

District/PSA Template for the Extended COVID-19 Learning Plan *as Described in Public Act 149, Section 98a*

September 3, 2020

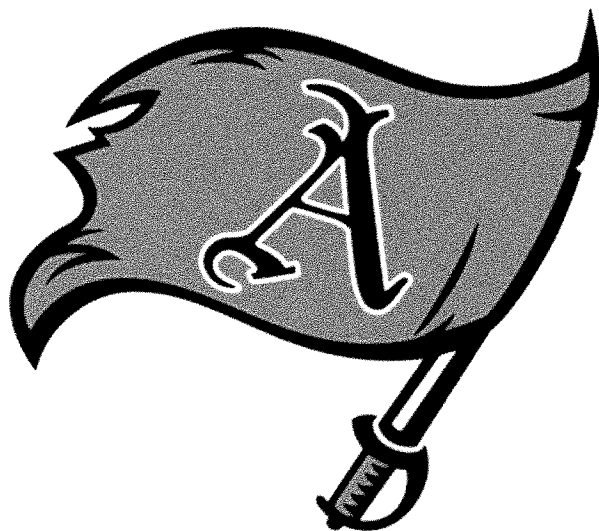
On August 20, 2020 Governor Whitmer signed House Bill 5913 into law as Public Act 149. Section 98a states that in order to receive state aid for 2020-2021, districts must provide for instruction under an extended COVID-19 Learning Plan ("Plan") that has been approved by an Intermediate School District or Authorizing Body. The Plan does not replace the District's/PSA's COVID-19 Preparedness and Response Plan, it is an additional plan that includes new assurances and sections on educational goals, instructional delivery, grading, and equitable access. PA 149 does not apply to districts that operate as a cyber-school.

District/PSA educational goals written for all students and all subgroups must be established no later than September 15, 2020 and submitted in their Plan to the ISD or Authorizing Body, as applicable, no later than October 1, 2020 for approval. ISDs and PSAs will transmit the approved plan to the superintendent of public instruction and the state treasurer.

This is a Review Only document. Please download it as a Microsoft Word document to add your own District/PSA logo and Extended Covid-19 Learning Plan.

District/PSA Extended COVID-19 Learning Plans should be submitted to the ISD or Authorizing Body as a PDF file.





Almont Community Schools Extended COVID-19 Learning Plan

Address of School: 4701 Howland Road, Almont, Michigan

District Code Number: 44020

District Website Address: <http://www.almontschools.org/>

District Contact and Title: William F. Kalmar, PhD, Superintendent of Schools

District Contact Email Address: bkalmar@almontschools.org

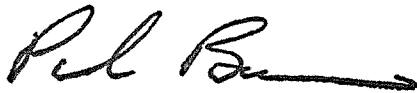
Name of Intermediate School District: Lapeer ISD

Date of Adoption by Board of Education: September 28, 2020

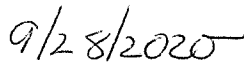
Assurances

1. The District/PSA will make their board approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's/PSA's website no later than October 1, 2020.
2. The District/PSA will create and make available on its transparency reporting link located on the District/PSA'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 expected to 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 District/PSA expected would be achieved by the end of the school year.
3. Benchmark Assessments: The District/PSA will
 - o select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
 - o administer the 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 and again not later than the last day of the of the 2020-2021 school year.
4. If delivering pupil instruction virtually, the District/PSA will
 - o provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
 - o 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 District/PSA had planned for that exposure to occur for in-person instruction.
5. The District/PSA, in consultation with a local health department 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. Note: A determination concerning the method for delivering pupil instruction shall remain at the District/PSA Board's discretion. Key metrics that the District/PSA will consider shall include at least all of the following:
 - o COVID-19 cases or positive COVID-19 tests
 - o Hospitalizations due to COVID-19
 - o Number of deaths resulting from COVID-19 over a 14-day period
 - o COVID-19 cases for each day for each 1 million individuals
 - o The percentage of positive COVID-19 tests over a 4-week period
 - o Health capacity strength
 - o Testing, tracing, and containment infrastructure with regard to COVID-19
6. If the District/PSA determines that it is safe to provide in-person instruction to pupils, the District/PSA will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District/PSA.
7. The District/PSA assures that
 - o instruction will be delivered as described in this plan and approved by the District/PSA Board

- the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year
 - the District/PSA will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after the approval of the plan, and every 30 days thereafter at a meeting of the Board, and
 - public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District/PSA during a public meeting described in PA-149.
8. The District/PSA 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.
9. The District/PSA will ensure that two (2), 2-way interactions occur between a pupil enrolled in the District/PSA 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 District/PSA. The District/PSA will publicly announce its weekly interaction rates at each District/PSA Board meeting where it re-confirms how instruction is being delivered. The District/PSA will make those rates available through the transparency reporting link located on the District/PSA website each month for the 2020-2021 school year.



