

Safe Return to In-Person Instruction and Continuity of Services Plan

Address of School District: Lighthouse Academy

District Code Number: 41922

Building Code Number(s): 09924, 03050, 01524, 01536, 03055, 04007, 04008

District Contact Person: Heidi Cate

District Contact Person Email Address: hcate@lighthouseacademyschool.org

Local Public Health Department: Kent County Health Department

Local Public Health Department Contact Person Email Address:

Brian.Hartl@kentcountymi.gov

Name of Intermediate School District: Kent Intermediate School District

Name of Authorizing Body: Ferris State University

Date of Adoption by Board of Directors: May 24, 2022

Assurances

§ The Academy will administer NWEA MAP to all pupils in grades K to 12 to measure proficiency in reading and mathematics within the first nine weeks of the 2021-2022 school year.

§ Within 6 months after the approval of its Safe Return to In-Person Instruction and Continuity of Services Plan, and every 6 months thereafter (until this requirement no longer exists), the Academy, at a meeting of its board of directors, will reconfirm how instruction is delivered during the 2021-2022 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 2021-2022 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 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 Safe Return to In-Person Instruction and Continuity of Services Plan not later than **February 1, 2022**, 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 2021-2022 school year for goals the Academy expected would be achieved by the end of the school year.

Robert VanWieren
President of the Board of Directors

September 29, 2020
Date

Introduction and Overview

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| <ul style="list-style-type: none">• Provide a statement indicating why a Safe Return to In-Person Instruction and Continuity of Services Plan is necessary to increase pupil engagement and achievement for the 2021-2022 school year. |
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Academy Statement:

Lighthouse Academy serves at-risk youths who are expelled, court involved, or who have special education needs. Lighthouse Academy operates seven campuses that range from community programs to partnering with residential and juvenile justice facilities to provide a safe harbor that provides innovative whole-child education and ensures success despite life's storms.

This mission was not deterred by the novel coronavirus and COVID-19 pandemic of 2019 to the current date. District leadership, including the Superintendent, Assistant Superintendents, Human Resources, Pupil Accounting, Special Education, and Building Leaders, guided by the district values of respect, growth mindset, integrity, persistence, excellence, collaboration/teamwork, and inclusiveness created the best plan for students, families, community partners, and staff as we return to school. With each building operating under unique circumstances, Building Leaders brought input to add to a district plan. Utilizing input from a variety of settings allowed for the creation of an adaptive plan that can meet the challenge of providing a safe work environment, while preserving high quality instruction as circumstances develop and change throughout the duration of the plan.

As each site continues in the 2021-22 school year, Lighthouse Academy will continue to seek and accept feedback while implementing the plan. This feedback will be instrumental in making the adjustments necessary to sustain the plan and promote strong student achievement in the coming weeks and months.

In addition, weekly monitoring of communications will assure that students are remaining engaged throughout the 2021-2022 school year. Lastly, administration of the district assessment, NWEA MAP, in the Fall of 2021 (within 9 weeks of the start of the school year), in the Winter, and in the Spring, and reporting out to the board and public (via the school's website) progress towards the school's growth goals will assure students achieve this school year.

Educational Goals

- **Outline and describe the educational goals expected to be achieved for the 2021-2022 school year. It is the expectation of your authorizing body that your educational goal is aligned to the educational goal within your charter contract.**
- **Specify which goals are expected to be achieved by the middle of the school year and which goals are expected to be achieved by the end of the school year.**
- **Ensure that all of the following apply to the educational goals described in this section: (a) The goals must include increased pupil achievement or, if growth can be validly and reliably measured using a benchmark assessment or benchmark assessments, growth on a benchmark assessment in the aggregate and for all subgroups of pupils; (b) The goals must select a benchmark assessment or benchmark assessments that are aligned to state standards and an assurance that the Academy shall administer the benchmark assessment or benchmark assessments to all pupils to determine whether pupils are making meaningful progress toward mastery of these standards; and (c) The goals must be measurable through a benchmark assessment or benchmark assessments.**
- **Ensure that the benchmark assessment used to measure progress toward attainment of the goals is approved by the Michigan Department of Education and meets all of the following: (a) Is one of the most commonly administered benchmark assessments in the state; (b) Is aligned to the content standards of the state; (c) Complements the state's summative assessment system; (d) Is internet-delivered and includes a standards-based assessment using a computer-adaptive model to target the instructional level of each pupil; (e) Provides information on pupil achievement with regard to learning content required in a given year or grade span; (f) Provides immediate feedback to pupils and teachers; (g) Is nationally normed; and (h) Provides multiple measures of growth and provide for multiple testing opportunities.**
- **To the extent practicable, the Academy shall administer the same benchmark assessment or benchmark assessments that it administered to pupils in previous years.**

