



American International Academy
Henry Ruff Campus
300 S. Henry Ruff Rd.
Westland, MI 48186
Phone: (734) 713-5525 (press: 1)

American International Academy
Avondale Campus
27100 Avondale
Inkster, MI 48141
Phone: (734) 713-5525 (press 2)

American International Academy
Rosewood Campus
28955 Rosewood
Inkster, MI 48141
Phone: (734) 713-5525 (press 3)

Greetings AIA Parent(s)/ Guardian(s):

The Governor's Executive Order, given on April 2, 2020, declares that all Michigan schools are closed for the rest of the academic year due to the COVID-19 pandemic. This does **not** mean that learning will stop. However, it does mean that we must find a more creative way to continue bringing learning to life for your child(ren). The Governor has declared that we are to provide distance learning instructional opportunities that will include providing your students with: packets, digital videos, online learning platforms and daily/ weekly access to their teacher of record until June 2020. This will take place to ensure that your student(s) transition to the next grade. Your student(s) are still responsible for completing Daily work activities, weekly tests and quizzes to demonstrate learning. The work will be graded on a Pass or Fail basis. Students must submit work weekly for this credit/grade to be applied. Please understand that in the event that your child is not completing work, **this could result in a failure of the current grade level.** The district and its instructional staff will make every effort to ensure that this work is provided and adequate access and support are available to you to support the successful completion.

Please reach out to the school administrative team in the event you have any questions or concerns.

Sincerely,

Thomas White, Superintendent
American International Academy School District



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1. Assurances Document
2. Continuity of Learning Plan
3. Budget Outline



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Continuity of Learning and COVID-19 Response Plan ("Plan") Assurances

Date Submitted: 04-16-2020

Name of District: American International Academy School District

Address of District: 300 South Henry Ruff Road,
Westland, MI 48186

District Code Number: 82730

Email Address of the District: t.white@americanintlacademy.com

Name of intermediate School District: Wayne County RESA

Name of Authorizing Body (if applicable): Lake Superior State University

This Assurance document needs to be returned to your Intermediate School District or, for Public School Academies, your Authorizing Body with your Continuity of Learning Plan and Budget Outline beginning April 8, 2020 to indicate that the District will adopt a plan to ensure continuous learning for all students through the remainder of the 2019-2020 school year.

Districts should submit a single district plan that relates to all of their schools.

The applicant hereby provides assurance it will follow the requirements for a Plan for the remainder of the 2019-2020 school year:

1. Applicant assures that all student learning will take place under the direction of a teacher of record for each student enrolled in the district.
2. Applicant assures that it will continue to pay school employees during the balance of the 2019-2020 school year under the same terms and conditions established prior to the school closure order period.
3. Applicant assures that the Plan was developed in collaboration with district administrators, school board members, teachers, and local bargaining units.
4. Applicant assures that food distribution has been arranged for or provided for eligible students.
5. Applicant assures coordination between applicant and Intermediate School District in which the District/PSA is located to mobilize disaster relief child care centers.
6. Applicant assures that to the extent practicable the District/PSA will in good faith provide students with IEPs/Section 504 Plans the opportunity to participate in learning consistent with existing plans.
7. Applicant assures that Continuity of Learning and COVID-19 Response Plan, Assurance Document, and Budget Outline will be posted immediately following approval to the District's/PSA's website.

AIA COVID-19 CONTINUITY OF LEARNING PLAN



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Continuity of Learning and COVID-19 Response Plan ("Plan")

The goal of a Continuity of Learning Plan and COVID-19 Response Plan is to ensure that each District or Public School Academy is providing, to the best of its ability, each student with alternative modes of instruction to help them stay on pace in their learning. This application recognizes that there is no "one-size-fits-all" solution; multiple means of engaging students and supporting families may be necessary that may vary by grade level, school building, or student population served.

For the purposes of the Plan, "district" refers to school districts and public school academies.

