



Michigan Great Lakes Virtual Academy Continuity of Services Plan

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

Revision Date: 4/4/2024

District/PSA Name: Michigan Great Lakes Virtual Academy

District/PSA Address: 50 Filer Street, Suite 324, Manistee, MI 49660

District/PSA Website: www.mglva.k12.com

District/PSA Contact: Kendall Schroeder, Head of School

District/PSA Contact Email Address: kschroeder@k12.com

Intermediate School District: Manistee ISD

PSA Authorizing Body: Manistee Area Public 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' (CTC) Operational Strategy for K-12 Schools to the greatest extent practicable; address the many impacts of COVID-19 on students, including unfinished instruction; 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.

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Michigan Great Lakes Virtual 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 MGLVA Board of Directors remains committed to monitoring and responding to local data and making operational decisions in consultation with the District Health Department #10. The Board of Education authorizes the Superintendent/Executive Director to make decisions adjusting this plan in response to local COVID-19 data and District #10 recommendations specific to Michigan Great Lakes Virtual Academy. This plan will be reviewed no less frequently than every six months.

Instructional Model

Michigan Great Lakes Virtual 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 MGLVA 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 Great Lakes Virtual Academy believes that benchmark assessment evidence can be used to monitor and evaluate patterns and trends in school/district academic performance and to identify effective instructional programs. We believe it can provide guidance for standardizing or adjusting curriculum and instruction across grade levels, schools, and districts.

Michigan Great Lakes Virtual Academy will continue the use of (and professional learning around the use of) the formative assessment process as a powerful practice embedded in the teaching and learning process to continuously observe where our students are to modify instruction.

We believe the use of the formative assessment process, which is supported by an extensive body of research, provides in-time data for both our teachers and students to accelerate their learning and progress and gives us a more complete picture of what our students know and can do.

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.

As a means of continuous improvement in teaching and learning, all teachers have dedicated time to collaborate with their colleagues about their assessment practices, engage in data reviews, and identify instructional strategies based on the data during their Professional Learning Collaborative (PLC) team time and grade level/department time.

Goal 1 – Increase reading growth for all students.

- 56-61% of students will achieve an SGP of 50 on the STAR 360 Reading/ELA Assessment
- 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 assessment will be shared with parents/learning coaches and continuously discussed and analyzed by staff.

Goal 2 – Increase math growth for all students.

- 51-61% of students will achieve an SGP of 50 on the STAR 360 Mathematics Assessment.
- 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 assessment will be shared with parents/learning coaches and continuously discussed and analyzed by staff.

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.

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.

Curriculum and Instruction: Academic Standards

The Michigan Great Lakes Virtual Academy curriculum for core academic areas is aligned to state standards. As teachers navigate the wide range of competencies, they will work collaboratively in their PLC teams to plan for differentiation of content, use results from pre-assessments to inform instruction, and identify the Essential Standards for the school year. Teachers will implement instructional approaches to meet the range of student needs, identify assessment ideas that allow students to demonstrate understanding in a variety of ways, assess and provide instruction in the content areas in the virtual learning environment, and incorporate well-being and SEL/trauma-informed practices into instruction. 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:

- Keep Students at the Center
- Intentional outreach to continue building relationships and maintain connections.
- Provide opportunities for positive feedback/connection between students and teachers.
- Acknowledge students' current situation and context.
- Provide students with appropriate support to process events.
- Utilize social emotional learning practices.
- Utilize school and community resources to provide mental health support and trauma informed practices.
- Partner with families to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority.
- Staff will maintain regular/consistent schedules and routines to provide normalcy to daily learning.
- Options for students that tap into students' interests, readiness levels, and learning styles while providing families flexibility.
- Recognize that learning is dependent upon resources available in the students' environment, and educators should honor contributions students can bring to the conversation.
- Engage families as a critical partner through high levels of communication and a recognition that parents and guardians are the student's first teachers.
- Check for learning through formative assessment practices and encourage students to monitor their own learning.
- Build on families' diverse backgrounds and recognize those backgrounds as assets while creating your lessons.

Ensure that all students have the appropriate technology to access the virtual classroom keeping in mind each student may have unique learning situations, such as:

- Students may be home alone while adults are working.
- Students may speak a language other than English and have language needs.
- Students may have parents who speak a language other than English and cannot assist with homework.
- Students may have special education needs (e.g., children with an IEP, twice exceptional students).
- Students may be coping with the illness or loss of a family member.
- Students may be struggling with anxiety or depression.
- Staff may also be providing care for their families and, in many cases, their own children while supporting students in the online classroom.

Assessment and Grading

Michigan Great Lakes Virtual 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 meeting these standards. A variety of assessments are used to collect data including 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 the teacher 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.

Equitable Access

Michigan Great Lakes Virtual 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.

Mental Health Supports

The district has increased mental health services by providing additional counselors, social workers, 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

Schools have hired intervention teachers to assist students with learning loss due to the COVID-19 pandemic. These positions are funded through Title I, ESSER grants, and general funds. The district also offers an expanded summer school program for all grade levels.

Specialized Services

Michigan Great Lakes Virtual 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 have certified EL teachers, teachers who are SIOP trained and instructional assistants who assist our EL students. Parents and families will continue to be supported in their native language(s) as needed.

Students enrolled in Michigan Great Lakes Virtual 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 Great Lakes Virtual 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: Staying up to date on routine vaccinations is essential to prevent illness from many different infections. We strongly encourage all eligible students to be fully vaccinated. Although vaccinated people may still become infected with COVID, they are far less likely to become seriously ill and often recover in fewer days. We will continue to partner with the county health departments across the state to provide information about COVID-19 vaccines and other recommended vaccines.

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. Testing is recommended for people with symptoms of COVID-19 as soon as possible. People at risk of getting sick with COVID-19 should consult with a healthcare provider.

Masking: Masks are optional for all staff and students at in-person events. However, wearing a well-fitting mask or respirator consistently and correctly reduces the risk of spreading viruses that cause COVID-19 and other infectious diseases. 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. Masks are still recommended in cases of COVID infection or household exposure at all in-person events and may be required if CDC recommendations change.

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.

Physical Distancing: Per CDC recommendations, putting physical distance between yourself and others can help lower the risk of spreading a respiratory virus. There is no single number that defines a “safe” distance, since spread of viruses can depend on many factors. We recommend avoiding being near someone who has respiratory virus symptoms and avoiding crowded areas where you may be unable to maintain physical distance.

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.

For the most up to date information and recommendations visit: [Preventing Respiratory Viruses | Respiratory Illnesses | CDC](#)

Public Comment

MGLVA applied to and 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. MGLVA 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. The district also shared results of the stakeholder feedback with the MGLVA Board of Directors at its June 2022 meeting and has subsequently shared updated Plans of Use to the Board at respective meetings.

Periodic Review Process

This *Safe Return to In-Person Instruction and Continuity of Services* plan will be reviewed as necessary or at least every six months.

Understandable and Uniform Format

This *Safe Return to In-Person Instruction and Continuity of Services* plan will be available on the MGLVA website at <https://mglva.k12.com>.