

**West Michigan Aviation Academy
Extended COVID-19 Learning Plan**

Address of School District: 5363 44th St SE - Grand Rapids, MI 49512

District Code Number: 41924

Building Code Number(s): 00325

District Contact Person: Nicole Gasper

District Contact Person Email Address: ngasper@westmichiganaviation.org

Local Public Health Department: Kent County

Local Public Health Department Contact Person Email Address:
Joann Hoganson, Joann.Hoganson@KentCountyMI.gov

Name of Intermediate School District: Kent ISD

Name of Authorizing Body: Bay Mills Community College

Date of Adoption by Board of Directors: 9-15-2020

Assurances

- Within thirty days after the approval of its Extended COVID-19 Learning Plan, and every 30 days thereafter, the Academy, at a meeting of its board of directors, will reconfirm 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 reconfirms how instruction is being delivered , beginning 30 days after approval of its Extended COVID-19 Learning Plan, and every 30 days thereafter. The Academy will make those rates available through the transparency reporting link located on the Academy website each month for the 2020-2021 school year.
- The Academy will create and make available on its transparency reporting link located on the Academy's website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan not later than February 1, 2021, for goals its expected would be achieved by the middle of the school year and not later than the last day of school of the 2020-2021 school year for goals the Academy expected would be achieved by the end of the school year.



President of the Board of Directors

9-15-2020
Date

Introduction and Overview

As members of the WMAA family, we believe in keeping our Mission, Vision, and Values at the forefront of all our decisions. Because of the current dynamic situation we are in due to COVID-19, two distinct learning environments are provided to WMAA students for the 2020-21 school year- full virtual and full in-person options for semester 1. We will implement a systematic approach to frequent monitoring of student engagement and learning and will adjust our practices accordingly.

Our Vision

Provide an innovative, professional and welcoming environment that inspires growth and ignites a passion for lifelong learning.

Our Mission

Provide a unique opportunity to explore high school education through

- a progressive and cutting-edge aviation program
- an advanced and multi-faceted engineering curriculum
- a caring, inquisitive, and passionate teaching staff

Grow and sustain a safe environment that encourages students to

- value relationships
- embrace diversity
- engage with their communities
- develop global awareness
- model professionalism

Maintain a rigorous education program by challenging students to become

- self-motivators
- critical thinkers
- effective collaborators
- creative innovators

Prepare our students for success by

- fostering student accountability
- upholding high expectations
- exploring a variety of postsecondary options

Values: Empathy, Professionalism, Respect, Responsibility and Self-Motivation

Development, Feedback, & Implementation

In May of 2020, WMAA created a Return to Learning Work Group composed of the school's Leadership Team to gather, analyze, and prioritize information on COVID-19 health and safety guidelines, teaching and learning, and to develop WMAA recommendations for reopening school in the fall. The following principles guided the work:

- Safe learning and working environments for both students and staff
- High-quality, rigorous instruction
- Family preference of learning models based on spring survey
- Social-emotional well-being & academic progress for ALL students
- Compliance with state requirements and guidance
- Clear, consistent and accurate communications

The group was charged with developing specific action plans to address three possible scenarios:

1. In-school learning with health and social distancing protocols
2. Intermittent remote learning model in case of closure
3. Full-time online learning by parent/guardian request

After developing draft action plans for reopening, the work group sought feedback from a diverse set of stakeholders. The following stakeholder perspectives were gathered to ensure a range of community, staff, and student needs and perspectives were considered in the development of the action plan.

- WMAA Board of Directors
- Teachers and Student Support Services
- Parents
- Students-CEO Advisory
- Grand Rapids Area Superintendents
- Staff from the Kent Intermediate School District

The work group was formed to address several key areas:

- Teaching and Learning
- Health and Safety

- Personal Protective Equipment and Hygiene
- Cleaning and Disinfecting
- Spacing, Movement, and Access
- Screening of Staff, Students, and Visitors
- Protocols for Student and Staff Presenting with COVID-19 Symptoms
- Protocols for Responding to COVID-19 Positive Cases
- Social-Emotional Supports and Well-Being
- Athletics and Extracurricular Activities
- Operations: Technology and Food Service
- Professional Development and Training

State of Michigan Guidance

On June 30, Governor Whitmer released the MI Safe Schools: 2020-2021 Return to School Roadmap and Executive Order 2020-142. The Executive Order and Roadmap outline requirements and guidance on instructional and service delivery for the 2020-21 school year and are aligned to the MI Safe Start Plan. This document is intended to communicate specific components of the West Michigan Aviation Academy's (WMAA) plans and preparations for reopening school in August of 2020 and is presented in compliance with Executive Order 2020-142. Governor Whitmer's Phase Guidance for Michigan Schools was accompanied by comprehensive guidance in the Return to School Roadmap. The state guidance reinforces that Michigan schools are expected to deliver forward instruction to all students in the 2020-21 school year, while recognizing that the format for instructional delivery may shift across the year depending on which phase is assigned to Kent County.