President of the Board of Education/Directors



Date

Learning Plan Narrative

Opening Statement

- Please provide a statement indicating why an Extended COVID-19 Learning Plan is necessary to increase pupil engagement and achievement for the 2020-2021 school year.

After March 15, 2020 the Almont Community Schools were closed for traditional, in-person instruction due to Governor Gretchen Whitmer's Executive Order 2020-35. While the Almont Community Schools endeavored to provide meaningful instructional activities for the remainder of the 2019-2020 school year these efforts were a challenge. Obstacles for meaningful instruction included:

1. Lack of Technology and Equitable Internet Access in the Community: Only students in fifth through twelfth grades had school-owned technology that was portable and issued to each student (Chromebooks). Students in who attended "Beginnergarten" (BK) through fourth grade had to access online zoom instruction through devices owned by parents. Barring that, students could only access the curriculum through hard copy packets and books/novels, which were distributed weekly in conjunction with meals.

Additionally, even families with devices had issues accessing the internet. Much of the internet service in Almont, and the rural areas which border Almont, is limited. The sudden influx of students needing internet access, as well as adults who were forced to work at home, overwhelmed the system frequently.

2. Lack of a Learning Platform or Professional Training: The Almont Community Schools lacked an online learning platform prior to the closure in March 2020 because the majority of our instruction was delivered in-person. The only exceptions to this were dual enrollment and credit recovery with a small high school student population. Even in those instances, students engaged in using other institutions' platforms (Michigan Virtual High School, for example).

As online instruction was not a priority in the Almont Community Schools, professional learning for teachers in this instructional method was limited. What training that was done during the shutdown tended to be ad hoc.

3. Lack of Incentives for Student Participation in Learning Activities: Almont Community Schools were required to hold student academic progress harmless, which removed the incentive of academic grades.

4. Lack of Deterrence for Student Non-Participation in Learning Activities: Truancy support was unavailable to assist the school district with non-complaint/non-participatory students, nor was there deterrence of failing classes/losing credit.

5. COVID-19: The general disruption of COVID-19 related closures made it difficult for parents to facilitate at-home learning. The uncertainty of the situation also made it difficult for students to engage in meaningful learning. As recognized in *Maslow's Hierarchy of Need*, students cannot focus on learning when they fear their personal safety or other challenges. This uncertainty affected our most vulnerable learners the most as they faced additional adverse conditions, such as food insecurities.

6. Teachers Working from Home: During the "shutdown" period from mid-March through the end of the established school year, only administrators, maintenance, food service and tech staff were required to report on-site to conduct work. Teachers were provided the opportunity to utilize district resources on site as needed. Most elected (and were encouraged) to work from home, provided they could fully execute their responsibilities. Many teachers experienced technology issues (unreliable internet or inadequate devices, etc.) which limited student access to teacher-led learning experiences, social-emotional check-ins, and communication with students and families. Additionally, both observation of teacher practice and parent feedback regarding the learning experience last spring clearly indicate that teachers did not have full access to teaching and learning materials and resources needed to fully engage students and offer meaningful instruction.

Due to these and other challenges, the Almont Community Schools have developed a plan for 2020-2021 to increase student engagement and achievement for the 2020-2021 school year. The plan focuses on three main goals:

1. Meet Learners Where They and Their Families are: This means having robust in-person and online instructional options, which are highlighted in detail below.

2. Improve our Resilience: The Almont Community Schools cannot anticipate if external factors necessitate further disruptions in learning. Therefore, the Almont Community Schools must have the means to transition to a wholly virtual environment quickly.

3. Recover Student Learning: The disruption of the last three months of the 2019-2020 school year have affected the learning of our students. The Almont Community Schools need to understand the current state of student learning and develop a means to address any learning gaps we identify.

