



MICHIGAN
VIRTUAL CHARTER ACADEMYSM
POWERED BY K12

Michigan Virtual Charter Academy Continuity of Services Plan

As described in Section 2001(i) of the ARP Act

Revision Date: Spring of 2024

District/PSA Name: Michigan Virtual Charter Academy

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Intermediate School District: Oakland ISD

PSA Authorizing Body: Hazel Park Schools

Introduction and Background

On March 11, 2021, President Biden signed the American Rescue Plan (ARP) Act of 2021, Public Law 117-2. The ARP Act includes nearly \$122 billion for the Elementary and Secondary School Emergency Relief (ESSER III) Fund that allows state and local education agencies (LEAs) to take additional steps for continued safe in-person instruction and to address unfinished teaching and learning to mitigate the COVID-19 Pandemic.

These resources will allow school districts to take additional measures to safely sustain their healthy operations. This includes using funds to enact appropriate measures to help schools to invest in mitigation strategies consistent with the Centers for Disease Control and Preventions' (CDC) Operational Strategy for K-12 Schools to the greatest extent practicable; address the many impacts of COVID-19 on students, including loss of learning; implement strategies to meet student's social, emotional, mental health, and academic needs; offer crucial summer, afterschool, and other extended learning and enrichment programs; support early childhood education; invest in staff capacity; and avoid devastating layoffs at this critical moment, ensuring that all students have access to teachers, counselors and other school personnel to support their needs.

Section 2001(i)(1) of the ARP Act requires that each LEA that receives ARP ESSER funds to develop and make publicly available on the LEA's website, no later than 30 days after receiving ARP ESSER funds, a plan for the safe return to in-person instruction and continuity of services for all schools (Safe Return Plan). A Safe Return Plan is required of all fund recipients, including those that have already returned to in-person instruction. Section 2001(i)(2) of the ARP act further requires that the LEA seek public comment on the Safe Return Plan and take these comments into account in finalization of the Safe Return Plan.

Michigan Virtual Charter Academy Continuity of Services Plan

Michigan Virtual Charter Academy is updating this document to meet the requirements as a recipient of ARP funds (Section 2001(i) of the ARP Act). This document is subject to change with future orders or mandates from federal, state or county agencies. The MVCA Board of Directors, administration and staff remains committed to monitoring and responding to local data and making operational decisions in consultation with the District Health Department.

Instructional Model

Michigan Virtual Charter Academy is a fully online public-school academy serving students K-12 across the state of Michigan. All K-12 students will be enrolled as 100% virtual learners.

Student and staff health and safety will be addressed throughout the school year. To best serve our community, MVCA will continue to offer an online instructional model with various in-person events throughout the state periodically and as conditions permit.

Quality Evidence-Based Assessment Practices

Michigan Virtual Charter Academy has implemented ongoing benchmark assessments to gather evidence that can be used to monitor and evaluate patterns and trends in school/district academic performance and to identify effective instructional programs. The data from these assessments provides guidance for standardizing or adjusting curriculum and instruction across grade levels, schools, and districts.

Through our strategic plan, the MVCA Playbook, we have developed a protocol to conduct virtual benchmark assessments to ensure results produce data that is valid and reliable, allowing our teachers to make real time instructional decisions for our students.

Educational Goals

STAR 360 assessments in reading and mathematics are administered to all students three times each year: once in the first six weeks of the school year, once in the middle of the school year (January-March), and again prior to the last day of school. Formative assessments as well as mid-year STAR assessments will provide information to inform our progress toward our goals over the course of the year.

In executing our Playbook, we have established protocols for all teachers to collaboratively engage in “data digs” regarding their assessment practices. This protocol allows teachers and support staff to identify and implement effective instructional strategies and interventions.

Goal 1 – Increase reading growth for all students.

- All students will demonstrate at least one year of academic growth each academic year.
- All teachers will use the formative assessment process to support adjustment to instruction to support meaningful student progress towards mastery of Reading academic standards.
- Results from Reading benchmark assessments, local Reading summative assessments, and formative assessments will be shared with parents/learning coaches and continuously discussed and analyzed by staff.
- The elementary school will develop and implement a “Literacy Road Map” including evidence-based instruction such as Orton-Gillingham to ensure quality reading instruction.
- Each grade band, K-12, will develop and build a definitive Multi-Tiered System of Supports to ensure all students receive appropriate interventions and supports as needed.

Goal 2 – Increase math growth for all students.