The MI Safe Start Plan will continue to be used as the highest-level governing framework for determining if and when it is safe to resume in-person instruction. Within the MI Safe Start Plan, schools are not permitted to provide in-person instruction of any kind if their region is within Phases 1-3 of the pandemic. All schools are permitted to resume in-person instruction beginning in Phase 4 of the MI Safe Start Plan. Some regulations and mandates are removed as COVID-19 public health metrics improve in Phase 5 of the MI Safe Start Plan. All schools will remain open with some lasting safety requirements once community spread is not expected to return during Phase 6 of the MI Safe Start Plan. Depending on the status of MI Safe Start Plan, there are four scenarios for school opening in fall 2020:

1. MI Safe Start Phases 1-3: Schools do not open for in-person instruction and instruction is provided remotely

2. MI Safe Start Phase 4: Schools open for in-person instruction with more stringent, required safety protocols

3. MI Safe Start Phase 5: Schools open for in-person instruction with moderate, required safety protocols

4. MI Safe Start Phase 6: Schools open for in-person instruction with minimal, required safety protocols

With Kent County currently in Phase 4 of the MI Safe Start Plan, WMAA is planning on reopening schools on August 31, 2020, for in-person instruction.

Educational Goals

The median Student Growth Percentile for students in grades 9 and 10 will be at or above the 50th percentile on NWEA's Measure of Academic Progress for fall-to-winter and fall-to-spring testing periods indicating a minimum of average growth.

The Northwest Evaluation Association Measure of Academic Progress (NWEA MAP), a nationally normed and computer-adaptive test, will be administered to all grade 9-10 students three times in the 2020-21 school year, in the fall (within the first nine weeks of the start of school), the winter, and in the spring to determine whether students are making meaningful progress toward mastery of the standards. The NWEA MAP is aligned to the Common Core Standards and listed by the Michigan Department of Education as an approved testing tool.

WMAA will make available on its transparency reporting link located on the Academy's website, a report concerning the progress made in meeting the education goals not later than February 1, 2021 for fall-to-winter goal and not later than the last day of school of the 2020-21 school year for the winter-to-spring goal.

Instructional Delivery & Exposure to Core Content

WMAA families were offered the choice between two instructional models: (1) a fully in-person instructional model for those families who were ready for their student to return to campus and (2) a fully virtual instructional model for those families who were not yet ready to return to public space or who may have additional health or safety concerns. Both of WMAA's phase 4 instructional models are grounded in the same high academic expectations, culture of professional character, and supportive teacher relationships that are the hallmarks of the school's educational mission.

IN-PERSON INSTRUCTION

In the in-person model, students attend school for five full-days per week, similar to our pre-COVID instructional model. WMAA also transitioned to block scheduling to meet the instructional and safety needs of the current environment..

In block scheduling, students alternate between "A" and "B" days, experiencing half of their classes on each day. In this model, classes are lengthened into 90-minute "blocks". Additionally, since WMAA traditionally offers students seven courses per semester, students'

fourth hour repeats each day to provide a balanced daily schedule (see below).

	A Day	B Day
8:00am-9:35am	1st Hour	5th Hour
9:45am-11:20am	2nd Hour	6th Hour
11:30 am-1:35pm	3rd Hour (w/ 30 minute lunch)	7th Hour (w/ 30 minute lunch)
1:45pm-2:40pm	4th Hour	4th Hour

The block schedule helps the school respond to many of the current challenges in the COVID-19 environment. Regarding health and safety, using a block schedule reduces the amount of people each student comes into contact with each day. Additionally, fewer transitions between classes results in fewer encounters in hallways and other public spaces. The extended time offered by the block schedule also allows additional class time for activities like distributing information as well as sanitation between class periods.

In addition to supporting our safety protocols, the block schedule also offers us new opportunities in the classroom. The extended class time in each block is an instructional asset to our hands-on and lab-based courses, while also creating more opportunities for staff members to collaborate during the school day to plan and adapt to the new learning environment of the 2020-2021 school year. Clear expectations have been set around high quality instruction that include:

- Best practices for teaching within a block schedule
- Priority standards and curriculum adaptation
- Formative assessment and feedback
- Differentiated support for students
- The inclusion of social-emotional learning

These expectations will be supported by a robust professional learning plan (described later in this document).