Educational Goals

- **Please outline and describe** the educational goals expected to be achieved for the 2020-2021 school year. The District/PSA must establish all of its goals no later than September 15, 2020. Authorizing bodies expect PSA educational goals will be 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 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 District/PSA benchmark assessment(s) are aligned to state standards and will be administered to all pupils K-8 at least once within the first 9 weeks of the 2020-2021 school year and not later than the last day of the 2020-2021 school year to determine whether pupils are making meaningful progress toward mastery of these standards; and (c) the District's/PSA's educational goals are measurable through a benchmark assessment or benchmark assessments.
- To the extent practicable, the District/PSA will administer the same benchmark assessment or benchmark assessments that it administered to pupils in previous years.

The Almont Community Schools have developed five instructional goals enumerated in our District Improvement Plan for 2019-2020. All of these goals are developed and measured on a timetable of one school year. They are as follows:

1. All Students will demonstrate a proficiency by meeting or exceeding grade level proficiency thresholds K-8 and college readiness benchmarks 9-12 in reading.

This goal can be assessed through NWEA Measure of Instructional Practice (MAP) testing. NWEA MAP assessments are given three times a year. The first of these assessments will occur in the first two months of school. For any student in second grade, who has been identified "At-Risk" of falling behind in reading during the 2019-2020 school year, the MAP assessment will be given within thirty days of the start of the school year. Additionally, in K-4, this goal is assessable through Developmental Reading Assessments (DRA-2).

The state M-STEP assessment is also a valid measure for this goal, as are the PSAT 8/9 (for eighth and ninth graders), PSAT 10 (for 10th graders) and the SAT (for 11th graders). These assessments have been used for the last four years.

2. All Students will demonstrate a proficiency by meeting or exceeding grade level proficiency thresholds K-8 and college readiness benchmarks 9-12 in writing.

This goal can be assessed through NWEA Measure of Instructional Practice (MAP) testing. NWEA MAP assessments are given three times a year. The first of these assessments will occur in the first two months of school.

The state M-STEP assessment is also a valid measure for this goal, as are the PSAT 8/9 (for eighth and ninth graders), PSAT 10 (for 10th graders) and the SAT (for 11th graders). These assessments have been used for the last four years.

3. All Students will demonstrate a proficiency by meeting or exceeding grade level proficiency thresholds K-8 and college readiness benchmarks 9-12 in mathematics.

This goal can be assessed through NWEA Measure of Instructional Practice (MAP) testing. NWEA MAP assessments are given three times a year. The first of these assessments will occur in the first two months of school.

The state M-STEP assessment is also a valid measure for this goal as are the PSAT 8/9 (for eighth and ninth graders), PSAT 10 (for 10th graders) and the SAT (for 11th graders). These assessments have been used for the last four years.

4. All Students will demonstrate a proficiency by meeting or exceeding grade level proficiency thresholds K-8 and college readiness benchmarks 9-12 in science.

This goal can be assessed through local, benchmark aligned, assessments. The state M-STEP assessment is also a valid measure for this goal as are the PSAT 8/9 (for eighth and ninth graders), PSAT 10 (for 10th graders) and the SAT (for 11th graders). These assessments have been used for the last four years, local benchmark assessments have been used significantly longer than that.

5. All Students will demonstrate a proficiency by meeting or exceeding grade level proficiency thresholds K-8 and college readiness benchmarks 9-12 in social studies.

This goal can be assessed through local, benchmark aligned, assessments. The state M-STEP assessment is also a valid measure for this goal as are the PSAT 8/9 (for eighth and ninth graders), PSAT 10 (for 10th graders) and the SAT (for 11th graders). These assessments have been used for the last four years, local benchmark assessments have been used significantly longer than that.

Instructional Delivery & Exposure to Core Content

- **Please describe** how and where instruction will be delivered during the 2020-2021 school year. (e.g. instruction may be delivered at school or a different location, in-person, online, digitally, by other remote means, in a synchronous or asynchronous format, or any combination thereof).

Instruction at the Almont Community Schools will be delivered through one of two methods for the 2020-2021 school year.

1. Traditional, In-Person Instruction: In-person instruction is being provided in BK-12 grades. All protocols required in the *Mi Safe Schools: Michigan 2020-2021 Return to School Roadmap* have been implemented. Provisions have been made if we are required to transition students to virtual learning due to COVID-19 related illnesses or quarantines. Instruction is through a traditional daily calendar.