- All students will demonstrate at least one year of academic growth each academic year.
- All teachers will use the formative assessment process to support adjustment to instruction to support meaningful student progress towards mastery of Mathematics academic standards.
- Results from Mathematics benchmark assessments, local Mathematics summative assessments, and formative assessments will be shared with parents/learning coaches and continuously discussed and analyzed by staff.
- Each grade band, K-12, will develop and build a definitive Multi-Tiered System of Supports to ensure all students receive appropriate interventions and supports as needed.

Goal 3 – Increase attendance and engagement in synchronous and asynchronous courses and assignments for all students.

- Student engagement will increase in online lessons and live classes.
- Student engagement will increase in offline/asynchronous lessons and the online school courses.
- Chronic absenteeism will decrease.
- MVCA will employ two full time Attendance Specialists to monitor and address student attendance and engagement issues.

Goal 4 – Increase High School graduation rate to 67% or higher.

- All students will work with guidance counselors to create and maintain their grad plan.
- Students will have tutoring, interventions, and credit recovery options available to them to keep them on track to graduate.
- MVCA has created a graduation task force to monitor and improve the graduation rate as defined by the Michigan School Index Score.
- MVCA will utilize Student Support Advisors for seniors in need of extra guidance for engagement and work completion.

Curriculum and Instruction: Academic Standards

The Michigan Virtual Charter Academy curriculum for core academic areas is aligned to state standards. MVCA utilizes the Playbook to guide “best practices” to improve teaching and learning. Some of the protocols include developing instructional maps, implementing an assessment plan, conducting data digs/reviews, implementing an MTSS program, providing special education services, and providing a student support team for engagement. Teachers work collaboratively to identify power standards and chart the course instruction to ensure those power standards are taught and learned throughout the school year. Teachers work with Stride, MDE, the ISD, and with consultants to identify and implement scientifically evidence-based instructional programs such as Orton-Gillingham, MTSS and the Science of Math. Teachers also implement the 7 Mindsets for social emotional learning to help maintain healthy mindsets and attitudes in learning and growing. All courses will continue to follow the district’s established curriculum scope and sequence. The expectation is for students to continue to progress through the district’s established curriculum at the standard pace and remain on track with their learning cohort.

As our teachers work to engage students in the virtual environment, they will continue to provide the following:

- Implement clear evidence-based instructional models
- Develop and implement a Multi-Tiered System of Supports
- Implement a benchmark assessment protocol to assess students three times per year with immediate feedback for teachers and to ensure valid and reliable data.
- Participate in a professional development system that ensures educational exploration, mastery of essential instructional elements, and develop trainers of expertise.
- Develop post-secondary pathways to college and careers through enrollment, enlistment, or employment.
- Provide the 7 Mindsets and other SEL programs and events to create opportunities for students to maintain a healthy emotional balance.
- Create systems of communications that create two-way communications between school staff, students, families, and learning coaches.
- Staff will maintain regular/consistent schedules and routines to provide normalcy for daily learning.
- Provide virtual and in-person social events for students including clubs, camps, outings, and field trips.

Assessment and Grading

Michigan Virtual Charter Academy bases its assessment system on the Michigan Standards. Students are regularly assessed at the district and classroom level to determine if they are making progress toward mastery of these standards. We assess with formative, interim, and summative assessments. Formative assessment is critical in the instructional process so that students receive timely feedback that helps them know what they need to do to improve. This data also provides teachers with important information to know how to adjust the teaching and learning process to meet each student's needs.

Summative assessments at the district and classroom levels are given at the end of a period of learning as an evaluation of what has been learned and is part of the grading process. These assessments are based on a coherent set of standards in the subject area that focus on a related group of skills and disciplinary knowledge.

The Online Learning System (OLS) provides parents and legal guardians 24/7 access to their child's class schedules, grades, and messaging. Teachers keep up-to-date information on student grades in the OLS. Progress reports are also sent to parents and guardians throughout the school year. This is in addition to the expectation set for all teachers to keep parents and guardians abreast of any concerns regarding a student's grade through emails and phone calls. Finally, report cards are made available to parents/legal guardians at the end of each semester.

Elementary and middle school students are assessed on a Standards Based Grading method while the high school is on a traditional grading scale.

Equitable Access

Michigan Virtual Charter Academy ensures all students will be provided equitable access to technology and the online learning platform as described in the Continuity of Learning Plan. The district has processes in place to identify student needs and to work collaboratively with families to remove any barriers for access to learning.