The block schedule was also constructed with programmatic flexibility in mind. For example, the block schedule is coordinated to continue to allow for dual enrollment and KCTC programs. The block schedule also mirrors the instructional schedule for Phase 1-3 instruction, allowing

for transition back and forth between the two models, should the school need to adapt to future closures and reopenings due to changes in the spread of disease.

VIRTUAL INSTRUCTION

For students enrolled in the virtual option, WMAA uses the Canvas LMS to provide high quality, standards-aligned instruction to students in a parallel, yet separate instructional pathway from the in-person model. In this model, WMAA teachers deliver instruction to students based on WMAA’s internal curriculum guides. Students are enrolled in seven classes per semester based on their original course selection in order to keep students in the virtual pathway on track with the in-person instructional cohort. Instruction will be delivered asynchronously, although some teachers may provide additional synchronous lectures, demonstrations, or discussions.

Students in the virtual pathway still receive continuous, direct support from WMAA faculty and staff. Each student in this path has ready access to two-way communication with each of their teachers. Each student’s teachers and school counselor will also monitor online progress, pacing, and grades, providing additional support as needed. It is also important to note that all students who participate in the virtual instruction pathway are entitled to the same social and emotional support described in the previous section.

The weekly learning schedule for students will mirror the A-B structure of the in-person pathway, although learning experiences will not be time bound in the same way. Each teacher will post a weekly learning plan (or “Week in Preview”) by 8:00 AM Monday morning that outlines the learning experiences for the week. Students can expect new learning content for periods 1-4 on each A day and periods 5-7 on each B day. Assignments will be due by 3:00 PM on the due date assigned by the teacher. WMAA will also establish guidelines to assist teachers and students with two-way communication during the school day.

A/B Learning Schedule

A Day	B Day
Courses with new content posted at 8:00 AM	Courses with new content posted at 8:00 AM
1st hour	5th hour

2nd hour	6th hour
3rd hour	7th hour
4th hour	

This schedule was created using state-provided guidelines for maximum online course interaction for high school students as well as standards set by the Pupil Accounting Manual. Students can expect a minimum of 5 hours of school work per weekday.

INSTRUCTIONAL STRATEGIES

In this environment of virtual instruction, students can expect to engage with content in a variety of formats. Lessons will be provided in an asynchronous format, meaning that they receive pre-created materials and are expected to engage with course content independently. Asynchronous learning includes pre-recorded lectures or tutorials, reading materials, third-party content in a variety of media formats, and independent practice with specific learning activities.

Clear expectations have been set around high quality virtual instruction that include:

- Best practices for teaching through asynchronous delivery
- Developing learning modules in the Canvas LMS
- Priority standards and curriculum adaptation
- Formative assessment and feedback
- Differentiated support for students
- The inclusion of social-emotional learning
- Supporting students through two-way communication
- Using technology-based accessibility tools

These expectations will be supported by a robust professional learning plan (described later in this document).

Student Engagement / Attendance Monitoring

Engagement/attendance will be monitored through a systematic collaboration between the teaching team, the student services team, and the technology team. If a student is not

engaging with remote instruction, multiple attempts via phone and/or email will be made to the student and parent.

Teachers will monitor assignment completion on a weekly basis within Canvas and communicate with students via school email accounts. Teachers will provide feedback to students on assignments through Canvas as they are completed. Teachers will differentiate instruction within the platform to meet student needs. Feedback may also be provided in the form of phone conversations or email communication as needed on a case-by-case basis.

GRADING PRACTICES

For the 2020-2021 school year, WMAA will revert to historic grading practices, implementing WMAA's standards-aligned curriculum and assessments in each course. This process will be identical between the in-person and virtual learning options. Grades will be reported quarterly to parents through direct mail report cards, but up-to-date grades can always be accessed through the Canvas and PowerSchool parent portals.

CONTINUITY OF PROGRAMS

CTE

WMAA students will continue to engage with the CTE program, both on site and through Kent Intermediate School District (KISD). WMAA has modified the schedule of Build a Plane (CTE) and Flight Lab (CTE) within the structure of the block schedule to accommodate the requests of students in tandem with the availability of staffing and facilities. Additionally, additional health and safety measures will be implemented in the hand-on learning labs to ensure efforts are made to mitigate the spread of COVID19.

Additionally, WMAA intentionally created the block schedule model with tines that facilitated student transition to the instruction model of KISD. WMAA aims to ensure a seamless transition between on site coursework at WMAA and the KISD CTE schedule for all enrolled students.