2. On-Line, Virtual Instruction: The Almont Community Schools have partnered with *Accelerated Education* and *Edgenuity* to provide on-line classes for students.

“Beginnergarten”: Weekly boxes of appropriate activities are being sent home for these students. Completed work is returned for evaluation from the teacher.

These activities are self-paced and can be taken at any time (asynchronously). The instructional facilitator is the student’s parent/guardian. Almont Community Schools’ teachers are available to assist students with questions on subjects through email, telephone and zoom meetings.

Kindergarten through Fifth Grade Online Classes: These classes will be offered through *Accelerated Education*. The classes provide the same core instructional subjects, or the equivalent of core instructional subjects, as well as electives.

Students are provided with as much instructional content on any given day as their peers learning through in-person instruction. Course content has been customized to align with the content standards for each course whenever possible. In some cases, the themes and instructional goals are identical, but the content is different. For example, in third grade social studies in Michigan, students meet instructional goals through content focused on Native Americans. *Accelerated Education* meets the appropriate social studies goals, but does not use content focused on Native Americans.

These classes are self-paced and can be taken at any time (asynchronously). The instructional facilitator is the student’s parent/guardian. Almont Community Schools’

teachers are available to assist students with questions on subjects through email, telephone and zoom meetings.

Sixth Grade Through Twelfth Grade Online Classes: These classes will be offered through *Edgenuity*. The classes provide the same core instructional subjects, or the equivalent of core instructional subjects, as well as electives.

Students are provided with as much instructional content on any given day as their peers learning through in-person instruction. Course content has been customized to align with the content standards for each course whenever possible.

These classes are self-paced and can be taken at any time (asynchronously). The instructional facilitator is the student's parent/guardian. Almont Community Schools' teachers are available to assist students with questions on subjects through email, telephone and zoom meetings.

- **Please 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 District/PSA had planned for that exposure to occur for in-person instruction.

The scope, sequence and content of all of the online *Edgenuity* and *Accelerated Education* courses can be modified to align with the equivalent in-person courses' scope, sequence and content. The faculty at the Almont Community Schools has therefore customized these classes, where relevant, to match in-person instructional offerings. This is very beneficial for students who may be transitioned to and from one instructional option to the other based on circumstances (for example a need to quarantine). In some cases, the content of a course may not be identical, but the content is equivalent.

In the area of electives, there are some limits to making online options match the scope, sequence and content of in-person classes. In these cases, courses with equivalent goals have been substituted for the elective in question. In all cases online instruction is equivalent to the hours and content of in-person learning.

- **Please 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.

Grading for In-Person Learning: Pupil progress towards mastery is reported for in-person students in a variety of way, dependent on the age and grade of the student.

“Beginnergarten” through Fourth Grade In-Person Grading: Students in “Beginnergarten” through fourth grade have their academic progress communicated through a standards-based report card. Grades are issued on a trimester, which matches the reading assessments and NWEA MAP assessments done at the elementary school level, where grade appropriate. Parents are also informed of student progress on reading assessments, such as DRA-2 and on their student(s) progress on MAP assessments. For students who take the M-STEP, this performance is also shared.

Fifth Grade through Twelfth Grade In-Person Learning: Students in fifth through twelfth grades have their academic progress communicated through a holistic report card. Grades are issued on a semester, and represent two nine-week marking periods worth of learning. Parents are also informed of student progress on the MAP assessment. For students who take the M-STEP, this performance is also shared. For students who take the PSAT and SAT, these assessments are shared as well.

Grading for Online Learning: Pupil progress towards mastery is reported for online students in a variety of way, dependent on the age and grade of the student.

Procedures for Grading Online Students (Kindergarten through Fifth Grade): Students in kindergarten through fifth grade have their academic progress communicated through a performance based report card through *Accelerated Education*. Grades are issued at the semester. Parents are also informed of student progress on MAP assessments. For students who take the M-STEP, if the state provides a remote means for taking this assessment, this performance will also be shared.

Procedures for Grading Online Students (Sixth Grade through Twelfth Grade): Students in sixth through twelfth grades have their academic progress communicated through a report card through *Edgenuity*. Grades are issued on a semester, and represent two nine-week marking periods worth of learning. Parents are also informed of student progress on the MAP assessment. For students who take the M-STEP, if the state provides a remote means for taking this assessment, this performance will also be shared. For students who take the PSAT and SAT, if the state provides a remote means for taking this assessment, this performance will be shared as well.

