09823 (Calumet) 03045 (Jefferson) 09850 (Lincoln – now all 4 combined)
District Contact Person:	Monica C. Martin
District Contact Person Email Address:	monica-martin@edtec.net
Local Public Health Department:	Detroit Department of Health
Local Public Health Department Contact Person and Email Address:	313-876-4000 dhealth@detroitmi.gov
Name of Intermediate School District:	Wayne RESA
Name of Authorizing Body:	Central Michigan University
Date of Adoption by Board of Directors:	9-29-2020



October 01, 2020 [via email]

Ms. Monica Martin
ACE Academy

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

Dear Ms. Martin:

I am pleased to inform you that the Extended Learning Plan for ACE 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: Christine Schechter, Board President
Barb Criqui, 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

ACE ACADEMY (the "Academy")

The Annual meeting of the Academy Board of Directors was held on the 29th day of September 2020, at 6:30 p.m.

The meeting was called to order at 6:33 p.m. by Board Member Schechter:

Present: _____ Members Schechter, Murray, Palmer, Smith, Mager

Absent: _____ None

The following preamble and resolution were offered by Board Member Palmer and supported by Board Member Smith:

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.

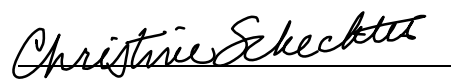
THE ACADEMY BOARD THEREFORE RESOLVES THAT:

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.

Roll Call Vote:	Member Schechter	Yes
	Member Murray	Yes
	Member Palmer	Yes
	Member Smith	Yes
	Member Mager	Yes

Motion carried 5 – 0.

Resolution declared adopted.



Print Name: Christine Schechter

President, 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, or other time frame as may be amended from time to time by executive order, law and/or another state regulation in the future, 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 one month after approval of its Extended COVID-19 Learning Plan, and every month 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 it 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

Date: 9-29-2020

Introduction and Overview

The Academy has taken several steps to create this template, starting with reviewing its original and first Covid-related plan – the Continuity of Learning Plan (COL) – followed by a review and update of its Preparedness and Response Plan (PRP). The COL has been fully revised and now serves as the 2020-2021 Teaching and Learning Plan (TLP). Together, these three documents combined to guide how the Academy will deliver instruction to students, including which approach will be used during which Governor-designated Phase of the pandemic.

Management believes that a comprehensive TLP was and will continue to be needed, in order to guide teaching and learning in completely new and altered ways compared to how the Academy had been providing educational services prior to the pandemic. In essence, the TLP is needed because it provides guidance to stakeholders, but especially teachers and support staff, as to how to optimize pupil engagement and keep them progressing academically no matter which approach may need to be deployed at any time: A) 100% remote teaching, B) a hybrid approach consisting of a mix of remote and in-person teaching, or C) the transitioning to – and eventual – 100% in-person teaching.

This required template, which we refer to as the Extended COVID-19 Learning Plan (ECLP) should be considered the higher level document that was required by the Governor’s most recent order and charter school authorizers. The documents should be read in the following order:

- 1) Extended COVID-19 Learning Plan
- 2) Preparedness and Response Plan
- 3) Teaching and Learning Plan
- 4) Workplace Safety Plan

The complete plan, inclusive of all of the above documents as a single PDF file, can be found at the homepage of each Academy’s website, as well as through the Transparency Reporting “Mitten” also found on each website.

Educational Goal

With modification as described below, the Academy will utilize to the extent possible one of its educational goals applicable to expected academic progress by its students as contained in its charter contract and as measured by the NWEA MAP. However, it is important to note that since students enter and exit the Academy continuously throughout the year, with no statistically valid sample size of students of the same grade levels entering or exiting at the same times (which would align to a traditional school calendar year or even a standardized assessment sample) the Academy is unable to treat the entire student population in any “traditional” calendar year (including grade level groupings) at any point in time as a complete cohort for statistically valid, reliable and analytical purposes.

Because of the mobility of its unique student population, the Academy analyzes and evaluates each individual student’s progress after a full year in the program, based on their individual entry date, leaving intermediate progress measurement to individual teachers. This is necessary also because students are not grouped by age or grade level in any one class making comparison to their real peer-group or even a sample peer group, invalid: students being taught in the same group at the same time due to placement in their treatment settings (not controlled by the Academy), and/or also, having huge gaps in prior school attendance, are *always* of different age, grade and ability levels when viewed at the Academy “class” or “group” level.

For these critical reasons, and others (including any given student’s ability and comfortability with using technology for a majority of their learning tasks and without the physical presence of a teacher and/or aide), results in the following educational goal, divided into 3 subparts:

- 1) As measured by the NWEA MAP, from the beginning of a year to the end of a year, or for every year of enrollment in the program based on initial entry date, at least 50% of the Academy’s students will demonstrate expected normal growth in ELA and Math as predicted by their first RIT score.
- 2) To monitor academic progress from the fall (or date of entry) to mid-year (or at the 6-month mark), at least 50% of the students will achieve at least a C- or better grade point average, when averaging their earned grades from all completed academic courses.
- 3) In the case of students eligible for special education and receiving services under an IEP, a student’s growth *may* instead be measured by individualized assessments designed for their age range and/or IQ level, including MI-ACCESS assessments as applicable. Growth for these students will be measured against IEP goals for ELA and Math. It is expected that at least 50% of students in this group will achieve expected progress as identified in their IEP goals for academic subjects at each of the following target time frames: fall to mid-year and fall to end-of-year.

Instructional Delivery & Exposure to Core Content

- 1) At the start of the 2020-2021 school year, instruction will be delivered using 100% remote teaching and learning, at all Academies and subsites. All core content is available through each Academy's online instructional software programs (Edmentum and Study Island) already in use prior to the pandemic and supplemented by teacher-created and vendor-purchased, individualized and leveled workbooks. Content is delivered by teachers through two-way computer-to-computer connections, as well as through Robot Teachers where a remote teacher leads real-time instruction to a group of students at one location having a Robot Teacher on the other end, and/or a group of students located at different locations (through both individual laptops and/or other Robot Teachers).

Hybrid instruction, when possible only if allowed under a particular phase, will incorporate on-site teacher-led instruction, and on-site teacher aide-led instruction (supervised by an on-site or off-site teacher), with remote teaching and learning at alternating times, using the same supporting technology and core programs described above. It is unknown when any Academy (or subsite) will return to "100%" in-person instruction. Instead, a determination will be made by each Academy Board as to when 100% in-person instruction might be possible, after a transitioning period (also of indeterminate length), as each Board considers many various factors on a month by month basis. Further, some factors might not yet be known. However, those for consideration will include at least all of the following: 1) local health input and status updates, 2) current pandemic phase, 3) availability of school staff (and Agency staff when applicable), 4) health status of students and teachers, and 5) any future outbreaks.

- 2) Instruction in core academic areas as described above (and in the TLP) will expose each pupil to the academic standards already in place for each grade level at every Academy site, since each student will continue to be taught using the core curricular materials already in use prior to the pandemic. The difference is that instead of in-person teaching, instruction will be delivered via remote "Robot Teacher" devices, computer-to-computer connections, and individualized instructional packets, all supplemented as usual during pre-pandemic times, with the Academy's computer-based, self-paced instructional programs consisting of Edmentum and Study Island. These are available online via any device and an internet connection, providing content across all grade levels and subjects.
- 3) Progress will be reported through the methods described in the TLP, to parents and/or guardians (as applicable) using all of the same existing reports and methods that were in place prior to the pandemic. These include: 1) quarterly report cards, 2) regular meetings between teachers and caseworkers, and/or parents and 3) for community-based schools, added periodic phone calls and virtual meetings with parents and/or guardians.

Equitable Access

The Academy has ensured – and will continue to ensure – that all students have equitable access to technology and the internet necessary to participate in instruction.

- 1) The Academy has surveyed all students, families and agency sites to ensure every student has equitable access to technology and the internet, necessary to participate in instruction. Currently, 100% of our students have access to devices and the internet necessary to participate in both remote learning and self-paced learning. We ensure on-going access by regularly monitoring all devices across all locations and also, remaining in regular contact with families and students learning from home. The Academy also has set aside funds to implement and pay for internet access for students learning from home, whenever such access is not available.
- 2) Concurrently, we ensure that students with disabilities are provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations. All students are provided technology, which may be adapted as needed depending on a student's individual needs. Services required to be provided under IEPs are scheduled in cooperation with Agency staff (for those cases where a student must be served one-on-one) and coordinated with regular teachers when teacher-led instruction (including via Robot Teachers) needs to be adapted. Technology devices, flexible scheduling, and on-going coordination meetings between regular teachers, special education staff and agency staff (or parents as applicable) facilitates serving the added needs of special education students.

Please note: for further details related to Equitable Access, you may wish to review the Academy's detailed Teaching and Learning Plan, along with pages 12 through 17 of the Academy's Preparedness and Response Plan.




ACE Academy

Life Skills Center of Pontiac

Capstone Academy

COVID-19 Preparedness and Response Plan

Address of School District:	 ACE Academy 1961 Lincoln St. Highland Park, MI 48203
District Code Number:	82998
Building Code Number(s):	09850 (Combined as one site in EEM) “Closed” sites: 09823 (Calumet) 03045 (Jefferson) 09850 (Lincoln – now all 4 combined)
District Contact Person:	Monica C. Martin
District Contact Person Email Address:	monica-martin@edtec.net
Local Public Health Department:	Detroit Department of Health
Local Public Health Department Contact Person and Email Address:	313-876-4000 dhealth@detroitmi.gov
Name of Intermediate School District:	Wayne RESA
Name of Authorizing Body:	Central Michigan University
Date of Adoption by Board of Directors:	




ACE Academy

Life Skills Center of Pontiac

Capstone Academy

COVID-19 Preparedness and Response Plan

Address of School District:	 Capstone Academy 5300 John R. Detroit, MI 48201
District Code Number:	82752
Building Code Number(s):	01488 (John R / Main Location) 03241 (Mayfield / Annex Location) 02344 (Wayne County JDF Location)
District Contact Person:	Monica C. Martin
District Contact Person Email Address:	monica-martin@edtec.net
Local Public Health Department:	Detroit Department of Health
Local Public Health Department Contact Person Email Address:	313-876-4000 dhealth@detroitmi.gov
Name of Intermediate School District:	Wayne RESA
Name of Authorizing Body:	Detroit Public Schools Community District
Date of Adoption by Board of Directors:	




ACE Academy

Life Skills Center of Pontiac

Capstone Academy

COVID-19 Preparedness and Response Plan

Address of School District:	 Life Skills Center of Pontiac 142 Ashburn Pontiac, MI 48342
District Code Number:	63920
Building Code Number(s):	09458
District Contact Person:	Monica C. Martin
District Contact Person Email Address:	monica-martin@edtec.net
Local Public Health Department:	Oakland County Health Department
Local Public Health Department Contact Person Email Address:	248-858-1410 staffordl@oakgov.com
Name of Intermediate School District:	Oakland County ISD
Name of Authorizing Body:	Bay Mills Community College
Date of Adoption by Board of Directors:	



ACE Academy

Assurances

- The Academy will cooperate with local public health authorities if a confirmed case of COVID-19 is identified and, in particular will seek to collect the contact information for any close contacts of the affected individual from two days before he or she shows symptoms to the time when he or she was last present at the Academy.
- The Academy acknowledges that it is subject to the rules governing workplace safety established in section 1 of Executive Order 2020-114 or any successor order, and has adopted a Workplace Preparedness Plan. A copy of this plan is attached.
- The Academy will be or is closed to in-person instruction when the region in which it is located in is in Michigan Safe Start Plan Phases 1-3, except for school sites, which are part of another agency, which might otherwise allow for in-person services under a County Executive Order and/or waiver approved by the state.
- The Academy has sponsored inter-school, after school activities and athletics will be suspended when the region in which it is located in is in Michigan Safe Start Plan Phases 1-3.
- The Academy will comply with guidance from the United States Department of Education, including its Office of Civil Rights and office of Special Education and Rehabilitative Services, and the Michigan Department of Education concerning the delivery of alternative modes of instruction to students with disabilities in light of the impact of COVID-19.
- The Academy will provide for the continued pay of school employees while redeploying staff to provide meaningful work in the context of the Preparedness Plan, subject to any applicable requirements of a collective bargaining agreement if applicable.
- The Academy prohibits indoor assemblies that bring together students from more than one classroom during Michigan Safe Start Plan Phase 4.