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In accordance with Executive Order 2020-35 a Plan must include all of the following parts:

- 1. Please describe the methods the district will use to provide alternative modes of instruction other than in-person instruction and a summary of materials each pupil and the pupil's parents or guardians will need to access meaningfully the alternative modes of instruction included in the Plan. If the Plan relies on electronic instruction, the Plan must ensure to the extent feasible that pupils have access to a connected device capable of accessing the electronic instruction and must not penalize a pupil for the pupil's inability to fully participate.***

The AIA School District plans to use a hybrid model of instruction using hard copy instructional packets and online learning platforms. For those students that have internet access, but don't have a device, devices will be made available. Students without internet access will have access to instructional materials through hard copy packets. All students will need access to materials such as paper, pencils, and crayons, which will be made available to families that don't have them.

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Although we have no expectation of students needing textbooks, students will have access to grade-level course textbooks if needed to complete their work. At the elementary level, students will be offered learning opportunities in two different formats. Students with online access will be able to work on enrichment activities at grade level for all content areas. Some of the programs available to our students for these activities include: Reading A-Z, Raz Kids, Freckle, Moby Max, and Khan Academy. Students who do not have online access will have similar enrichment activities provided to them in hard copy form, printed in packets. Special education students will be given learning opportunities that make every effort to meet the specific accommodations found in their IEP.

At the secondary level, students will also be offered learning opportunities in two different formats. Students with online access will be able to work on enrichment activities at grade level for all content areas. Teachers will primarily use Google Classroom and email to communicate learning opportunities to their students. Additional online enrichment activities can be accessed by students at home through Moby Max and Khan Academy. Students who do not have online access will have similar enrichment activities provided to them in hard copy form, printed in packets. Special education students will be given learning opportunities that make every effort to meet the specific accommodations found in their IEP.

- 2. Please describe the methods the district will use to keep pupils at the center of educational activities, including outreach to continue building relationships and maintain connections, and to help pupils feel safe and valued.***

Teachers will be expected to contact every student at least one time during the week. This may be done through the use of technology (for those that have access) such as Google Hangouts or other forms of virtual meetings or through weekly phone calls. For students with technology access, teachers will also make sure to communicate through the instructional platform (Google Classroom, ClassDojo, Robo-call, Email etc.) with an emphasis on continuing to build relationships and maintain connections. If students do not have access to technology, teachers will include notes to students in their instructional packet that focus on building relationships and maintaining connections. We will encourage relationships between students by having students connect with classmates through Snapchat, Facebook, Zoom, etc. The District will use Robo-calls, emails, and office calls to inform parents of ways to notify someone if they are having trouble contacting their child's teacher.

- 3. Please describe the district's plans to deliver content in multiple ways so that all pupils can access learning.***



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AIA will support students without technology through hard copy instructional packets. The schools will identify which students need the hard copy packets prior to implementation of the plan. This will be supplemented with phone conferencing to support instruction. The instructional packets will be delivered during meal distribution. Packets will be mailed to the student or an alternate arrangement will be made for students who do not pick up meals. For students with technology, content will be delivered through the online platform, email, and other social media sites (Facebook, Remind, etc.). Teachers will have the option to use a variety of instructional techniques.

Currently no students in the district have been identified as EL.

Students who are eligible under the McKinney-Vento program will be offered supports including access to technology, supplies and free meals provided by the school. Information is available to McKinney-Vento families regarding additional resources to support them with accessing needed services during the school closure. Additionally, the district will contact families to determine if ongoing barriers exist that impact a student's ability to participate in distance learning.

Students who are eligible under Section 504 and the IDEA and MARSE will continue to have opportunities to access distance learning activities that allow equal access to the same opportunities as their peers. Teachers will continue to utilize strategies identified in their 504 plan which allow students equal access to the general education activities.