Equitable Access

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

Virtual learners have been issued Chromebooks for use to access *Accelerated Education* or *Edgenuity* courses.

Students who have internet access issues associated with cost, will be supported by the district with the issuance of either a district owned portable wireless “hot spot” or with assistance to pay for internet service.

Students with issues associated with location (availability of service) can also be issued a district owned portable wireless “hot spot”.

Additionally, the campus has added outdoor internet access, so that students can access the school network from inside of their automobiles or seated on the lawn (weather permitting).

As dependable high speed internet access is an issue for rural areas such as Almont, students with poor internet access have been encouraged to engage in Almont Community Schools’ in-person instructional model. As a last case option, most classes can be reproduced in hard copy form and provided for students, but this is a poor alternative to either in-person or online learning.

- **Please describe** how the District/PSA 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.

Students with disabilities, much like our other students, have the option of virtual instruction or in-person instruction. Almont houses a program for cognitively impaired students from three school districts (as part of the Consortium for Exceptional Children- CEC).

1. In-Person Instruction for Students with Disabilities: This model follows the traditional school model. Student’s schedules, accommodations and courses are developed through an Individual Development Plan (IEP). All protocols required in the *Mi Safe Schools: Michigan 2020-2021 Return to School Roadmap* have been implemented. Provisions have been made if we are required to transition students to virtual learning due to COVID-19 related illnesses or quarantines. Instruction is through a traditional daily calendar.

2. On-Line, Virtual Instruction for Students with Disabilities: Almont Community Schools have partnered with *Accelerated Education* and *Edgenuity* to provide on-line classes for students with disabilities.

Kindergarten through Fifth Grade Online Classes: These classes will be offered through *Accelerated Education*. The classes provide the same core instructional subjects, or the equivalent of core instructional subjects, as well as electives.

Students are provided with as much instructional content on any given day as their peers learning through in-person instruction. Course content has been customized to align with the content standards for each course whenever possible. In some cases, the themes and instructional goals are identical, but the content is different. For example, in third grade social studies in Michigan, students meet instructional goals through content focused on Native Americans. *Accelerated Education* meets the appropriate social studies goals, but does not use content focused on Native Americans.

These classes are self-paced and can be taken at any time (asynchronously). The instructional facilitator is the student's parent/guardian. Almont Community Schools' teachers are available to assist students with questions on subjects through email, telephone and zoom meetings.

Students with disabilities will have their coursework modified as needed to meet the accommodations of the student's IEP. Support for the IEP may come from email, telephone and zoom meetings.

Students with disabilities requiring in-person support, such as physical therapy, have a designated location on campus to meet with their itinerant teacher. This will be isolated from the main student population.

Cognitively impaired students will be provided standards-based instruction through the on-line platform *Unique Learning System*. This is a one-of-a-kind program designed specifically to give students with complex learning needs meaningful access to the general education curriculum. From one convenient, cloud-based platform, educators deliver differentiated, standards-aligned content enhanced by powerful assessments, data tools and evidence-based instructional support. Students from pre-K through transition have the advantage of consistent high-quality instruction, a motivating interactive learning environment, engaging symbol support and a path to independence.

Sixth Grade - Twelfth Grade Online Classes: These classes will be offered through *Edgenuity*. The classes provide the same core instructional subjects, or the equivalent of core instructional subjects, as well as electives.

Students are provided with as much instructional content on any given day as their peers learning through in-person instruction. Course content has been customized to align with the content standards for each course whenever possible.

These classes are self-paced and can be taken at any time (asynchronously). The instructional facilitator is the student's parent/guardian. Almont Community Schools' teachers are available to assist students with questions on subjects through email, telephone and zoom meetings.

Students with disabilities will have their coursework modified as needed to meet the accommodations of the student's IEP. Support for the IEP may come from email, telephone and zoom meetings.

Students with disabilities requiring in-person support, such as physical therapy, have a designated location on campus to meet with their itinerant teacher. This will be isolated from the main student population.

Cognitively impaired students will be provided standards-based instruction through the on-line platform *Unique Learning System*. This is a one-of-a-kind program designed specifically to give students with complex learning needs meaningful access to the general education curriculum. From one convenient, cloud-based platform, educators deliver differentiated, standards-aligned content enhanced by powerful assessments, data tools and evidence-based instructional support. Students from pre-K through transition have the advantage of consistent high-quality instruction, a motivating interactive learning environment, engaging symbol support and a path to independence.