ACE Academy
President of the Board of Directors

Date



Capstone Academy

Assurances

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President of the Board of Directors
Capstone Academy

Date



Life Skills Center of Pontiac

Assurances

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- The Academy's sponsored inter-school, after school activities and athletics will be suspended when the region in which it is located in is in Michigan Safe Start Plan Phases 1-3.
- The Academy will comply with guidance from the United States Department of Education, including its Office of Civil Rights and office of Special Education and Rehabilitative Services, and the Michigan Department of Education concerning the delivery of alternative modes of instruction to students with disabilities in light of the impact of COVID-19.
- The Academy will provide for the continued pay of school employees while redeploying staff to provide meaningful work in the context of the Preparedness Plan, subject to any applicable requirements of a collective bargaining agreement if applicable.
- The Academy prohibits indoor assemblies that bring together students from more than one classroom during Michigan Safe Start Plan Phase 4.

President of the Board of Directors
Life Skills Center of Pontiac

Date



Introduction and Overview

INTRODUCTION. ACE Academy, Capstone Academy and Life Skills Center of Pontiac (the Academies), are all very special strict discipline or public school academies, managed by edtec central, LLC, each approved by its own separate Authorizer and governed by three separate Board of Directors. While each is legally its own entity, these schools share staff, supportive resources and a common purpose spanning their different locations. They always work in continuous cooperation and collaboration. All team members from this wider and single ‘Consortium’ participated in some form in the development of this plan, while continuing to carry out the implementation of the original Continuity of Learning (COL) plans, which have been updated and revised to apply to the time period beginning September 1, 2020 forward. The new plan, which accompanies this Preparedness and Response Plan in whole, is the Teaching and Learning Plan (TLP): Return to School – A Hybrid Approach.

Other than short intersessions, our Academies never take a break, not even for the “summer.” Therefore, they have kept on providing services to youth and the agencies in which they are located, along with the families and group home staff of the students attending the community-based sites, since March 16, 2020. In essence, the schools never “shut down” at all. Instead, each continued on with its regular summer school sessions and normal breaks through immediate implementation of distance learning methods outlined in the original COLs and continuing with the TLPs.

The TLPs are similar across the schools as to the overall approach and the four core strategies for delivering teaching and learning (Basic, Better, Better Yet and Best), while being customized as needed based on each agencies and site’s particular student populations, needs, schedules and location. The TLPs will continue to be implemented for the coming year, serving as the flexible adaptive plans they were designed to be. This provides continuity for our students, our staff and the agencies and families we serve, who have already grown accustomed to the new operational flow. We consider the time spent on the development of the original COLs as both a strength and an asset. Those plans, along with the new TLPs, provide a road map to move towards ever -expanding in-person teaching and learning, while also allowing for adaptation to a more restrictive State phase, should that become necessary.

From this point forward, the Preparedness and Response Plan will apply to all sites unless otherwise stated within the plan for some specific reason. In general, the schools must first abide by the rules, regulations and Preparedness Plans in place by the Agencies in which the Academies are located. For our community-based sites, we will point out and provide any applicable deviation only if specifically needed.

Having a single plan to implement, monitor and evaluate across a common group of educational staff providing services across multiple sites, just makes sense.



CORE VALUES. Our schools and operations are first and foremost grounded in core values. These core values are essential to connecting vision, mission and guiding principles. Without them, these other structures would be meaningless.

INTEGRITY - We conduct ourselves in an ethical and moral manner at all times and expect all of our team members and stakeholders to do the same. This value must be present for any of the others to exist.

RESPECT - We expect and commit to mutual respect between and among all team members, as well as our clients and partners. Respectful interaction between human beings is a prerequisite to positive outcomes.

CARING - We care about our employees. Before making decisions, we first ask, "Does this support our team members?" The answer must be YES so that in turn, they will put students and clients first. Positive outcomes for others begins with the flourishing and well-being of our own team members.

COOPERATION - We believe a team-based approach is the optimal method of delivering effective, efficient and high quality services, while concurrently enabling fun, fulfillment and personal enjoyment. For us, team is the very definition of our first four values...in action.

SERVICE - We are here first and foremost to serve the learning needs of our students. We believe ALL students deserve the highest quality educational opportunities possible, no matter their life's circumstances. Quality educational choices for students and parents are paramount. This value acknowledges to all that which gives meaning to our purpose.

MINDSET. edtec's vision for all of its schools and its long-term focus within the overall educational sector has remained constant and consistent for more than 25 years. Our vision, mission and primary strategy emanate from our mindset, which is founded upon our core values.

VISION - WORTHY OF CONTSTANT EFFORT: We envision a time when all children, youth and families everywhere - across the world - have an infinite range of educational learning opportunities and options from which to choose, no matter their economic or other life circumstances.

MISSION - BROAD AND COLLABORATIVE: Team edtec enthusiastically and relentlessly dedicates its efforts and energy to supporting individuals and organizations engaged in creating and sustaining high quality educational options for children, youth and adults of the community.

STRATEGY - SEEK FIRST TO UNDERSTAND: We adapt and customize our services and products to each organization's individual needs by first understanding its mission and vision, and then we support those mission-critical processes that are essential to successful goal attainment. Each client's needs drive our approach in the selection, design, and delivery of all services, uniquely setting us apart from the competition.



OUR PURPOSE. Purpose, which others may refer to as “mission,” guides the work done at all of the Academies. We are:

RELENTLESSLY FOCUSED - to create and sustain high quality, innovative and engaging educational opportunities for students.

VALUES-DRIVEN - We pursue our purpose through ethical, respectful and caring actions driven by cooperation and service to others.

ACADEMY FOCUS. For more info on each school’s particular focus, see these links:

http://www.aceacademysda.com/about_us/mission_and_vision,

http://www.capstonesda.com/about_us/mission_and_vision

http://www.lifskillspsa.com/about_us/mission_and_vision

GUIDING PRINCIPLES. We followed a single guiding principle when developing this plan: every decision and action was tested against our core values. Any contradiction of even a single value was cause for non-inclusion of an item, idea or future action, in this plan.

Secondary to this overarching principle, with regards to the development of this plan, we put the safety and health of our students, staff and stakeholders above all other considerations.

DEVELOPMENT and FEEDBACK. This plan was developed in consultation with team members from across the organization, along with leaders and staff of our key partner agencies, parents (when applicable) and our Board members. Through the approval process, this plan necessarily includes the opportunity for feedback by our Authorizers.

Feedback was gathered through the different processes required for stakeholder involvement described above, and also included email, texting, phone conversations, online video conferencing, short surveys and team member work sessions.



Plan for Operating during Phases 1, 2 or 3 of the Michigan Safe Start Plan

Phase 1, 2, or 3 Safety Protocols

The Academies pledge to:

- 1) Follow and implement all safety protocols included on page 15 of the State of Michigan's "Roadmap" when school buildings are required to be closed for in-person instruction, except for a) district employees or contractors necessary to conduct minimum basic school operations, b) food service workers preparing food for distribution to students or their families, and c) licensed child-care providers and the families they serve. This also includes the suspension of all athletics and busing operations, if applicable.

Further:

- 2) The Academies will not be used by licensed child care providers.
- 3) School employees and contractors will be present in the building only to the extent for conducting basic operations that support distance learning from off-site locations and implementation and as described in the TLPs. Allowable tasks include: copying, filing, delivering documents, picking up documents, setting up and servicing as needed remote learning Robot Teachers and obtaining books and materials that staff may need for off-site, remote teaching. All other tasks which a staff member may want to complete at a school site other than those listed above will need to be first approved by the School Leader.
- 4) None of the Academies provide food services (see each Academy's for more details).
- 5) For ACE and Capstone Academies, the facilities are cleaned and maintained by the Agency in which they are located following the safety protocols recommended by the CDC and the state of Michigan. For Life Skills Center of Pontiac and ACE community-based sites, when extra federal funds are made available (expected in August), the Academy will engage a new custodial contractor to provide cleaning services that meet or exceed the CDC guidelines for safe cleaning practices during the pandemic while any closure period is in effect and also including after the facilities are permitted to be open in later phases.
- 6) None of the Academies operate busing or transportation services.



Phase 1, 2, or 3 Mental & Social-Emotional Health

1. ACE Academy and Capstone Academy work hand-in-hand with the Agencies in which these schools are located, deferring to court-mandated treatment plans, which provides each student a licensed and master level social worker, along with a broader treatment that includes participation of our teachers, for dealing with mental, social and emotional issues. In cooperation with these teams, the Academy will provide supplemental support through its own school social worker as may be indicated and approved by the Agency treatment team.

For our in-Agency populations, and our community-based sites, the Academies' school social worker will lead efforts to provide mental, social and emotional support to students that may need it, as determined by screening proto. The Academies will be following the recommendations of the Collaborative for Academic, Social, and Emotional Learning (CASEL). This is a trusted source for knowledge about high-quality, evidence-based social and emotional learning (SEL). CASEL supports educators and policy leaders and enhances the experiences and outcomes for all PreK-12 students.

Through this research-based and resource-rich collaborative, the Academies shall utilize planning and implementation guides for paying attention to SEL, along with its screening and assessment tools for students, staff and families. Further, staff across the Consortium will provided time and opportunities to participate in professional development activities and training available through CASEL, including their weekly Friday online sessions.

The Academies, due to their small size and the relative small size of the entire consortium when taken together will be following the "school" guide as it implements mental, social and emotional supports: https://schoolguide.casel.org/uploads/2018/12/CASEL_SEL-3-Signature-Practices-Playbook-V3.pdf

For assessment and screening, the Academies will utilize CASEL's interactive tool to help identify, select and effectively use currently available assessments of students' SEL competencies. <https://measuringcel.casel.org/assessment-guide/>

- 2) The Academies are planning to follow all of the recommendations on page 16 of the Roadmap, to the best of its abilities given available resources and as-yet-to-be-known final revenue levels from state and federal sources

Protocols not being implemented by the Academies are shown as unchecked on the attached Road Map document.



Phase 1, 2, or 3 Instruction

- 1) The academies will endeavor, based on resources and final revenue availability, to implement as many of the Strongly Recommended methods of instruction as listed.
- 2) At the same time, the Academies will continue to implement their the new TLPs as those alternative modes of instruction have continued on since the original COLs, without interruption and since March 16. Based on feedback from Agencies, teachers and students and families in the case of community-based populations, minor adjustments in scheduling the delivery and pick-up of materials, along with the daily and weekly contacts by teachers with students, have been adjusted as needed.

The Academies do not anticipate any major deviations from the TLPs plans as already written. Currently, portions of the “Best” approach are being put in place through Robot Teachers being inserted into all locations accompanied by training for Agency staff. All teachers and staff have been trained in utilizing distance learning software via computers and Robot Teachers.

To access alternative modes of instructions, all students need (and have) access to:

- A) Either a Robot Teacher or individual laptop, PC or other internet-connected device.
 - B) Access to an internet connection.
 - C) The phone numbers and emails at which to contacts school staff and teachers.
 - D) Access to teaching and learning packets through FedEx delivery or direct drop-off by school staff, and pick-up by school staff.
 - E) Access to online learning platforms (Edmentum, Study Island, VirtualJobShadowing).
 - F) Access to online and/or paper-based assessments, as applicable to student populations.
- 3) The Academies will strive in good faith and to the extent practicable, based on available resources, technology, curriculum, as well as the circumstances presented by COVID-19, to provide equal access to any alternative modes of instruction to students with disabilities consistent with their individualized education plans, including the provision of auxiliary services.