Ensure that all students have the appropriate technology to access the virtual classroom. Some provisions or considerations may include:

- Maintaining a 1-to-1 device for each student.
- Each student will be provided with a laptop and peripherals to ensure they have the tools necessary to attend and complete both synchronous and asynchronous courses.
- Ensure that each student has reliable internet access. MVCA will provide hotspots to students that need them.
- Ensure that materials are translated, or can be translated, for students/families that speak English as a Second Language
- Provide assistive technology as determined necessary for students with disabilities through the proper IEP process.

Mental Health Supports

Michigan Virtual Charter Academy has increased mental health services by providing additional counselors, interventionists, and student support specialists. The funding for these additional services has come through 31a, Title I and ESSER grants as well as from the district's general fund. We also have partnerships with various community agencies to support our students and families with additional mental health services as needed.

Extended Learning

MVCA has implemented a Multi-Tiered System of Supports and has hired certified teachers as interventionists to assist students with learning loss due to the COVID-19 pandemic. These positions are funded through Title I, ESSER grants, and general funds. MVCA has also implemented virtual tutoring,

credit recovery, and dual enrollment. The district also offers an expanded summer school program for all grade levels.

Specialized Services

Michigan Virtual Charter Academy ensures a continuation of services for students receiving speech and language, occupational therapy, physical therapy, resource room or social work services within their IEP. The district also ensures a method for the continuation of evaluation for students suspected of having a disability as well as those requiring re-evaluation. The district also ensures that students of special populations are given additional considerations; these considerations vary by building and/or grade span.

The district provides access and additional opportunities to support English Learners with language development/acquisition. We employ certified EL teachers to identify students that qualify for EL services and provide direct services to support these students. We continue to train our regular education teachers in SIOP strategies to utilize in their classroom. Parents and families will continue to be supported in their native language(s) as needed.

Students enrolled in Michigan Virtual Charter Academy with 504 plans in place will continue to receive appropriate accommodations as specified through their 504 plans.

Students that have social emotional needs will be provided with resources (personnel, curriculum and/or supplemental) to support those needs.

Food Service

As a fully online public-school academy, Michigan Virtual Charter Academy does not offer food services.

COVID-19 Prevention and Mitigation Strategies (Per CDC Guidelines)

Schools should take a variety of actions every day to prevent the spread of infectious diseases, including the virus that causes COVID-19. The following core prevention strategies for everyday operations are recommended.

Staying Up to Date on Vaccinations: MVCA has implemented procedures to collect and retain immunization records of all students, or waivers of immunization, as required by the State of Michigan.

Stay Home When Sick: If you are experiencing symptoms of respiratory or gastrointestinal infections, such as cough, fever, sore throat, vomiting, or diarrhea, you should stay home and not attend an in-person event.

Masking: Masks are optional for all staff and students at in-person events. Students may choose to wear a mask if attending an in-person event due to underlying health conditions, immune system concerns, or any other individual factor.

Hand Washing and Respiratory Etiquette: Washing hands can prevent the spread of infectious diseases. We strongly encourage and reinforce frequent and proper hand washing to lower the risk of spreading viruses, including the virus causing COVID-19. Hand sanitizer will be readily available at in-person events. We also encourage and reinforce covering coughs and sneezes to help keep individuals from getting and spreading infectious diseases, including COVID-19.

Cleaning: We will reinforce cleaning surfaces at offices and in-person locations as appropriate to reduce the risk of germs spreading by touching surfaces.

Volunteers/Guests: Parents, Guardians, and volunteers will be permitted to attend in-person events where appropriate. Please follow the policies and procedures pertaining to specific events.

Activities/Field Trips/Other In-Person Events: We will continue to provide in-person events throughout the state where appropriate. Appropriate and reasonable modifications or accommodations will be made for students at risk of getting sick with COVID-19 to ensure that all students, including those with disabilities, will be able to access in-person learning.

Public Comment

MVCA received Elementary and Secondary School Emergency Relief Funds (ESSER) to address learning recovery and the impact of the COVID-19 pandemic. These funds are designated for one-time or short-term expenditures to address the ongoing impact of the pandemic. MVCA requested public feedback from all district and community stakeholders to help determine how the district should best utilize these resources to address unfinished learning, ongoing COVID-19 recovery, and Federal Program grant funds.

Understandable and Uniform Format

This *Safe Return to In-Person Instruction and Continuity of Services* plan will be available on the MVCA website: <https://mvca.k12.com/about-our-school/transparency-reporting/>