Post-Secondary Transition

WMAA school counselors will continue to seek innovative ways to support students' post-secondary transition School counselors will provide services and supports that will include, but are not limited to:

- leveraging SCOIR to communicate programs, events, and resources for career exploration and advising, college planning, and the development of Educational Development Plans (EDPs)
- assisting students in preparation for the state mandated and national testing dates for college entrance exams
- utilizing the [School Counseling Google Classroom](#) to share out important update and time-sensitive information
- providing virtual parent nights to replace the planned in-person Junior Parent Night, Senior Parent Night, and Financial Aid Night. All meetings will be posted for families to review.
- continue both 1:1 and group counseling for post-secondary planning, including virtual meetings,
- Continue to monitor and support Tuition Incentive Program (TIP) eligible students

PROCESS FOR DEVELOPING AND MONITORING THE PLAN

Plan Development

WMAA's plan for virtual learning was strongly influenced by reflections on the successes and challenges of the CLP as well as the voices of stakeholders, including parents and teachers. As part of the planning process, WMAA gathered information in the following ways:

- (1) Surveying families on technological needs
- (2) Surveying families about their reflections on the CLP
- (3) Surveying families about their thoughts on returning to school
- (4) Surveying families about their likelihood to commit to in-person or virtual learning opportunities
- (5) Holding 1:1 year-end reflection meetings with teachers
- (6) Establishing working groups with department chairs
- (7) Running an LMS pilot with several teacher leaders
- (8) Holding an optional staff meeting during the summer
- (9) And holding two town hall meetings for families prior to the start of the school year.

The data gathered from these opportunities allowed WMAA to identify and address specific technological needs in the community. This data also informed the decision to adopt Canvas as a building-wide LMS in response to parents' requests for a more robust virtual learning experience and teachers' requests for additional support tools in the virtual environment. This data also helped support our professional learning plan as WMAA prepares for the possibility of additional remote learning in the 2020-2021 school year.

Monitoring Process

In addition to the data-driven process used to create WMAA's return to learning plan, WMAA will continue to use similar processes to monitor and evaluate the effectiveness of instruction throughout the 2020-2021 school year. Leveraging the existing school improvement process and the existing structures of the leadership team, department chair team, and school improvement team, WMAA will regularly review data in order to revise, adapt, and strengthen our approach to instruction during the COVID-19 pandemic. The data used for review will include

- student achievement data, including course grades and MAP data
- perception data, including surveys from staff, students, and families
- demographic data, including attendance
- & process data, including the review of school systems in the context of the Return to Learning Plan.

Additionally, WMAA's Director of Teaching & Learning, Dean of Academic & Student Services, & Dean of Students will regularly engage with the staff they supervise to provide feedback and support around instructional practices.

PARENT ENGAGEMENT & COMMUNICATION

WMAA recognizes that open, frequent communication and ongoing opportunities for engagement with parents will be critical to the success of the school's Return to Learning plan. WMAA's communication plan aims to (1) provide families with important updates around return to school planning, (2) seek feedback to influence return to school planning, (3) inform parents about the educational options available to their families, and (4) establish two-way communication to support individual students and make academic and social services available.

Surveys

WMAA has used multiple surveys to both gather information and seek feedback from families for Fall planning. These surveys have included the tools listed below:

- Technological Needs survey, used to identify the individual needs of families; WMAA was able to secure a 100% response rate.
- Reflections on Spring 2020 survey, used to identify successes and growth areas for 2020-2021 planning.
- Fall Readiness survey, used to identify families concerns and readiness to return to school in order to actively prepare and respond to community needs.
- Return to Learning Plan Choice survey, used to identify the learning option of preference for each family

As part of the ongoing process of identifying needs and responding to community feedback, WMAA will continue to use existing survey structures to seek information from new families, gather feedback on programmatic adaptations, and evaluate the success of the Return to Learning plan throughout the 2020-2021 academic year.

Communication Systems

WMAA will leverage multiple systems of communication in order to keep families informed and establish two-way dialogue with the community. These communication systems include

- frequent informational updates from WMAA's CEO.
- the use of the info@westmichiganaviation.org email address to provide the opportunity to ask questions directly to the WMAA leadership team.
- the WMAA website www.westmichiganaviation.org
- direct mail
- town hall meetings to hear directly from the WMAA leadership team and engage in live Q & A.

As part of the ongoing communication strategy, WMAA will create a public facing version of this plan designed to be readily accessible to our families. WMAA has also created an FAQ page as a living document that provides families with important, up-to-date information.