Students eligible for special education services are being served by a special IEP team (formed during the crisis to meet the needs of special education students across the Consortium) who are meeting with students virtually and in collaboration with Agency staff, as well as parents of students still learning from home. This team will remain activated as it has been added to the core service capabilities of edtec (as opposed to relying solely on multiple, 3rd party special education service providers). Special education students are



provided all the same alternative learning materials and equipment as regular students, which are adapted as may be needed, to their individual IEPs.

- 4) As previously indicated, our remote instruction will follow the components included in our TLPs. Components of these plans have shown to be successful and adaptable to our unique populations across the entire Consortium.
- 5) Within reason and to the best of our ability, the Academies will endeavor to implement all of the protocols on page 17 and 18 of the Road Map given yet-to-be-known final revenue streams from state and federal resources. Specifically, we will implement each of the recommended protocols as described, all of which are already in place and operational except for Governance. While each Board has been involved in reviewing, asking questions and providing feedback on all original COL plans, and is currently doing the same on this plan and its accompanying TLP plan, there is no “formally” structured subcommittee of each Board to monitor plans during the Covid crisis.

Due to the Consortium’s “small size” with respect to a traditional charter school or even a small school district, establishing multiple “governance” groups from each of the respective Boards would be virtually impossible. The time and effort needed would not justify the intended outcome. Instead, the Academies leadership team are looking to implement a Consortium-wide governance group using a volunteer from each of the Boards.

As the Consortium progresses through review and finalization (and any revisions) of this Preparedness Plan throughout the month of August, and learns of final available revenue streams for the 20-21 school year, it may determine which protocols might not be feasible. But until that time, all protocols are being considered and planned with the modification described above for a Governance group.

Protocols not being implemented by the Academies are shown as unchecked on the attached Road Map document.



Phase 1, 2, or 3 Operations

- 1) The Academies have implemented all of the protocols outlined on pages 19 and 20 of the Roadmap, except for food services, which are provided directly by the Agencies in which schools are located and for community-based populations, students and families have been connected to local community resources for food supports.

Leadership teams for schools which serve community-based populations have been regularly monitoring the needs and status of families and students, without interruption, since March 16, which includes contacts throughout the week with all students and families and as indicated from these contacts, may include drive-by visits to students' homes.

- 2) The Academies inventoried all devices at all sites (those located inside of Agencies and those available to students residing at home or group home) during the week of March 16, 2020. 100% of our students have access to technology devices and internet as it relates to the specific modes of instruction and interaction with students and families under each TLP plan, across all sites. All new students and families will be provided devices and access to the internet, as needed so that equitable access is ensured. The Academies technology plans, including its leasing program and technology support service contracts allow for and assure 100% access for all students and staff.
- 3) Staff have been redeployed by strengths of skill sets, and through taking on extra duties through a voluntary process. Those staff that are strong in using technology to deliver teaching and learning, including through remote methods, are training other staff. Staff have formed into smaller flexible groups to focus on both student and staff needs. This ensures maximum deployment of certified teachers and supporting paraprofessionals. Redeployment also must always take into consideration each Agency's changing inflow and outflow of youth so these plans have been adaptive and flexible thus far. We do not anticipate any major obstacles to continuing with how the staff have been redeployed since April 2020, when each COL Plan began, and which have continued uninterrupted throughout the summer. Staff deployment will continue as described under the TLP plan.
- 4) Within reason and to the best of our ability, the Academies will continue to implement all of the protocols on pages 19 and 20 of the Road Map, given yet-to-be-known final revenue streams from state and federal resources. Other than coordinating food services through the Agencies and our community partners (as described in the TLP plans), the Academies have been implementing all of these protocols since April, 2020.

Protocols not being implemented by the Academies are shown as unchecked on the attached Road Map document.



Plan for Operating during Phase 4 of the Michigan Safe Start Plan

Phase 4 Safety Protocols

- 1) *The Academies will offer a hybrid approach beginning with Phase 4*, subject to other circumstances, until such time that 100% in-person instruction might be possible. Other factors that management and each Board will consider monthly include: 1) all executive orders and memoranda of understanding pertaining to an associated Agency and/or municipality in which the Academy (or any of its subsites) is located; 2) information and updates by local health officials; 3) the number of school staff (and Agency staff as applicable) available and able to work inside of any site because of risk factors and/or health status; 4) the health status of students; and 5) any future outbreaks.

During Phase 4, the Academy will follow all recommended protocols as outlined in the Road Map. Staff and students are required to wear masks at all times throughout the school facility (this includes school-designated spaces when inside of other Agencies) and also wherever and whenever required by an Agencies protocols (which supersede those of the “school,” except for permitted exceptions. The Academies will implement all of the exceptions allowed for by the State of Michigan.

Staff and students who do not fall under the State-permitted exceptions and refuse to wear masks, will be requested to leave the facility and will not be permitted back into the facility without agreeing to wear a mask. In such cases, staff and students will need to affirm their agreement first, in writing.

- 2) The Academies will implement all Hygiene protocols, required and recommended by the State of Michigan and is preparing to purchase additional needed supplies through the ISD consortium plan. Academies residing inside of other Agencies are coordinating their purchases with those Agencies as for most areas of the facility, cleaning supplies and protocols are handled exclusively by the Agency.
- 3) The Academies follow the CDC guidelines with respect to screening and reporting, which are compatible with each Agency’s screening and reporting guidelines as well. If an Agency’s protocols take precedence if different and/or in addition to any screening and reporting protocols the Academies use. We will also implement screening and reporting processes in cooperation with parents and group home staff for students attending community-based sites. As a general rule, all students and staff will be screened before entering and/or “attending” schools, whether attending at a community-based site or inside of an Agency. Community-



based students and staff will be screened prior to entry into the facility. The small size of our schools enables such screening.

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/community/schools-childcare/Daily-Home-Screening-for-Students-Checklist-ACTIVE-rev5A.pdf>

As mentioned, the Academies will be using the same screening tool for all staff on a daily basis. In determining when students and/or staff may return to school or work, Academies operating inside of other Agencies will follow their protocols. For our community-based sites, Academies will be implementing the protocols for decision-making recommended by the CDC “Return to School Policies,” <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/symptom-screening.html>

In determining when to isolate students or staff, the community-based Academies will implement the CDC protocols found here, <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/symptom-screening.html>. Academies residing inside of other Agencies will observe their isolation protocols and procedures.

With regard to reporting protocols, the Academies will first observe each Agency’s reporting protocols and then will observe the reporting and contact tracing requirements (to the extent required by law) applicable to any school or business by notifying local health officials, staff, and students immediately of any possible case of COVID-19. The Academies will do this while maintaining confidentiality, consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.

- 4) With respect to protocols described on pages 23 and 24, Academies inside of other Agencies will implement and abide by all social distancing protocols required by, and already in place by, the respective Agency. For community-based sites, the Academies will endeavor to implement all of the protocols recommended on these pages, to the extent feasible, and given available resources and final revenue streams not yet known.
- 5) The Academies do not provide food services at any of its sites. For assemblies, the Academies will prohibit assemblies that bring together more than one classroom at a time, which is already implemented in all Agency-located schools.. The Academies will implement all other recommended protocols listed in this section other than those that apply to food services.
- 6) The Academies do not currently offer any formal athletic programs. To the extent that the Academies offer physical education activities, protocols recommended by the State will be followed. With regards to cleaning, the Academies residing inside other Agencies will be cleaned following their cleaning guidelines, as informed by the CDC and other safety plans



governing residential child-caring and juvenile institutions in Michigan. For our community-based sites, the Academies will be implementing all required protocols for cleaning as outlined on page 27 of the Road Map.

7) None of the Academies provides transportation.

Protocols not being implemented by the Academies are shown as unchecked on the attached Road Map document.



Phase 4 Mental & Social-Emotional Health (Strongly Recommended)

- 1) During Phase 4, the Academies are implementing protocols that take into considering the mental, social and emotional health of students as previously described on page 7. At its core, the Academies will be utilizing the curated resources and regularly professional development opportunities provided by CASEL to serve the needs of our students and staff in this important area. <https://Camelford/reopening-with-sel/>
- 2) As described above, and on page 7 of this document, there are no protocols identified as strongly recommended on page 29 of the Road Map that the Academies will *not* be implementing.

Phase 4 Instruction

- 1) The Academies are already implementing all of the protocols outlined on pages 30 through 32 of the Road Map, to some extent, and will more fully develop others as staff determine may be needed as they head back into the facilities.
- 2) Subject to the [Safety Protocols, Item 1 \(page 15\)](#), Academies will offer in-person instruction for Agency-based populations as those partners have indicated the desire to have in-person teachers. However, the Academies will also use remote teaching and therefore our Phase 4 approach should be considered a **hybrid model** so that high-risk teachers can “beam” into classrooms with the support of other on-site school staff. The Academy will utilize the existing Robot Teachers and then add in on-site staff through flexible scheduling based on Agency needs and the needs of families and students attending community-based schools. The Academies view this as having added value to its existing programs as from this point forward, it will continue to offer its Robot Teacher hybrid model (beaming instruction into its sites as well as locating teachers and support staff within sites) through Phases 4, 5, 6 and beyond. Even with our hybrid module, community-based school sites will be open and accessible during pre-Covid normal hours and available to all students who wish to attend school full-time, each day. Rotating schedules will be used to accommodate high-risk staff and to the extent possible, not to reduce the in-person schedule at community sites. Schedules for schools that reside inside other Agencies are always coordinated per their needs and this practice will continue as usual.
- 3) The Academies will continue to provide services to students eligible for special education and already having IEPs and 504 plans as previously described on page 8, as well as through in-person services. Auxiliary services not able to be provided by direct Academy staff or its Consortium-wide Special Education team will be contracted for through 3rd party providers.



- 4) A Consortium-wide Governance group, consisting of school leaders, teachers, staff support, technology partner representation and the Superintendent, which has been leading the way since March 16, will continue to operate. New members may be added and/or replace others over time based on yet-to-be-known needs and the availability of additional resources and revenue. Throughout this time period, there have been in-person (with appropriate social-distancing and safety protocols in place), operationally-focused meetings, along with remote meetings (video conference meetings and work sessions, mentoring sessions and other training sessions). This work has steered the design and coming implementation of the TLPs, including gathering feedback from teachers, staff and stakeholders along the way to fine-tune and tweak each of the four core teaching and learning approaches (Basic, Better, Better Yet and Best). This group will continue to seek feedback throughout the year, both formally and informally, including relying on surveys.

Instruction will be provided as previously described, and also based on the components included in the TLP plans, to guide all remote teaching and learning activities while implementing a daily schedule at each site that is no different than pre-Covid days except that for some classes, teachers sometimes will beam into the school sites while being supported by in-school paraprofessional staff and aides.

Communication will continue as outlined in the TLP plans, reinforced by in-school meetings among staff but only in groups when social distancing can be achieved. Professional Development will follow the same approach: small-group sessions along with online PD will be provided, as is the norm for our Academies during pre-Covid days. Family supports will continue as described in the TLP plans. Parents may schedule in-school visits and may enter the school only after screening and if wearing a mask. Parent and family outreach will continue as during normal times: website information, mailings, surveys, check-up phone calls, drive-bys, and communication with parents through caseworkers.

Within reason and to the best of our ability, the Academies have implemented to some extent *all* of the protocols on pages 30 through 32 of the Road Map. The Academy may expand and strengthen some of these over time, or reduce others, given yet-to-be-known final revenue streams from state and federal resources. However at this time, the Academies plan to maintain the current level of implementation regardless of which teaching and learning delivery approaches might be in use at any school site, and regardless of which Phase might be active.

Protocols not being implemented by the Academies are shown as unchecked on the attached Road Map document.