Academy Statement:

Lighthouse Academy will administer the NWEA MAP reading and math Fall, Winter, and Spring assessments in the 2021-2022 school year. This is the district assessment that the

academy has used in previous school years. The NWEA MAP assessment is valid, reliable, aligned to MI State Standards for reading and math, and is approved by MDE and meets all of the requirements of HB 5913 outlined above: (a) Is one of the most commonly administered benchmark assessments in the state; (b) Is aligned to the content standards of the state; (c) Complements the state's summative assessment system; (d) Is internet-delivered and includes a standards-based assessment using a computer-adaptive model to target the instructional level of each pupil; (e) Provides information on pupil achievement with regard to learning content required in a given year or grade span; (f) Provides immediate feedback to pupils and teachers; (g) Is nationally normed; and (h) Provides multiple measures of growth and provide for multiple testing opportunities.

The results of the Fall, Winter, and Spring benchmark assessments will be used by Lighthouse educators to adjust each student's learning plan, as needed, and will be shared with the student and parent/guardian.

A progress report will be written that reviews the Fall-to-Winter assessment results and how they compare to meeting 50% of the FSU-CSO contract goal for Lighthouse Academy which states:

On average, students demonstrate gains between two consecutive MAP test sessions. At least 60% of the students will make significant progress in reading and math.

A progress report will be written that reviews the Fall-to-Spring assessment results and how they compare to meeting 100% of the FSU-CSO contract goal for Lighthouse Academy which states:

On average, students demonstrate gains between two consecutive MAP test sessions. At least 60% of the students will make significant progress in reading and math.

Instructional Delivery & Exposure to Core Content

- **Describe** how and where instruction will be delivered during the 2021-2022 school year. (e.g., in-person, online, digitally, by other remote means, in a synchronous or asynchronous format, or any combination thereof).
- **Describe** how instruction for core academic areas will expose each pupil to the academic standards that apply for each pupil's grade level or course in the same scope and sequence as the Academy had planned for that exposure to occur for in-person instruction.
- **Describe** how pupil progress toward mastery of the standards described within this section will be graded or otherwise reported to the pupil and the pupil's parent or legal guardian.

Academy Statement:

Remote Instruction will be the mode of instruction provided if COVID cases warrant the school go to remote learning for a brief time period. Remote instruction will include: use of Online

platforms (such as Google Class room), Virtual Learning (such as Edgenuity), Remote Live Instruction, Virtual Meetings and/or Instructional Packets.

Wedgwood, Eagle Village, The Pier, Waalkes, North, South campuses:

Hybrid learning model pairing live instruction, or remote live instruction for skill recovery/honing and virtual instruction providing access to standards-aligned instruction.

- Remote live instruction will be paired with virtual learning when it is necessary due to an Executive Order and/or DHHS restrictions for residential, juvenile detention, and correctional facilities during Phase 4 of the Governor's reopening plan.
- District approved screening assessments and/or NWEA Map testing will be used to determine individual student areas of strength and growth.
- Development and implementation of Individualized Learning Plans based on student specific needs.
- For students receiving special education services, Contingency Plans will be written in MiPSE to provide support for remote learning in addition to IEP supports provided for in-person instruction.
- EDP development through Career Cruising
- Instruction will include social-emotional learning opportunities for students.