WMAA will also adapt other parent and community engagement strategies to make them accessible in the current environment. This includes modification of our New Student Orientation, Student Registration, New Family Counselor Open House, New Parent Orientation, Senior Parent Night, Fall Open House, and Parent Teacher Conference events.

This year, WMAA has also adopted the Canvas LMS to help make information about students' progress more accessible to parents. WMAA will provide parents and students with specific training materials to help them use the features of the new LMS. Canvas will also provide families with an easier method to interact with WMAA teachers through video conference and direct messaging from any device, including computers, tablets, and smartphones.

Additionally, it is important that WMAA communications are accessible to all of our families, and WMAA is committed to navigating any potential communication barriers that may exist. For this reason, WMAA has enacted and will continue to maintain several accessibility features including (1) ensuring device accessibility for students, (2) translating communications and signage into multiple languages, (3) adding translation features to the WMAA website, (4) using the TalkingPoints software to communicate with families in multiple languages, (5) using human translators when necessary, and (6) leveraging the Canvas LMS to provide translations and text read-aloud features to families.

TECHNOLOGY

One additional technology resource that is new to WMAA for the 2020-2021 school year is the learning management system (LMS) Canvas. As part of return to school planning, WMAA purchased Canvas in order to provide students and families with greater transparency, additional learning supports, and a more robust interface for virtual learning. Canvas will be used by WMAA staff to communicate directly with families, share important student information, distribute virtual content, and organize virtual resources.

PROFESSIONAL LEARNING

WMAA's professional learning plan for the 2020-2021 school year is specifically focused around identified needs related to health and safety, teaching in a block schedule, and virtual learning. In preparation for the need to provide virtual instruction, WMAA team members will engage in continuous professional learning that begins with extensive training prior to the start of the school year and is supported through ongoing professional learning communities (PLCs). Beginning August 10th, WMAA staff will engage in five consecutive days of professional learning focused on topics of health safety, using the Canvas LMS, virtual instruction strategies, and planning for virtual delivery. These topics will be supported throughout the year through bi-monthly PLCs by department. These regularly scheduled PLCs will also focus on standards prioritization (i.e. "power standards"), providing space for teachers to actively engage in necessary curriculum adaptation to accommodate the transition to block scheduling and the potential for shifting to a virtual learning environment.

Equitable Access

Technology

As part of the Phase 4 instruction plan, WMAA will continue to ensure that each student has access to an appropriate device and internet. WMAA will continue its 1:1 chromebook initiative, ensuring that each student has access to a dependable laptop in order to access virtual content. These devices were distributed to families before the start of the school year. WMAA used survey data from Spring of 2020 for planning purposes, as well as deployed a supplemental survey for all incoming families, to identify, and subsequently provide, additional technology and/or internet needs. All families who did not respond to the survey have been contacted by personal phone calls and all information has been documented.

Special Populations

Student support plans, including IEPs, 504 Plans, and Language Acquisition Plans, will continue to be supported in both the school building as well as through the virtual platform for those families that opted for first semester virtual instruction.

Special Education

Individualized Education Plans (IEPs) will be revised in coordination with general and special education teachers to address any data-driven accommodations and/or services that are needed due to known changes in students' needs.

For students who opted for virtual instruction:

WMAA staff will implement each IEP where possible, though each virtual student with an IEP will also have a Contingency Learning Plan (CLP). The student's multi-disciplinary team will review student level data in the development of enhanced and purposeful contingency learning planning. The CLP will aim to reflect what is provided for the scheduled virtual learning days and will focus on alignment to IEP goals and objectives and student growth and progression.

Students will continue to receive access to instructional materials for use at home, as needed, including assistive technology tools. When necessary and possible, virtual meetings

will be used to convene special education procedural meetings, such as reevaluation, eligibility, IEP teams.

504 Plans & Accommodations

In synchronous and asynchronous learning settings, students eligible for Section 504 Plan accommodations will continue receiving their accommodations and other supports.. When necessary and possible, virtual meetings will be utilized to convene Section 504 procedural meetings such as reevaluation, eligibility, review, etc.

Medical/Health Plans

The school will continue to support students with specific medical/health plans. Each health plan was reviewed at the start of the year to determine what additional supports or accommodations should be added in lieu of COVID 19 health related challenges.

English Learners

Children who speak a language other than English in their home, or have a different native language, are given the opportunity to enrich their learning with a highly qualified teacher of English Learners (EL). Individual and group support is provided to help our students become acclimated both socially and academically. English Learner support and services will continue during all learning models.