Phase 4 Operations

- 1) For this section, we describe our plans for each area as it applies to the two possible scenarios: a) Academies, which sit inside of other Agencies and b) Community-based sites, and c) common plans.
 - A) Facilities. For Agency-based schools, facilities are managed directly by the Agencies, as per the contracts between the Agencies and the respective School Boards. For community-based sites, the Academies will implement all of the recommended protocols on page 33 through 34.
 - B) Food Service. No Academies provide food services.
 - C) Transportation. No Academies provide transportation services.
 - D) Enrollment. For Agency-based schools, enrollment is under the purview of the Agencies. All students who are admitted to the Agency are automatically enrolled in the Academies, as during pre-Covid times. For community-based Academies, school staff will continue to reach out to families using successful past protocols such as mail, email, text, phone calls and home-visits or drive-bys.
 - E) Technology. Getting technology supports in place and accessible by all students across the Consortium has been a major priority of the Academies since March 16. Currently, all students have full access to the technology tools they need to learn either remotely or in-person. The school has adequate pre-budgeted resources to maintain this throughout the coming year, even if student enrollment might fluctuate with respect to inflows and outflows.
 - F) Staff. The Academy is already staffed for the upcoming year since it has continued full-time operations, even with distance learning in place, since March 16. Depending on fall count day numbers, the Academies may adjust staff up or down at that time.
 - G) Budget. The Academies have budgeted in advance for implementing a hybrid model for its schools that is based on the following assumptions: 1) all schools will provide in-person teaching and learning when allowed, and 2) all schools will continue to provide remote teaching and learning for teachers and staff that are at high-risk and for students who must remain at home either for medical reasons or by parental choice. The Budget will be monitored and amended as needed, with Board approval.
- 2) There is 100% access to technology devices as previously described under Item 2, Page 10 of this plan.
- 3) If in-person instruction should be prohibited at a later date, the Academies will simply return to full operation of their TLP plan, as they operated under the original COL The Continuum of Delivery (COD) model supports this flexibility and a hybrid approach allows us to maintain all teaching and learning approaches described in the TLP plan, even without direct, in-person instruction.



- 4) Except when not applicable because the protocol falls under the purview of the Agency (see 1 A through F above), and within reason, the Academies have and will continue to implement to the best of our ability and to some extent *all* of the protocols on pages 33 through 36 of the Road Map.

Over time, the Academies may expand and strengthen some of these protocols, or reduce others, given yet-to-be-known final revenue streams from state and federal resources. However, at this time, the Academies plan to maintain the current level of implementation regardless of which teaching and learning delivery approaches might be in use at any school site, and regardless of which Phase might be active.

Protocols not being implemented by the Academies are shown as unchecked on the attached Road Map document.



Plan for Operating during Phase 5 of the Michigan Safe Start Plan

Phase 5 Safety Protocols

No changes from Phase 4.

Protocols not being implemented by the Academies are shown as unchecked on the attached Road Map document.

Phase 5 Mental & Social-Emotional Health

No changes from Phase 4.

Protocols not being implemented by the Academies are shown as unchecked on the attached Road Map document.

Phase 5 Instruction

No changes from Phase 4.

Protocols not being implemented by the Academies are shown as unchecked on the attached Road Map document.

Phase 5 Operations

No changes from Phase 4.

Protocols not being implemented by the Academies are shown as unchecked on the attached Road Map document.

ATTACHEMENTS

Teaching and Learning Plan: Return to School - A Hybrid Approach, 2020-2021
Workplace Preparedness Plan – edtec central, LLC



**ACE
Academy**

Re-engaging Youth in Learning and Self-Improvement



Teaching and Learning Plan: Return to School - A Hybrid Approach 2020-2021

AUGUST 4, 2020

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SECTION 1 – INTRODUCTORY STATEMENTS

PREAMBLE

WHEREAS, the People of Michigan through their Constitution have provided that schools and the means of education shall forever be encouraged and have authorized the Legislature to maintain and support a system of free public elementary and secondary schools; and

WHEREAS, all public schools are subject to the leadership and general supervision of the State Board of Education; and

WHEREAS, the Legislature has authorized an alternative form of public school designated a "[Strict Discipline Academy](#)" (SDA) to be created to serve the educational needs of pupils and has provided that pupils attending these schools shall be eligible for support from the State School Aid Fund; and

WHEREAS, the Legislature has delegated to the governing boards of state public universities, community college boards, intermediate school district boards and local school district boards, the responsibility for authorizing the establishment of strict discipline academies; and

WHEREAS, pursuant to Section 1311b to 1311m of the Revised School Code ("Code"), the **Central Michigan University Board of Trustees** (Authorizer) has considered and has approved the issuance of a contract to **ACE Academy** ("the Academy") ;

WHEREAS, on March 10, 2020 the Governor of the state of Michigan issued a State of Emergency through Executive Order 2020-04, (replaced by EO 2020-33 on April 1, 2020), followed by several other Executive Orders including rescindments, extensions and additions to the main order, which among other mandatory provisions, and except for critical infrastructure workers, required all Michigan residents to "Stay Home, Stay Safe," and;

WHEREAS with later Executive Orders, including EO 2020-142, and those regarding masks and other workplace safety requirements, all of which uniquely and directly impact all edtec-managed charter public schools (**ACE Academy**, Capstone Academy Charter Schools and Life Skills Center of Pontiac), hereafter referred to as the "Schools," and their respective sub-sites (**ACE Lincoln**, **ACE Calumet**, **ACE Woodward**, **ACE Jefferson**, **ACE Bowman**, Capstone Main, Capstone Mayfield, and Capstone JDF), especially when compared to other traditional regular school districts or public charter schools; and

WHEREAS the unique situations of each School site and sub-site is interdependent on each respective partner Agency, which also directly determines the extent that edtec teachers and support staff are able to provide either distance learning methods of teaching and learning, or on-site teaching and learning, or a combination of both;

GIVEN that the Schools, through their Boards of Directors in cooperation and agreement with their Educational Service Provider (edtec central and its management, support and educator teams), still wish to provide regular and supplemental learning opportunities to all of the students they collectively serve continuing on indefinitely from September 1, 2020 forward, whether or not the geographic regions in which schools are located are moved forward or backward in pandemic phase designation by the Governor, and *even if* the Governor should decide at a later date that all schools should again completely shut-down;

NOW THEREFORE, pursuant the desires of the parties, on behalf of the Schools' respective Academy Boards of Directors, edtec central submits this "Teaching and Learning Plan: Return to School - A Flexible Hybrid Approach," on behalf of:

ACE ACADEMY

School Sites

ACE-Calumet ACE-Lincoln
ACE-Bowman ACE-Woodward
ACE Jefferson

CAPSTONE ACADEMY CHARTER SCHOOL

School Sites

Capstone-DBI John R (Main)
Capstone-DBI Mayfield (Annex)
Capstone-JDF (Wayne County)

LIFE SKILLS CENTER OF PONTIAC

GUIDING PRINCIPLES

Teaching and Learning Plan 20-21: Return to School - A Hybrid Approach (“TLP”)

Keep Students at the Center

Intentional outreach to continue building relationships and maintain connections. Help students feel safe and valued. At minimum, plan to do the following:

- ❖ Plan for Student Learning: Build on each student’s strengths, interests, and needs and use this knowledge to positively impact learning.
- ❖ Develop a Weekly Plan and Schedule: Offer routines and structures for consistency and to balance think time, work time, and play time for health and well-being.
- ❖ Contact Families: Partner to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority. Provide translations as necessary.

Design Learning for Equity and Access

Plan and deliver content in multiple ways so all students can access learning.

- ❖ Teach Content: Set goals using knowledge of each student and of Michigan Merit Curriculum.
- ❖ Deliver Flexible Instruction: Consider how to deliver content depending on tools and resources accessible to each student. Delivery of instruction may include printed learning materials, phone contact, email, online instruction, or a combination to meet diverse student needs.
- ❖ Engage Families: Communicate with families about engagement strategies to support students as they access the learning. Families are critical partners. Provide translations as necessary.

Assess Student Learning

Manage and monitor student learning and plan what’s next for learning including the potential need for summer and supplemental learning.

- ❖ Check Student Learning: Use a variety of strategies to monitor, assess, and provide feedback to students about their learning.
- ❖ Make Instructional Adjustments: Use formative assessment results to guide their reflection on effectiveness of instruction and to determine next steps for student learning.
- ❖ Engage Families: Communicate with and seek input from families about assessment results in order to inform next steps and the potential for supplemental summer learning. Provide translations as necessary.

ASSURANCE

TLP Assurance

- ☒ Schools implementing this TLP assure that they will follow and abide by at all times, to the best of their ability and with good faith effort given the resources and revenue provided by the state (and potentially other governmental entities) for carrying out the provision of public education in the state of Michigan, all rules, regulations and laws applicable to public schools.

SECTION 2 – TLP COMPONENTS

The goal of this TLP is to ensure that each the Academy, to the best of its ability, provides each student with instruction to help them stay on pace in their learning. The TLP recognizes that there is no “one-size-fits-all” solution and multiple means of engaging students and supporting families will be necessary and may vary by grade level, student population, school building, sub-site and/or Agency.

Building on [Executive Order 2020-35](#), (rescinded) and incorporating provisions contained in its successor [Executive Order 2020-142](#) (and any related EOs) this TLP includes essential components for its implementation, with modification as applicable, in order to support a hybrid model of teaching and learning which necessarily enables highly flexible approaches that in turn, can be easily adapted to changing conditions.

Item 01 – Alternative Modes of Instruction

“Alternative modes of instruction” means modes of pupil instruction, other than in-person instruction, that may include, without limitation, partnerships with other districts or intermediate districts or community colleges or institutions of higher education, use of vendors, use of online learning, telephone communications, email, [virtual instruction](#), videos, slideshows, project-based learning, use of instructional packets, or a hybrid of multiple modes of learning that still promote recommended practices for social distancing in response to COVID-19.

We have specifically designed a comprehensive and flexible [Continuum of Delivery](#) (COD) approach (see [Schedule 1.0](#)) to optimize student engagement and participation, regardless of which alternative modes or methods of instruction might be deployed, and irrespective of which pandemic phase might be in effect, based on three overarching considerations:

- 1) Our students in at-home situations utilize various technology tools from computers to cell phones to PC's; and
- 2) Our students remaining in residential and secure facilities have varying degrees of access to technology tools based on each Agency's unique situation and policies (primarily overall facility lay-outs, Agency staffing levels, internet access, and licensing and security requirements). Each Agency has differing capacities to facilitate interactions between students and outside persons when school staff cannot be present and are subject to their own executive orders, which may determine whether or not and under what conditions our teachers may teach in-person. (see [EO-2020-156, July 23, 2020](#), as it relates to residential and juvenile detention facilities).
- 3) Some of our staff (team members) may be unable to return to in-person work or instruction, whether on a full-time, normal, pre-pandemic schedule or even on a part-time rotating schedule, based on high-risk, medical conditions.

To accommodate differences between our Schools, sub-sites, unique student populations and team members, this TLP, which applies to services and methods described throughout the COD, begins with the most **Basic** level (see [Schedule 1.1](#)) and progresses to the **Best of All** level (see [Schedule 1.4](#)).

Since March 16, and as envisioned when conceiving of what would be even better than a Best of All level (should there be an extended period of time where teachers and staff could not return to in-person instruction and work), team members have been spending focused time and effort on bringing the idea of [Robot Teachers](#) to fruition. In late July, 2020, the first Robot Teachers began being rolled out to our Schools' sites.

As more resources come to bear, including as other changes and outside forces emerge (e.g. new executive orders, opening up of the economy, etc.) we will continue to apply the best and most appropriate COD approach to a particular student or group of students, regardless of location.

Likewise, should changing conditions negatively impact overall resources, especially staffing levels (such as unavoidable reductions in either School staff or Agency staff due to COVID-19 cases and/or mandatory COVID-19 leave, especially in critical areas), we have the ability to deliver instructional services through our “Plus 1” solution, Robot Teachers. These make it possible to deliver live (and recorded) from a single teacher at one location (home or a remote office) to one or more other locations and to one or more groups of students across all School sites and sub-sites.