Students eligible for services under IDEA and MARSE will be provided supports that allow equal access to learning opportunities as well as provide opportunities to participate in ongoing special education services that support student needs. The district will consider the student's IEP to address special education and related services for the student. When determined beneficial, the district will further develop a plan to identify how the district will provide and support educational instruction to access the Continuity of Learning plan.

4. Please describe the district's plans to manage and monitor learning by pupils.

For students without technology access, teachers will provide feedback to the student during their weekly phone call, virtual meeting, or email. Learning packets with written feedback may be returned to the student, if needed. Feedback from the teacher will include differentiated work as needed, along with examples to support student learning. Phone calls during teacher office hours will be utilized for feedback. For students with technology, teachers will monitor student access and assignment completion on a daily basis within the instructional platform. Teachers will provide feedback to students on assignments through the instructional platform as



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they are completed. Teachers will differentiate instruction within the platform to meet each student's needs. In addition a rubric and answer key will be sent home for parents to grade student work. Parents will be able to take a picture of the completed work and send to instructors.

5. Please attach a budget outline estimating additional expenditures associated with the Plan and sources of revenue to pay for those expenditures.

Budget will include: purchase of learning supplies such as paper, pencils, crayons, etc., printing costs (paper and machine copy cost), mailing costs (envelopes, postage), personnel time for printing, preparing and delivering, fuel cost- mileage, cost of online instructional platform, and any related software/websites, if applicable.

Sources:

General funds

Title I

31a

AIA estimates the budget needed for the items outlined is as follows:

Elementary postage:	\$4,000
Secondary postage:	\$9,000
Food Distribution:	\$65,000
Power School online re-enrollment cost	\$10,000
High school computer cost to distribute to students	\$15,000
Total:	\$104,000

6. Please describe the manner in which district administrators, board members, teachers, and any representatives of teachers collaborated in development of the Plan.

All stakeholders were involved in the development of the plan. The Superintendent collaborated with his Curriculum team to determine what the best fit was for the AIA learning community. The Superintendent consulted with the MI-Excel and LSSU support teams to ensure that State laws and authorizing compliance were upheld while implementing the plan. The Superintendent brought his ideas forward to the administrative team for additional input. Before finalizing the plan, feedback was sought from board members.



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7. Please describe the methods the district will use to notify pupils and parents or guardians of the Plan.

The plan will be communicated through a letter to each family. Hard copies of the plan will be made available at meal distribution sites for parents to obtain a copy, if needed. The plan will also be dispersed through email to those that have access. The plan will also be posted to the district website and other social media platforms, as well. To ensure that everyone is aware that the plan has been developed and released, a phone call message will be sent to all parents.

8. Please provide an estimate of the date on which the district will begin implementation of the Plan, which must be no later than April 28, 2008.

The estimated date of implementation of this plan for the AIA school district is April 20, 2020

9. Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act 160 of 1996, as amended, MCL 388.511 to 388.524, and Career and Technical Preparation Act, 258 PA 2000, as amended, MCL 388.1901 to 388.1913, in completing the courses during the 2019-2020 school year.

The AIA school district has no students enrolled in any post-secondary dual enrollment courses under Public Act 160 of 1996, as amended, MCL 388.511 to 388.524, and/or Career and Technical Preparation classes.

10. Please describe how the district will continue to provide or arrange for continuation of food distribution to eligible pupils.

The AIA school district will continue to distribute food with the help of our Food Service Management Company, Variety. Food distribution schedules and locations will be announced through the district's Robo-calls, email, and office calls to families. On Mondays meals will be provided for Monday and Tuesday, on Wednesdays meals will be provided for Wednesday, Thursday and Friday. The food distribution schedule and locations are as follows:

Days/ Times: Monday and Wednesday of each week from 10:00 am to 1:00 pm

Locations:

AIA- Henry Ruff (pick up)
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AIA- Avondale (pick-up)
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AIA- Rosewood (pick-up)
28955 Rosewood
Inkster, MI 48141

Lemoyne Gardens (bus distribution)
30001 Pine
Inkster, MI 48141

Demby Terraces (bus distribution)
(corner of Spruce and Annapolis)

11. Please confirm that the district will continue to pay school employees while redeploying staff to provide meaningful work in the context of the Plan, subject to any applicable requirements of a collective bargaining agreement.