- **Optional Considerations for District/PSA Extended COVID-19 Learning Plans:**

1. In addition to the students with disabilities noted above, please describe how the District/PSA will ensure that the needs of other vulnerable student populations, such as but not limited to, early English Learners and Fledgling/struggling students, are met.

2. Please describe how the District/PSA will ensure that students will, during pandemic learning, have continued access to programs such as, but not limited to, Early Childhood, CTE, Early-Middle College, Dual Enrollment and Advanced Placement as applicable within the District/PSA.

1. Meeting the needs of subgroups and struggling students:

In-Person Instruction: Almont Community Schools have extensive interventions for both ESL students and for those students who struggle academically.

Interventions specific to ESL Students:

1. SIOP: The Sheltered Instruction Observation Protocol (SIOP) Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English Learners through an emphasis on vocabulary and multiple supports. Teachers from each school have been identified as “SIOP Coaches” and engage in professional learning so they can teach their respective faculties

Interventions for All Students, including ESL Students:

1. Identification of Struggling Students: Grade, age and subject area assessments will be used formatively to identify students who are performing below identified peers, or normed groups. Whenever possible multiple assessments will be used to ensure that the student performance level is being accurately identified.

2. Aide Support: Highly Qualified Title I aides will be embedded in K-4 classrooms in order to assist identified students, under the direction of certified staff and administrators, to progress through the core curriculum and improve achievement. In some circumstances Title I aides may work with students in a pull out model as required by the intervention.

3. Success Period: Students identified in grades 5-8 for additional support in subject areas will be assigned a success period during the school day to receive additional assistance by a highly qualified member of the faculty.

4. *Read Naturally* Intervention: Identified 5-8 grade students will use the *Read Naturally* program to improve student fluency and comprehension. Student progress is measured and tracked at fluency and comprehension levels against peer normed data.

5. Support for Homeless Students: The school considers every homeless student eligible for Title I, Part A services based on their status as homeless rather than being dependent on low academic achievement. Homeless students will receive academic support as per Title I, when appropriate, and all additional interventions available for students struggling academically.

6. OT: On Tuesdays and Thursdays for students in grades 9-12, for 30 minutes, all students will have the opportunity to engage in activities aligned to their academic, behavioral, and emotional needs. Students will receive intervention for skill gaps, remediation for lost credit, opportunities for academic support, extension activities that include explorations of the sciences, coding, the arts, leadership, STEM, and mental health coping strategies

7. Credit Recovery: Credit Recovery will be offered to students (for a nominal fee) whom have failed an academic class putting them at-risk of not graduating within their four-year plan. Students are able to use their OT time on Tuesdays and Thursday during the school day to work on recovering the credit they have lost, as well as attending their assigned after school session.

On-line Instruction:

1. Embedded Support: Both *Accelerated Education* and *Edgenuity Classes* have embedded supports for students who struggle including, but not limited to, tutorial videos, text-to speech, and online assistance.

2. Aide Support: Highly Qualified Title I aides will be available to support K-4 identified students, under the direction of certified staff and administrators, to progress through the core curriculum and improve achievement. Almont Community Schools' Title I aides are available to assist students with questions on subjects through email, telephone and zoom meetings.

3. Teacher Support: Almont Community Schools' teachers are available to assist students with questions on subjects through email, telephone and zoom meetings.

2. Ensuring student access to:

Early Childhood: The Almont Community Schools provide students with GSRP and tuition preschools. Through the Lapeer County Intermediate School District (LCISD), GSRP support and instruction is provided online as well.

CTE: The LCISD is providing in-person career and technical classes for students in eleventh and twelfth grades. There is no virtual model for these classes.

Early- Middle College: The Almont Community Schools have students enrolled in the LCISD early-middle college program. These classes are available for in-person and online students.

Dual Enrollment: The Almont Community Schools have a robust high school dual enrollment program with a number of community colleges (Macomb, Oakland, St. Clair) and university partners (Madonna, Mott, Baker College, University of Michigan). These classes, in 2020-2021, are all on-line. This was the decision made by college partners.

Advanced Placement Classes: The Almont Community Schools offer advanced placement courses both in-person and virtually. Historically we have only permitted students to access online advanced placement classes that we did not offer in-person, but that rule has been relaxed for the 2020-2021 school year.