The School teams will continue utilizing several alternative modes of instruction available from afar in order to best meet the needs of our students during any times in-person instruction and/or in-person student attendance is not an option:

- ❖ Use of online learning through instructional platforms including but not limited to Edmentum [Plato](#) and [Study Island](#).
- ❖ Utilizing telephone communications.
- ❖ Utilizing email to share pertinent instructional information, when allowable.
- ❖ Utilizing [virtual instruction](#), online and offline videos, and TV.
- ❖ Utilizing podcasts and slideshows.
- ❖ Implementing project-based learning activities.
- ❖ Utilizing instructional [work packets](#) and [work books](#).

Our teachers identify and implement modes of teaching and learning that work best for students with consideration given to their age and their overall familiarity with the tools needed to actively engage in the learning activity. TLP teams have researched multiple tools and options for bringing new and often free [educational resources](#) to the forefront, for use by students, teachers, and caregivers. Perhaps most importantly, all students have the opportunity to receive grade-level instructional packets on a regular basis, including packets that are customized to meet the needs of any student eligible for Special Education, whether remaining at home or attending school on site.

When considering the levels contained within the COD, steps have previously been taken to ensure that all students have access to the forms of electronic instruction that are needed for distance learning possibilities. Importantly, prior to the COVID-19 crisis we had already established [1-to-1 learning environments](#) at all Schools and sub-sites.

Access to technology-delivered teaching and learning activities will be monitored throughout the TLP implementation by each respective School team, in order to ensure students continue to be able to participate without technical barriers, whether learning from home or within School facilities.

Item 02 – Keeping Pupils at the Center

The mission of **ACE Academy**, in partnership with youth serving agencies, is to re-engage youth in the active pursuit of self-improvement, interpersonal growth and educational development. Within a climate where students, staff and stakeholders feel safe, secure and valued as individuals, ACE Academy will encourage all students to excel to their highest potential, while providing them the support and tools needed to explore the infinite possibilities that learning and life has to offer.

In keeping with the School's mission, we remain committed to:

- ❖ Maintaining individualized learning plans to guide student progress.
- ❖ Maintaining a consistent but flexible schedule with reasonable routines.
- ❖ Maintaining consistent contact with students' parents, caregivers and guardians (as allowed).

Teachers will be expected to make contact with every student at least one time during the week, whenever in-person instruction is not possible. This will be done through contact functions available in the instructional platform and other forms of district-approved and secure media platforms such as Remind (text alerts) and GoToMeeting (on-line conferencing). In some cases, phone calls may be a better option to connect with students personally, as well as teleconferencing methods provided by an Agency or possible through GoToMeeting which has now been implemented across the entire Consortium.

In all cases, the focus will be on two-way communication, even in cases where only written communication may be possible due to restrictions and/or limitations of any particular sub-site or partner Agency's circumstances, or an individual student's particular circumstances whether learning from home or in residence at one of our partner Agencies.

Item 03 – Multiple Content Delivery Methods

Our Schools have the capability to deliver content in multiple ways in order to ensure that all students are able to access the learning in meaningful ways. edtec has designed a “four plus one” (4+1) delivery of service model within the framework of a dynamically-tiered continuum of delivery model ([COD](#)), to be used for continuity of learning regardless of pandemic phase. The 4+1 delivery modes were developed with the following student populations in mind:

NON IN-PERSON INSTRUCTION

1. For those students for whom the technology cannot be provided as determined by the safety and security team of the partner Agency, the main mode of delivery will be through hard-copy instructional packets. This will be supplemented with phone conferencing to support student engagement and progress. Instructional packets will be delivered weekly for all youth using a predetermined schedule (see [Schedule 3.0](#)). Schedules will be modified as may be needed, per a given School, Agency and/or sub-site.
2. As allowed by the partner Agency, and enabled for all at-home youth who will be provided technology access, content will be delivered through the existing online instructional platforms and supported by other video conferencing media tools, primarily GoToMeeting.
3. Robot Teachers, placed inside of all School sites and in areas where students can gather under an Agency’s social distancing guidelines or when in school sections of a facility (i.e. classrooms), under the School’s guidelines, for when teachers need to teach from afar.

Teachers will be available for [synchronous instruction](#) multiple times per week and [asynchronous instruction](#) through pre-made videos, at times convenient to students, parents and care-givers. In order to maximize the full and successful implementation of all levels of the COD model (including 4+1), edtec and the Schools will continue to:

- ❖ Leverage the instructional technology team to provide professional development so that teachers are ready and able to deliver content in multiple ways, including using Robot Teachers.
- ❖ Teach Content: Set goals using knowledge of each student, content area standards, and the Michigan Merit Curriculum.
- ❖ Deliver Flexible Instruction: Consider how to deliver content depending on tools and resources accessible to each student. Alternative modes of instruction may include use of online learning, telephone communications, email, [virtual instruction](#), videos, TV, slideshows, project-based learning, use of instructional packets, or a combination of these to meet diverse student needs.

- ❖ Endeavor to Engage Families: Communicate with families about engagement strategies to support students as they access the learning. (Knowing that families are critical partners, we will provide translations as necessary.)

IN-PERSON INSTRUCTION

When in person instruction is allowed and possible, for teacher and students, teachers who can be inside facilities and/or school sites will provide instruction in the same manner as before the pandemic, as well as incorporating as they determine is best for their own students and subject areas, any of the new tools that have come into use during the shut-down period.

Item 04 – Monitoring and Managing Student Learning

Monitoring student learning through a variety of assessments is essential, whether students are being taught in-person or from a distance. Regular assessments already in use prior to the pandemic will continue to be utilized across all sites. High school seniors who for any reason are not able to attend in-person school, or if schools should once again be shut down by executive order, will receive extra attention and support throughout any year until the complete high school.

Despite the challenges of remote learning, whenever it might be used, teachers will still monitor student learning and check for understanding throughout the learning process. They will ensure that comprehensive, actionable feedback is provided to students in a timely manner. In order to meet these expectations, teachers will engage in the following, regardless of which teaching and learning approach is being used for any student:

- ❖ Purposeful planning within instructional teams using a common planning template when appropriate.
- ❖ Implementation of effective feedback practices and ongoing formative assessments to guide reflection on effectiveness of instruction and determine next steps for student learning.
 1. Instructional teams will meet to discuss successes, opportunities for growth, and instructional plans will be created and revised to better meet the needs of students.
 2. Special education teachers will work closely with teacher teams in order to modify course work and scaffold instruction in order to better meet the needs of all students.
 3. Special education teachers will actively monitor and assess the learning of children on their caseload in order to provide suitable accommodations based on individual needs, IEPs and 504 plans, and to the extent possible for students that cannot receive in-person instruction.
- ❖ Provision of regular updates regarding each student's academic progress. This may include:
 1. Every-other-week summaries of content covered, current level of student understanding, and suggestions for extending knowledge using evidence of learning.
 2. Communication of any pertinent assessment data along with an explanation of next steps (if necessary).

- ❖ Keeping communication channels open, while adhering to established schedules to the extent possible, for both in-home students and in-person instruction. For students unable to attend school in-person, best efforts will be kept in mind (see [Schedule 3.0](#) and [4.0](#)) to do all of the following:
 1. Learning packets will be collected each week.
 2. Teachers will review the learning packet and provide feedback to the student during their weekly phone call, virtual meeting, or email if access is available.
 3. Learning packets with written feedback will be returned to the student the next week.
 4. Feedback from the teacher will include differentiated work as needed, along with examples to support student learning. An example of differentiation may be providing a student that is struggling with double-digit subtraction additional practice and several written examples with the steps.
 5. A phone call will also be used as a follow-up, if needed. When possible, virtual calls may be used.

Item 05 – Budgeting Premises

In order to ensure that our students have access to adequate technology during these extraordinary circumstances, our Schools' plan to utilize Title I funds in ways listed below, as outlined within the Memorandum regarding Flexible Title Funds for Technology from Deputy Superintendent Venessa Keesler, dated March 27, 2020:

- ❖ To purchase devices for teacher use to support student learning.
- ❖ To purchase student devices including iPads, Chromebooks, and Tablets.

We may utilize Title IIA Funds in the following ways:

- ❖ To fund training and professional learning for our teachers to better prepare them to virtually deliver instruction and connect with students.
- ❖ To fund virtually delivered professional development opportunities to support goals identified within the district improvement plans.
- ❖ To purchase devices needed to support the training opportunities offered to our teachers.
- ❖ To support student learning using technology by transferring funds to Title I.

We may utilize Title IV Funds in the following way:

- ❖ To support technology, which includes devices, access, and materials for students and teachers.

Finally, the Schools will utilize all additional revenues that become available through special and one-time revenue streams including ESSER Formula and Equity Grants, to support continuity of learning throughout the current academic year and beyond.

Applications relevant to these funds including assurances, budgets and other program requirements, have already been submitted to MDE (as required) for their approval, within the Michigan Electronic Grants System (MEGS).

See Section 3, Budget Outline for further details.

Item 06 – Stakeholder Collaboration

Our Consortium of schools values the opinions and ideas of all stakeholders. For this reason, we included each of the following groups as we worked to develop first the 2020 Continuity of Learning Plan, followed by this TLP 2021 (which was a natural progression while teaching and learning continued throughout the entire summer), in order to ensure continuity of learning for all students:

- ❖ Teachers
- ❖ Paraprofessionals
- ❖ Building Leaders
- ❖ Technology Team Partners
- ❖ Consortium-wide Leadership Team
- ❖ Social Workers
- ❖ [Child Caring Institution](#) (Agency) Clinical Staff and Administrators
- ❖ Local County Government Agencies and Officials
- ❖ Care Management Organizations
- ❖ Community-based Support Organizations
- ❖ School Board Members

Primarily, to involve stakeholders (going back to March 13, 2020), the leadership team organized and conducted numerous meetings and work sessions between and among various team members representing stakeholder groups. These interactions were conducted using a variety of methods including phone calls, teleconferencing, video conferencing, online chats, email exchange and in some cases, small, socially-distanced in-person meetings.

Item 07 – Notification to Pupils and Parents

To ensure all stakeholders are aware of the TLP and that returning to school occurs smoothly for all, we are implementing a clear, consistent, concise, and accessible communication plan. In addition to the regular schedules for contacting students and delivering and receiving student work, the communication plan includes several methods for notifying parents, caregivers and guardians about the TLP and to keep them connected and engaged throughout implementation.

Methods include, but are not limited to:

- ❖ Direct Person-to-Person Telephone Calls.
- ❖ Video Calls (when allowable and possible).
- ❖ Robo Calls.
- ❖ Regular US Mail (letters mailed to families).
- ❖ Email (when accessible and/or allowable).
- ❖ Remind (organization-wide communication platform).
- ❖ Regular Text Messages.
- ❖ Flyers and Newsletters.
- ❖ Social Media posting(s).
- ❖ Website posting(s).
- ❖ Home Visits (where possible/necessary and in accordance with social distancing requirements).

Helping students, parents and team members feel it is safe to return to school is a top priority. Allowing those parents and students who do not feel comfortable in returning to school for in-person instruction, the option to learn from home will be honored. Enabling high-risk teachers the ability to reach and connect to students through Robot Teachers is our “plus 1” method for making sure teaching and learning continues without interruption, for all.

Item 08 – Implementation Date

Across all Schools and sub-sites, the TPL will be implemented as of September 1 for teachers and staff, with a student start date of September 9, 2020.

For all at-home youth, we will continue implementing [Basic](#), [Better](#), [Better Yet](#) and [Best of All](#) modes of alternative instruction, as these best meet the needs of an individual, in progression and/or in combination. With the expansion of our program to [4+1](#), at-home students will also be able to connect to Robot Teachers and Robot Teacher classrooms, both live and after the fact, This will expand learning opportunities for all students.

For students residing in non-home settings, in-person instruction will occur as it did prior to the pandemic (assuming the pandemic phase designation allows for in-person teaching), and schedules will be fine-tuned as may be necessary to meet social distancing and other safety needs, and executive order requirements, applicable to each Agency and subsite.

For quarantined students, they may be served by any of the methods along the 4+1 COD model, again, depending on the unique needs of the student, any particular group of students, and/or the overall needs of any Agency.