All district employees will continue to be paid. Some groups will receive redeployment tasks to assist in carrying out the Continuity of Learning Plan. Administration will be checking in with staff on a weekly basis to monitor the implementation of the plan and offer support where needed.

Examples of the redeployment tasks will be as follows:

Paraprofessionals will assist with making hard copies of learning packets and distributing them to students. They may also assist with contacting students by phone or email. They will also assist with instruction.

Secretaries will assist with making contact to our families. They may assist with making copies of packets. They will also coordinate families picking up learning packets and belongings from the buildings.

Custodial staff and building engineers will continue to keep the buildings clean, disinfected and functional during this time.

Food Service and transportation staff will assist with building maintenance, grounds work and custodial work.

12. Provide description of how the district will evaluate the participation of pupils in the Plan.

If a student does not have access to technology, teachers will keep track of which students are completing the weekly instructional packets. They will also keep a log of all communication with

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students and parents.

If a student has access to technology, teachers will use the instructional platform to monitor student wellness, engagement, and completion of assignments. They will keep a log of communication with students and families.

Inconsistent completion and/or communication with a parent or student will be raised to the principal or counselor level to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections (DHHS, Behavioral Health, etc.).

The District has adopted a pass/fail pedagogy due to the Covid-19 pandemic. Any student passing at the time of the school shut down in March will receive a passing grade for the year. Students that were failing at this time will have the opportunity to increase their grade to a passing with their participation from the AIA remote learning module.

13. Please describe how the district will provide mental health supports to pupils affected by a state of emergency or state of disaster prompted by COVID-19.

The district will create a form that will be sent to all families (electronically or hard copy) to check on their mental health during this time. Based on those results, the behavior specialist (31n, SSW, counselor, principal, etc.) will reach out to individual students and families to determine their needs. The behavior specialist will help connect the family to outside agencies to help meet their needs. While teachers are making weekly phone calls, they will monitor and assess the needs of students and families. If a need is presented, the teacher will elevate that need to the principal or behavior specialist to make the necessary follow-up. The principal will hold weekly meetings with teachers to identify any additional students or families in need.

14. Please describe how the district will support the efforts of the intermediate district in which the district is located to mobilize disaster relief child care centers as described in Executive Order 2020-16 or any executive order that follow it.

The AIA school district will stay in regular contact with Wayne County RESA in regards to the need for disaster relief childcare centers. The District is not needed at this time, but stands ready to assist if and when needed.

Optional question:

15. Does the District plan to adopt a balanced calendar instructional program for the remainder of the 2019-2020 school year?

The District will not adopt a balanced calendar instructional program for the remainder of this year or next year.

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Name of District Leader Submitting Application: Thomas White, Superintendent of Schools

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA
website:

Pre-K through High School

Grade Level	Minimum	Maximum	Recommended Length of Sustained Attention	Daily learning time can include:
Pre-K	20 minutes per day	60 minutes per da	3-5 minutes	<p style="text-align: center;">Early Literacy Early Numeracy Imaginative play Creative arts music and movement Outdoor exploration Exercise Fine/gross motor activities</p>
Kdg.	30 minutes per day per subject	60 minutes per day per subject	3-5 minutes	<p style="text-align: center;">Core subjects of: ELA (Reading & Writing), Math, Science or Social Studies Content taught everyday</p> <p style="text-align: center;">Elective courses: Art, Music, Computers, STEAM etc., available bi-weekly</p> <p style="text-align: center;">Online work Handouts or other learning activities Outdoor Play/Exercise, Art, Music, SEL (Social-Emotional Learning), Career Exploration</p>
1-2	30 minutes per day per subject	60 minutes per day per subject	5-10 minutes	
3-6	30 minutes per day per subject	60 minutes per day per subject	10-15 minutes	
7-8	45 minutes per day per subject	0 minutes per day per subject	20-25 minutes	
9-12	45 minutes per day per subject	100 minutes per day per subject	20-25 minutes	