The Port (Part of North campus):

- Virtual Learning via Edgenuity
 - Students will have the option to work on-campus, as needed
 - EDP development through Career Cruising
 - Development and implementation of Individualized Learning Plans based on student specific needs.
 - Contingency Plan will be written in MiPSE to provide support for virtual learning in addition to IEP supports provided for in-person instruction.
 - Instruction will include social-emotional learning opportunities for students.
 - Lighthouse Academy will remain connected with MDE about policies and guidance.
 - Lighthouse Academy has developed (during implementation of the COL Plan) and will continue to implement a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

Students will receive course work which is aligned to Michigan Common Core Standards for all K-12 courses in all subject areas (ie, math, ELA, Social Studies, science, visual and performing arts, physical education and health, and World Languages). Lighthouse Academy students will receive instruction aligned to the same district-approved curriculum, including all standards per subject per grade level in the same scope and sequence, whether fully remote, hybrid, or fully face-to-face in the 2021-2022 school year as the students would have received prior to COVID-19.

Monitoring of students' progress toward mastery of the standards:

- Attendance will be taken by:
 - Face-to-face virtual contact logged by teacher;
- Student work will be:
 - Graded and entered into the PowerTeacher gradebooks weekly. Parents/guardians are given access to this via Powerschool Parent Portal.
- Daily communication kept with students, community partner staff, caseworkers, agency staff, and family members, as applicable.
- Cultural Liaisons available to communicate with students and families whose primary language is one other than English
- Regular meetings with community partners/agency staff and school staff
- Training documents for accessing online content and instruction will be provided to families and/or agency partner staff.

Equitable Access

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

Academy Statement:

Connectivity and Access:

- Chromebooks, Desktops, and Laptops are available for every student in the district if the parent/guardian does not have a device available for the students to use.
- Lighthouse Academy assures that all students have, or are provided, safe and secure access to the internet in their home or at the facility, whichever is applicable.

Students with disabilities and equitable access:

- A Contingency Plan will be written for students with disabilities in MiPSE to provide support for virtual learning in addition to IEP supports provided for in-person instruction.
- Instruction will include social-emotional learning opportunities for students.
- Lighthouse Academy will remain connected with MDE about policies and guidance about applicable state and federal laws, rules, and regulations.
- Lighthouse Academy has developed (during implementation of the COL Plan) and will continue to implement a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

COVID-health mitigation:

CARES ACT, ESSER II, and ESSER III funds will be used to prevent and mitigate COVID-19 at the school, while providing every opportunity for students to participate in in-person learning.

First, information about access to the vaccine for COVID-19 has been provided to staff, students, and families to encourage vaccination. In addition, the school continues to encourage mask wearing of all students and staff, as well as any visitors to the building. Also, we provide hand sanitizer and encourage frequent hand-washing as well as maintaining at least 3 feet of distance between each person in the school. In addition, we provide temperature taking at the school doors and ask the COVID-19 symptom questions before allowing access to the buildings by students, family members, and community members. Staff are required to take the MI Symptom virtual app questions daily before reporting to work. Finally, all students and staff are encouraged to stay home if they are ill. If they report having COVID-19 symptoms, they are asked to go get a COVID-19 test and return only when they are cleared. Last, school administration remain in close contact with local health departments to receive updates on the level of community transmission and to receive guidance on continued efforts to reduce the spread of COVID-19.

Addressing lost instructional time:

At least 20% of CARES ACT and ESSER II and III funds will be used to address lost instructional time due to COVID. The following resources will be funded to address the academic impact of lost instructional time:

- In-school acceleration through provision of paraprofessionals and academic and behavior interventionists to address the needs of those students who have MTSS-Tier 2 and 3 level needs.
- Out-of-school time programs through provision of additional time after-school and days beyond the 180 day school year to address the academic gaps identified in the students through NWEA MAP assessments.

Spending of ESSER funds will also be consistent with 2001 (e) (2):

- Provide devices to all students and internet access (via hotspots) to students whose homes lack this resource.

How will meet needs of students (especially those disproportionately impacted by COVID-19 like special ed, EL, at-risk, minority) academic, social, emotional, etc:

- Paraprofessionals to address both academic, behavioral, and English Language acquisition needs as identified through data from academic (NWEA MAP, WIDA, M-STEP, SAT, etc) and behavioral and emotional (SRSS, SWISS, anecdotal data, etc)
- Trauma-informed practices training for all school staff.