Item 09 – Postsecondary Dual Enrollment Assistance

If ever applicable, and as possible depending on the particular School, Agency or subsite, edtec team members will take all steps necessary to support any student who qualifies for postsecondary dual enrollment courses under Public Act 160 of 1996, as amended, MCL 388.511 to 388.524, and the Career and Technical Preparation Act, 258 PA 2000, as amended, MCL 388.1901 to 388.1913.

Item 10 – Assuring Food Security for Pupils

For students enrolled in Schools located inside of partner Agency facilities, the Agency (as a licensed Child Caring Institution) is responsible for and will continue to provide all meals to youth.

For Schools serving at-home students, the School team will continue to ensure youth and their families are connected to community-based food distribution programs. The School team in Pontiac for instance, already assisted each student and family to connect with and make use of community-based food programs.

Through their regularly scheduled check-ins, School teams will also check to see if any food insecurity issues emerge for at-home youth. In such cases, a School liaison or social worker will follow up to reconnect families to food programs and/or other special COVID-19-related support programs in the community, as available and could be helpful to a student and their family.

Item 11 – Confirmation to Pay School Employees

We confirm that school employees across the edtec Consortium have thus far, and will continue to be, paid, while redeploying staff as may be needed in order to provide meaningful work in the context of the TLP.

Staff will have the option -- to the extent possible and assuring all students' needs across all sites are fully met -- to teach and/or work remotely, to teach and/or work on a reduced "in-person" schedule, and to teach and/or work on a full "in-person" schedule.

Other ways we may redeploy staff whose roles may need to be modified include serving as:

- ❖ Community and partner liaisons.
- ❖ Beta-testers and researchers for technology-based teaching and learning resources.
- ❖ Internal trainers.
- ❖ Creators of teaching videos, special lessons and project-based instructional guides.
- ❖ Assessment reviewers.
- ❖ TLP monitors.
- ❖ Supporting tasks (sewing edtec-wide face masks).
- ❖ Supplemental pupil support (guided by teachers).
- ❖ Reviewing homework against answer keys.
- ❖ Other emergent needs.

Item 12 – Evaluating Pupil Participation in Teaching and Learning Activities

NON IN-PERSON INSTRUCTION

Teachers will continue to keep track of which students are completing the weekly instructional packets (see [Schedule 4.0](#)).

Teachers and support staff will use phone calls, as well as the built-in instructional platform communication systems (i.e., logging, surveying, and progress alert notifications) to monitor student wellness, engagement, and completion of assignments. Staff will also keep logs of communication contacts with students, parents and partner Agency caregivers.

Inconsistent completion and/or communication patterns will be raised to the School Leader level in order to develop a plan to reconnect with the student, including involving the parent and/or partner Agency caregiver, as needed.

Surveys and interviews will be used to obtain feedback from students with the goal of identifying and rating components of the COD from least effective to most effective, with an emphasis on identifying those elements students ranked as the best (in their view) and which they readily engaged in most often (based on logs and completion rates).

IN-PERSON INSTRUCTION

The same methods above and those in place prior to the pandemic will continue to be used by teachers and staff that are participating in in-person instruction and support work. Student focus groups will also be possible through use of Robot Teachers.

Item 13 – Assuring Mental Health Supports for Pupils

We are committed to providing ongoing mental health supports to pupils affected by our state of emergency throughout all phases of the pandemic.

We provide several modes of support to all students. Staff will also be provided a variety of resources that can be used with students to help explain the current reality, while easing fear and anxiety where possible, about COVID-19, how to practice safe hygiene habits, how to safely use a mask, how to social distance, and overall, how to stay healthy. Methods of teaching students and staff will include, but not be limited to:

- ❖ Lesson plans designed to educate and inform the students on COVID -19.
- ❖ Journaling prompts to allow an outlet for students to express their thoughts and concerns surrounding COVID -19.
- ❖ Connecting at-home students to virtual social workers and/or family counselors as may be appropriate.
- ❖ Working with partner Agency staff who likewise are providing mental health supports to all affected students residing in non-home placements.
- ❖ Professional development activities to teach staff the same information we want students to learn.
- ❖ Other support activities recommended and/or required under the Return to Work workplace safety rules.

Item 14 – Supporting the Intermediate School District

Our community-based Schools stand ready to mobilize disaster relief child care centers by opening classrooms if and when called upon for such support. We are aware of the coordinated efforts of the ISDs, which have the necessary contact information by which to reach us.

Please note however, that this TLP component is not applicable to any of our Schools or sub-sites which operate inside of other private, child-caring institutions.

Item 15 – Balanced Calendars

Since inception, all of edtec-managed Schools have continuously operated using a year-round schedule, sometimes defined by others as a “balanced calendar,” because we include extra days in June and full-time summer school during July and August.

edtec also provides supplemental work packets during student breaks, and during intersessions and on some holidays, provides teachers and tutors directly to school sites.

School Calendars for each School have been adopted by their respective Boards while the Consortium-level calendar can be found at this common link:

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At times, it becomes necessary to modify all or even a school’s individual calendar. Such changes are always approved by a School’s Board of Directors.

SECTION 3 - RESOURCE ALLOCATION

Right now, Schools have wide flexibility for spending federal funds including special grants that have been recently approved by the current administration at the national level, and made available to the Consortium Schools through the Michigan Electronic Grants system.

For specific needs related to COVID-19 challenges and the best allocation of resources to ensure all students' needs are met, while staff, student and stakeholders are kept as safe as possible, the team has followed the guidance provided in MDE's memo dated March 27, 2020: "[Flexibility in Title Funds for Technology](#)", while also looking to guidance provided by OSHA, CDC and the state of Michigan's Workplace Safety guidelines.

Typical Costs

Items shown on a the most common per unit basis for planning and budgeting purposes.

	Unit	Cost	Qty	Total	Costs Per
GoToMeeting - Virtual Conferencing & Distance Learning.					
SaaS (Software as a Service). \$220 per month, 12 months.	220	12	2,640	880	Academy
Network Support. Configuration, set-up and implementation. 50 hours @ \$95/nr.	50	95	4,750	1,583	Academy
Training. \$2000 per session, at least 2 sessions.	2,000	2	4,000	1,333	Academy
				3,797	Academy
Essential Workbooks. Reading, Math, ELA-Writing and Smart Skills. \$60 per student.	60	1	60	60	Student / Year
Printing and Delivery. FedEx to a site. \$250 per non-staff involved delivery, 2 per month.	500	12	6,000	6,000	Site / Year
Miscellaneous Supplies. Per student @ \$50/student.	50	1	50	50	Student / Year
Miscellaneous Supplies. Per staff @ \$100/staff.	100	1	100	100	Per Staff / Year
PPE allocation					
Masks. Student. \$1 per mask per day, 2 per day, 220 days.	2	220	440	440	Student / Year
Masks. Staff. \$1 per mask per day, 2 per day, 220 days.	2	220	440	440	Student / Year
Sanitation Supplies. \$500 per site per month, 12 months.	500	12	6,000	6,000	Site / Year
3rd Party Cleaning. \$200 per site, per shift, per day, 2 shifts / 220 days.	400	220	88,000	88,000	Site / Year
Robot Teacher. \$2,5000 per Robot.	2,500	1	2,500	2,500	Robot / Site

SECTION 4 - SCHEDULES

Schedule 1.0 – Dynamically-Tiered Instructional Delivery Model

Continuum of Delivery (COD)

	<i>Description</i>	Basic	Better	Better Yet	Best of All
Daily Duration	<i>How long will the school day be?</i>	½ Day	½ Day	Full Day	Full Day
Days Per Week	<i>How many days per week will we provide services and on what days during the week?</i>	4 M, T, W, R	4 M, T, W, R	5 with Project Friday Alternating every other Week M, T, W, R, F	5 with Project Friday Weekly M, T, W, R, F
Teacher Interaction	<i>How will the teacher interact with the youth?</i>	Written Feedback on returned packets 1 Weekly Phone Call	Written Feedback 2 Weekly Phone Calls	Written Feedback 3 Weekly Phone Calls 2x Weekly Virtual sessions	Written Feedback 2 Weekly Phone and 3x Weekly Virtual sessions
Student Work	<i>What work will the youth complete?</i>	Weekly Work Packets	Grade Level Packets Grade Level Workbooks	Grade Level Packets Grade Level Workbooks Online Computer Assignments	Grade Level Packets Grade Level Workbooks Online Computer Assignments Teacher Created and Led Project Based Learning
<i>For secure and non-secure sites, all instructional models are designed with consideration given to availability of technology, adult supervision, required assistance and teacher interaction.</i>					

Schedule 1.1 – Basic

Basic	
<i>The Basic tier instructional mode is the first level of content delivery and teacher interaction. It is not technology inclusive or dependent.</i>	
	Description
Daily Duration <i>What time will be identified for two-way communication?</i>	Teachers will reach out to students via telephone between the hours of 8:00 AM and 11:30 AM.
Days Per Week <i>How many days per week will we provide services and on what days during the week?</i>	Teachers will make scheduled phone calls four days per week Monday – Thursday with Friday reserved for make-up calls.
Teacher Interaction <i>How will the teacher interact and/or provide feedback?</i>	Written Feedback on returned packets with 1 Weekly Support phone call.
	<i>Teacher Interaction is not real time; support call may happen after or before student completes packet sections.</i>
Student Work <i>What work will the youth complete?</i>	Grade level Work Packets delivered, collected and returned weekly.

Schedule 1.2 – Better

Better	
<i>The Better tier instructional mode is the second level of content delivery and teacher interaction. It is not technology inclusive or dependent. Teacher interaction is increased and student materials include all materials from the Basic tier.</i>	
	Description
Daily Duration <i>What time will be identified for two-way communication?</i>	Teachers will reach out to students via telephone between the hours of 8:00 AM and 11:30 AM twice per week.
Days Per Week <i>How many days per week will we provide services and on what days during the week?</i>	Teachers will make scheduled phone calls four days per week Monday – Thursday with Friday reserved for make-up calls.
Teacher Interaction <i>How will the teacher interact and/or provide feedback?</i>	Written Feedback on returned packets with 2 Weekly Support phone calls.
	<i>Teacher Interaction is not real time; support call may happen after or before student completes packet sections.</i>
Student Work <i>What work will the youth complete?</i>	Individualized Grade level Work Packets delivered, collected and returned weekly. Self-paced, independent, commercially produced Grade level workbooks provided to all students, with teacher monitoring and tracking

Schedule 1.3 – Better Yet

Better Yet	
<i>The Better Yet tier instructional mode is the third level of content delivery and teacher interaction. It is technology inclusive.</i>	
	Description
Daily Duration <i>What time will be identified for two-way communication?</i>	Teachers will make contact daily between the hours of 8:00 AM and 3:00 PM via telephone and virtual computer-based platform. Students will participate in teacher led Project Based Learning every other Friday.
Days Per Week <i>How many days per week will we provide services and on what days during the week?</i>	Teachers will make scheduled phone calls three days per week and will host virtual sessions twice per week.
Teacher Interaction <i>How will the teacher interact and/or provide feedback?</i>	Written Feedback on returned packets with 3 Weekly Support phone calls 2 virtual instruction sessions.
	<i>Teacher will have the opportunity to interact in real time, virtually, as students complete assignments.</i>
Student Work <i>What work will the youth complete?</i>	Individualized Grade level Work Packets delivered, collected and returned weekly. Self-paced, independent, commercially produced Grade level workbooks provided to all students, with teacher monitoring and tracking. Students will work on computers with teacher direction through the Plato/Study Island Platform .

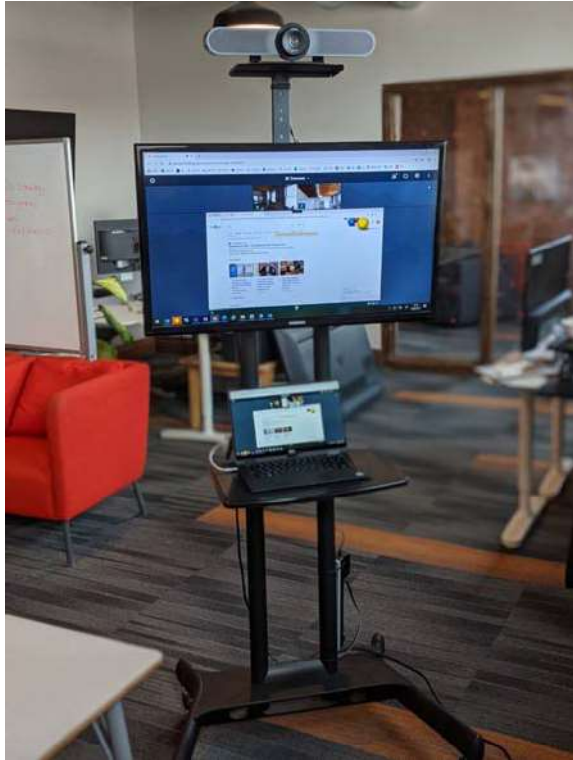
Schedule 1.4 – Best of All

Best of All	
<i>The Best of All tier instructional mode is the fourth level of content delivery and teacher interaction. It is technology inclusive.</i>	
	Description
Daily Duration <i>What time will be identified for two-way communication?</i>	Teachers will make contact daily between the hours of 8:00 AM and 3:00 PM via telephone and virtual computer-based platform. Students will participate in teacher led Project Based Learning every other Friday.
Days Per Week <i>How many days per week will we provide services and on what days during the week?</i>	Teachers will make scheduled phone calls twice per week and will host virtual sessions three times per week.
Teacher Interaction <i>How will the teacher interact and/or provide feedback?</i>	Written Feedback on returned packets with 2 Weekly Support phone calls 3 virtual instruction sessions.
	<i>Teacher will have the opportunity to interact in real time, virtually, as students complete assignments.</i>
Student Work <i>What work will the youth complete?</i>	Individualized Grade level Work Packets delivered, collected and returned weekly. Self-paced, independent, commercially produced Grade level workbooks provided to all students, with teacher monitoring and tracking. Students will work on computers with teacher direction through the Plato/Study Island Platform. Students will complete inquiry-based teacher led projects.

Schedule 1.5 – “Plus One” Robot Teacher

edtec Schools “4+1” Solution: [Robot Teacher](#) Discussion

[Updated: 7/28/2020]



Overview

The goal of this document is to provide a high-level overview of virtual instruction at each of the edtec campuses. It will highlight key technologies and platforms to be used. Despite being offsite, we believe that a teacher can still have a presence in the classroom through a combination of web conferencing hardware and software

Essentially, the teacher will be at home on their school laptop and will connect to their class. GoToMeeting rooms will be set up to allow the teachers to see the classroom through a webcam, and speak through the classroom computer using speakers and microphone.

How will we use the Robot Teachers?

- ❖ The Teacher Robot will be used daily based on a schedule customized to fit the working schedule of the facility

Why are we using Robot Teachers?

- ❖ The Robot Teachers provide teacher presence in the classroom
- ❖ Robot Teachers utilize two-way communication, enabling teachers and staff on the other end to see, hear and speak to students
- ❖ Robot Teachers are mobile and can be placed in a classroom for small group instruction
- ❖ Robot Teachers can be placed in the living quarters for whole group instruction
- ❖ Robot Teachers offer a sustainable solution for teaching as long as distance learning is required and can be incorporated into the regular school year as well

How will we implement the Robot Teachers?

❖ Training

- ✓ edtec will train key personnel on using the Robot Teachers.
- ✓ Each Robot will have a training manual and a quick start guide.
- ✓ The facility staff will only need to turn the Robot Teacher on and log in to the GoToMeeting Room assigned to the Robot.
- ✓ Each Robot will come with a quick start guide to assist the staff in turning on the Robots and logging into the appointed meeting room.

❖ Location and Transport

- ✓ Based on input from the Agency and the school teams, the devices will be housed in a specific area for easy access.
- ✓ The Agency staff may need to transport the Robot Teachers to the assigned location for the day or to the designated location based on the schedule.
- ✓ The edtec team will provide a team member to assist in coaching and modeling the use of the Robot Teacher, onsite.

❖ Scheduling/Instruction

- ✓ Schedules will be unique based on the facility and/or Agency.
- ✓ Core Classes can be taught on the Robot Teachers.
- ✓ Enrichment classes can be taught on the Robot Teachers.
- ✓ Instruction will be varied and will incorporate several different instructional methods.
- ✓ Robot Teachers may also be used during non-school hours and intersession breaks for extended tutoring, extra-curricular activities, and/or student clubs.

❖ Hybrid Instruction makes use of four various instructional methods:

- ✓ Robot Teachers
- ✓ Computer usage with online platforms
- ✓ Grade level workbooks
- ✓ Teacher-created learning packets

Schedule 2.0 – Educational Resources

Educational resources researched by education team members and saved to Padlet.

Title	My dazzling shelf of COVID-19 Resources	Padlet: Online Organizing Resource
Description	Online Resources for Teaching during the Shut Down	
URL	https://padlet.com/loislane7167/qxcd5dtifub6ah1	
Builder	Lois	
Created At	2020-04-15 13:43:37 UTC	
Subject	Body	Attachment
Description		
	This resource guide is a living document of all the available tools for SDA and alternative teachers dealing with COVID-19 virus impact. The resources have been selected to target the work in alternative settings with secondary students who need a more secure set of online tools.	https://padlet.com/loislane7167/qxcd5dtifub6ah1
Activities		
Live Streamed Activities	Livestream Activities Calendar	https://docs.google.com/spreadsheets/u/1/d/1d9vA4JUnr1xFafSY5n7iF75eCb3fX2Azy_6rZOOzH_8/htmlview?usp=sharing&sle=true&urp=gmail_link
Art at Home	A list of online resources for art.	https://docs.google.com/document/u/1/d/1EVMQIHhKugF4RQ071DzmkSKn1AuiBNOJ-i6xs1mBts/preview?usp=sharing&fbclid=IwAR2DmvKI-cPkrYwWcEagzAcimY3ftW7IW1_J30RKRG47ns5wsAKq5ahDFmc&sle=true
Applied Digital Skills		https://applieddigitalskills.withgoogle.com/s/en/home
30 Virtual Field Trips	Over 30 Virtual Field Trips with Links!	https://docs.google.com/document/d/1SvldgTx9djKO6SjyvPDsoGlgE3iExmi3qh2KRRku_w/preview?fbclid=IwAR1LpGrFNJZimcSJQXaMo1OA3tt7X5riZwiliZzy3p5-49dfK8lNNmEHGDq&pru=AAABcQhJzPs*a7MaF31ETWAKCrhE9qQWSq
Ted Ed Video List	Ted Ed video list categorized by topics for easy integration.	https://docs.google.com/document/d/1IUzad8RFMU8cFwCLMeTv7bq1R3ctmdAo1MvZ-NOobpY/preview

Gifted and Talented Resources	Virtual Gifted and Talented Enrichment Support Materials	https://docs.google.com/document/d/1UbaobL2ymO4_MW4N0eVvdBEfMPLyGaH7KipH27Onmq0/edit?usp=sharing
Digital Citizenship Lesson	Digital Citizenship lessons for a 9 day unit.	https://docs.google.com/document/d/1N3rCdSyu4NmGmmdIVF4odhh3lg_KiywUI9BkrQiId6I/edit
Math Videos By Content	Math video links to YouTube videos by a math teacher. Each one is its own activity.	http://www.tarveracademy.com/blog/google-classroom-and-video-hangouts-tips-and-tutorials
90 Math Bell Ringers	90 Math Bell Ringers to start class.	http://www.tarveracademy.com/bell-ringers
Student Podcasts	This year, NPR held its first Student Podcast Challenge — a podcast contest for students in grades 5 through 12. As we listened to the almost 6,000 entries, we smiled, laughed, and even cried. Students opened their lives to us with stories about their families, their schools and communities and their hopes for the future.	https://www.npr.org/2019/06/08/729605772/eight-student-made-podcasts-that-made-us-smile?fbclid=IwAR1cFgc3sxh2icGTbyCKdc_Udm7kUfeooUU75elmelaLF2OniAnR8Y8S2UY
Bunk History	Digital archive of a variety of media produced about current events, public history and government. Bunk shows connection both spatially and across historic eras.	https://www.bunkhistory.org/
VR Field Trips	It is time to EXPLORE the world!	https://docs.google.com/document/d/1ZAxvFV2_uSk44q75y4odr8XjuZ7KWUDvkSptHi6TVfE/preview?fbclid=IwAR3RsM3wqnziAadvjxRh8pF-gGv6q5gP6Cs5fKNA-MNkhWpZgFaCfzWyQ9Y
Active History	1 month free trial! When you get your email there is one extra step to consider ***To activate your account and receive your password, please REPLY to this message with the word 'PROCEED'.	https://www.activehistory.co.uk/_free_trial/4_thanks.php
ULTIMATE Activities GUIDE	eLearning activities can be fun AND promote quality learning. Here are lots of examples and templates to use!	https://ditchthattextbook.com/elearning-activities/

Video Conferencing and Screen Cast		
JIGSAW	E-teaching	https://jigsawinteractive.com/solutions/education/
Blue Jeans	Video Conferencing	https://pages.bluejeans.com/video-conferencing-trial.html?utm_source=google&utm_medium=cpc&personsource=paid_search&utm_content=TrialLP&utm_term=blues%20jeans&utm_campaign=NA%20-%20Branded%20Core&utm_adgroup=NA%20-%20Branded%20Core%20-%20BlueJeans%20Misspellings
Google Meet Training	This is a series of Google Meet training videos.	https://www.controlaltachieve.com/2020/03/meet-videos.html
Screencast	If your school has temporarily closed due to the Coronavirus and is looking for a solution for remote learning, please have an administrator contact us at sales@screencastify.com . We'll do whatever we can to help at no cost.	https://www.screencastify.com/
Loom	Screencasting Tool	https://www.loom.com/
Avaya	Our free Avaya Spaces offer provides a cloud meeting and team collaboration solution that enables people and organizations to connect and collaborate remotely – and goes beyond integrating chat, voice, video, online meetings and content sharing. It gives users all the meeting and team collaboration features needed, including voice and video conferencing for up to 200 participants.	https://www.avaya.com/blogs/archives/2020/03/avaya_spaces_cv/
Google Meet	Google Video Calls.	https://meet.google.com/ meet
Blue Jeans	Video conferencing platform for students and teachers with built-in security.	https://www.bluejeans.com

Guides to Online Learning		
GoToMeeting	Meeting platform that can host conference calls, video calls, and webinars. Can create separate classrooms for different groups of students.	https://www.google.com/url?q=https://www.gotomeeting.com/work-remote&sa=D&ust=1584204868972000&usg=AFQjCNFW7NQhblZAwlqxIRWbr8oeci7IPg
Sphero EDU	Sphero EDU launches free premium activities.	https://edu.sphero.com/cwists/category?utm_source=ActiveCampaign&utm_medium=email&utm_content=Complimentary+Access+to+Premium+Sphero+CS+Content&utm_campaign=CSF+3%2F26
Google's Guide	This is Google's guide to teaching from home.	https://teachfromhome.google/intl/en/
MASSIVE ONLINE GUIDE	A curation of resources we know, use and love--both in the classroom and beyond.	https://sites.google.com/view/rtwdistancelearning/home?authuser=0
Guide to All Things Screencasting	Screencasting is the capture all of the action on a computer screen while you are narrating. Screencasts can be made with many tools and are often used to create a tutorial or showcase student content mastery. This page provides links to information, ideas, rubrics, and tools for the creation of screencasts by both teachers and students.	https://www.schrockguide.net/screencasting.html
Online Tool Kit	Kennesaw State University's iTeach, a service unit in the Bagwell College of Education, is prepared to support teachers, learners, and communities in the event of a 'tele-school' scenario. We provide coaching and consulting services both face-to-face and virtually through our many partnerships, and can help to ensure that educators feel supported to migrate their content and pedagogy to the cloud.	https://docs.google.com/document/d/1nG9NrPIOu-uJktlTd8Evdsz0NExqfuwLf6N5JqUWYhc/preview?fbclid=IwAR1GSQzQW8I6jnKb8gamOz6_l3tHmAel_d7oNLNM39aySfYj5TK-UicE0A4

7 Big Things Ideas as you Shift Towards Online Teaching	If you're reading this right now, there's a good chance your school is moving quickly from face-to-face to online instruction. With COVID-19, there are many classrooms doing a quick shift toward online instruction. You are likely a K12 educator but you might be a professor at a university where your school has suddenly shifted classes online without any warning.	http://www.spencerauthor.com/online-teaching/
10 Tips for First-Time Online Faculty	... Suddenly Forced to Teach Online Due to a Global Pandemic	https://medium.com/@andrewvandenheuvel/10-tips-for-first-time-online-professors-6373ca1c5c40
How to Teach Remotely with a Google Slides Hyperdoc	How to teach remotely with a Google Slides Hyperdoc. In this week's education technology tutorial, veteran educator and edtech enthusiast Sam Kary shows teachers how to set up a lesson during virtual teaching.	https://www.youtube.com/watch?v=qtXj0gB_rB0&fbclid=IwAR1SZh_jMq2N2A0qx_EgXnvNj2AiYva-ehIDEGZ1SeXniLYIQSDe4ZaM3g
Online Teaching Guide	Check out this guide to structuring your online class.	https://www.edtechemma.com/single-post/2020/03/11/Online-Teaching-in-the-Time-of-Coronavirus
Organizing Google Classroom for Distance Learning	Check out this guide to organizing your Google classroom.	https://www.edtechemma.com/single-post/2020/03/12/How-I-Organize-My-Google-Classroom-for-Online-Instruction
10 Tips for Distance Learning	Check out these 10 tips for distance learning!	https://tommullaney.com/2020/03/09/10-tips-for-converting-to-distance-learning/

Free Web Tools		
READWORKS		https://www.readworks.org/
PBS		https://dptv.pbslearningmedia.org/
Pear Deck	This tool will allow you to share your presentation and lead students through lessons on their own devices.	https://www.peardeck.com/staying-connected
Quizizz	A quiz app that allows multiple students to play at once virtually.	https://quizizz.com/join/

Quizlet	Quizlet is free for teachers and students. (👉) But what else do you need to know? Watch our four-part video series and download handouts for parents and students. If you end up really loving it, join our Quizlet Ambassador program and help spread the word. (And maybe even earn yourself some PD hours!)	https://quizlet.com/features/quizlet-teacher-guide-getting-started
Libby	Online e-book library.	https://www.overdrive.com/apps/libby/
Go Formative	Formative enables teachers to build their own assessments and assignments, or pull and customize “formatives” from our Library of thousands of pre-made materials. Educators can act on live student responses to intervene as needed; give feedback and auto-grade students’ work; track student growth over time; visualize student performance across assignments/assessments; and easily integrate supportive tools, like Google Classroom, Flipgrid, Desmos, Padlet and other resources.	https://goformative.com/
Free AP Resources	We have free resources for AP students including live reviews, live trivia, and study guides!	https://app.fiveable.me/
Explain Everything	Free Explain Everything for schools affected by a temporary or indefinite emergency closure.	https://explaineverything.com/keep-calm-and-teach-online-free-explain-everything-for-closed-schools/?utm_source=Twitter&utm_medium=Referral&utm_campaign=KeepCalmTeachOnline
Data Classroom	Play with data sets or import your own	https://about.dataclassroom.com/blog/flatten-the-curve
Chrome Music Lab	Chrome Music Lab is a website that makes learning music more accessible through fun, hands-on experiments.	https://musiclab.chromeexperiments.com/
BrainPop	Consider using BrainPOP’s animated movies, assessment resources, and creative tools for: Distance learning Support for projects and homework Keeping students on track with their studies	https://educators.brainpop.com/2020/02/19/free-brainpop-access-for-schools-affected-by-the-corona-virus/?utm_source=organic&utm_medium=social&utm_campaign=coronavirus&utm_content=free-access

Breakout EDU	In the event that your school is closed for an extended period of time as a result of recent events, we've put together a collection of digital games that students can play at home. Students can click on any game and start playing!	https://www.breakoutedu.com/funathome
IXL	Math and ELA activities for K-12.	https://www.ixl.com/
Flipgrid	Flipgrid is simple. Engage and empower every voice in your classroom or community by recording and sharing short, awesome videos ... together!	https://info.flipgrid.com/
Kami App	Kami is the leading PDF & document annotation app for schools. Improve engagement and interaction in the classroom with Kami as your digital pen and paper.	https://www.kamiapp.com/
EdPuzzle	Trim/Send YouTube Videos and Your Own Videos with Embedded Self-Grading Questions You Created	https://edpuzzle.com/signup/teacher?rc=x15tap
Ascend Math	Math instruction that is individualized for each student.	https://ascendmath.com/coronavirus-offer/
Newsela ALL Free	Start by initiating your complimentary access to Newsela ELA, Newsela Social Studies, Newsela Science, and The Newsela SEL Collection through the 2019/2020 school year.	https://newsela.com/about/distance-learning/?fbclid=IwAR398cB-qldXeFeP6i82tqIZsfklqUgfO5CylZo3DGE55v6NpbeSamwC6Vg

For Purchase		
Edulastic	Web-based tool for connecting assessment data to SIS system. Allows for dashboards and scanning data from bubble sheets matched to teacher and School-created tests.	www.edulastic.com
Essential Workbooks	Workbooks, online programs and offline programs (for out-of-home youth) for preparing for earning high school equivalency exams; career and life building skills	https://www.essential.com/educators

Schedule 3.0 – Distribution and Collection Schedule

Grade Level Packet Distribution and Collection Calendar

TYPICAL MONTHLY SCHEDULE

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 NEW Work Dropped Off	3	4	5	6 Check In Pick up Old Work	7
8	9 NEW Work Dropped Off	10	11 Checked Work Returned	12	13 Check In Pick up Old Work	14
15	16 NEW Work Dropped Off	17	18 Checked Work Returned	19	20 Check In Pick up Old Work	21
22	23 NEW Work Dropped Off	24	25 Checked Work Returned	26	27 Check In Pick up Old Work	28
29	30 NEW Work Dropped Off	31				

Schedule 4.0 – Sample Student Contact Log

[illegible]

Schedule 5.0 – Special Education: Good Faith Effort

edtec-managed Schools are following the direction of the ISDs in which its schools are situated, including Oakland Schools (ISD) and Wayne RESA. To this end, School teams continue to make good faith efforts, including parent communication and thorough documentation to the extent feasible, to facilitate implementation of special education supports and services during these unprecedented times. Our efforts are directed at meeting the needs of all students, including those eligible for Special Education, no matter what pandemic phase might be in effect.

Since the original restrictions, edtec has implemented a Consortium-wide core special education team that is able to meet the needs of special education students whether in-person or from afar. This will continue beginning in September, 2020, and beyond.

April 6, 2020

Region 4 ISD Special Education Administrators, representing eight ISDs, believe it is imperative that supporting the educational needs and well-being of students remain at the forefront of our efforts.

In consideration of the Governor’s Executive Order and all of the presenting information, including what appears to be differing legal opinions; Region 4 ISD Special Education Administrators recommend each local district utilize good faith effort, thorough documentation and parent communication to facilitate implementation of special education supports and services during these unprecedented circumstances.

According to the Executive Order, Governor Whitmer stated “Schools and students alike must be enabled to innovate and adapt, and those efforts must not be unduly inhibited by requirements or restrictions that are misplaced in this time of unprecedented crisis.” Time and energy spent on the creation of a contingency plan would take away from reasonable, appropriate and accessible support for our students.

Respectfully,

Karen J. Olex	Oakland Schools
Karen Howey	Wayne RESA
Justin Michalak	Macomb County ISD
Deana Tuzcek	St. Clair County RESA
Jody Howard	Lenawee ISD
Maureen Keene	Jackson County ISD
Rachel Kopke	Monroe ISD
Cherie Vannatter	Washtenaw ISD

Schedule 6.0 – Terms and Definitions

1-to-1 Learning Environment – The availability of one technology device (laptop, tablet, computer, etc.) per every student, able to be deployed all at the same time.

Asynchronous Instruction – Instructional activities, usually repeatable, which can occur through online or offline channels, without real-time interaction with a teacher, tutor or other learning assistant.

Child Caring Institution (CCI) – Facility that is organized for the purpose of receiving minor children for care, maintenance, and supervision, usually on a 24-hour basis, in buildings maintained by the child caring institution for that purpose, and operating throughout the year.

Continuum of Delivery (COD) – Description of the different levels and modes of instructional delivery. The levels of the continuum become increasingly complex and sophisticated, while integrating the characteristics of the previous level.

Plato – A standards-based, comprehensive online learning program for K-12 students.

Robot Teacher – A very cool way of enabling teachers and other support staff to beam into a location, live and in real time, in order to reach, teach and interact with any number of students that might be gathered in the area in which the Robot is hanging out.

Strict Discipline Academy (SDA) – An educational program designed specifically for displaced youth residing in out-of-home, residential treatment settings through the juvenile court or DHHS systems. SDAs operate in close collaboration with the rehabilitation and treatment program staff so students can successfully reintegrate into non-secure school settings or progress to high school graduation.

Study Island – A data-driven, skills-based solution designed to help K-12 students master content specified by the Michigan K-12 Standards. Its high-impact, high-value programs provide proven academic support through practice, immediate feedback, and built-in remediation to improve students' performance in core skill areas. It is adaptable for credit recovery through course completion of formative and summative exams.

Synchronous Instruction – Online or distance education that happens in real time.

Virtual Instruction | Sessions – In our COL Plan, real-time interactions that take place over the Internet using integrated audio and video, chat tools, and application sharing. Offers a way to engage students in fully interactive, online learning experiences such as lectures, discussions, and tutoring. Also considered *synchronous* instruction.

Workbooks – Student consumable text books containing instruction and exercises relating to a particular subject. Workbooks are commercially produced and purchased for single, student use.

Work Packets – Hard copy student materials designed to be high quality, relevant educational resources, which include lessons in English, Social Studies, Math, Science, and Health/PE. It also incorporates activities that support social and emotional learning, art, problem solving and design thinking. The only technology needed to use these resources is a printer, whether on-site (ideal) or off (to then be delivered).

AFTERWORD

The Teaching and Learning Plan was envisioned, designed and molded together with the hard work and dedication of many enthusiastic, relentless and engaged edtec team members, along with key stakeholder volunteers, during what can only be described as unprecedented times and circumstances.

Core Planning, Research and Design Team

Ms. Monica C. Martin, Superintendent

Darrin Crawford, Teacher (Art)	Talia Clapp, Project Director (ACE-COM)
Yolanda Caudle, School Leader (LSP)	Ruth Evans, Paraprofessional (SPED)
Douglass Greer, Teacher (SPED)	Valerie Hartzer, Teacher (Social Studies)
Kia Holmes, Assessment and Transition	Kate Kelly, Executive Assistant
Catrina Lee, Asst. Manager. Outreach	LaTonya Lewis, Technology Support
Brian Serafino, Administrator	William Sanders, Project Manager (ACE-CAA)
Mathew Trotter, Teacher (PE) SIP Lead	Jon VanBrocklin, Teacher (Art)

Center of Support Team

Barb Criqui, VP Operations & Governance

Kris Brown, Executive Assistant	Stacey Culver, Finance Assistant
Harriet Rice, Sr. Business Analyst HR	Brandon Schwab, Accountant

Partner Agencies

Spectrum Juvenile Justice Services	Wolverine Human Services
Wayne County Health, Human & Veteran Service	Wayne County Juvenile Detention Center
Wellness Place	Detroit Behavioral Institute
Macro Connect	Holy Cross Services

Review Team (Board Members)

Christine Schechter, Board President

Monica Palmer, Treasurer	Shirley Murray, Secretary	Shirley Murray, Vice President
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Final Review

Dr. Anna Amato, Founder | Caretaker Company Culture