*Class is defined as a combination of instruction and worktime either with tech or without.
["Kids and Teachers Don't Need to be Spending Eight Hours a Day on Schoolwork Right Now", H. Hudson, 2020](#)

District K 12: Hard Copy Medium

Adhere to suggested daily minimum and maximum instructional time (K: 30-60 min., 1/2: 45-90 min., 3-5: 60-120 min)

Monday	Tuesday	Wednesday	Thursday	Friday
Packets or lessons include daily activities for at least ELA, Math, and suggested other activities throughout the week including science, social studies, home activity suggestions, SEL, etc.				
<p>Check-in day options:</p> <p>check-in virtually for those able</p> <p>phone calls or emails to families</p> <p>Office hours via phone, email</p>	<p>Check-in day options:</p> <p>check-in virtually for those able</p> <p>phone calls or emails to families</p> <p>Office hours via phone, email</p>	<p>Check-in day options:</p> <p>check-in virtually for those able</p> <p>phone calls or emails to families</p> <p>Office hours via phone, email</p>	<p>Check-in day options:</p> <p>check-in virtually for those able</p> <p>phone calls or emails to families</p> <p>Office hours via phone, email</p>	<p>Check-in day options:</p> <p>check-in virtually for those able</p> <p>phone calls or emails to families</p> <p>Office hours via phone, email</p>

District K-12: Digital Media

Adhere to suggested daily minimum and maximum instructional time (K: 30-90 min., 1/2: 45-90 min., 3-5: 60-120 min)

Monday	Tuesday	Wednesday	Thursday	Friday
Daily videos, recorded lessons, websites, or other digital lessons available through established platforms Main Platform-				
<p>Think Central, Khan, Moby MAX AIA Google Classroom, Studies Weekly K-12 ELA lesson 30 Math 30 Science 30 Social Studies 30</p>	<p>Check-in day options:</p> <p>check-in virtually for those able</p> <p>phone calls or emails to families</p>	<p>K-12 ELA lesson 30 Math 30 Science 30 Social Studies 30</p> <p>Office hours and/ or small group and individual Math lessons and call</p>	<p>check-in virtually for those able</p> <p>phone calls or emails to families</p>	<p>K-12 ELA lesson 30 Math 30 Science 30 Social Studies 30</p> <p>Office hours and/ or small group and individual Math</p>

Office hours and/ or small group and individual Math lessons and call check-ins (per class schedule)		check-ins (per class schedule)		lessons and call check-ins (per class schedule)
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**To accommodate the various settings, consider hosting the same session twice a day (10:00 and 1:00 daily) and/or recording the teacher-led portions of a lesson and posting for those unable to make either session. (Reminder: students should not be visible in posted lessons.)*

**May choose to have two daily synchronous lessons based on availability and feedback from district staff and families (for example ELA and Math daily).*

Whole Child

- The AIA district will keep Students at the Center of Learning pedagogy by having an intentionality of focusing first on students and their needs
- The AIA district has an Intentional outreach plan that will continue building relationships and maintain connections. This is an expanded communication driver from our blueprint process that includes the following:
 - Bi-Weekly phone calls from our front office to all of our students and their families to determine how we can best assist them both academically and non-academically
 - There will be a schedule for teacher office hours for students and parents to be able to ask clarifying questions on assignments, etc.
- Two-way communication among all stakeholders will consist of the following:
 - Bi-Weekly scheduled phone calls between Board President, Authorizer Liaison
 - Weekly Zoom PLC meetings between staff and principals
 - Weekly PLC/PD meetings with Curriculum Specialist and Staff for ongoing training and support
- Opportunities for positive feedback/connection between students and teachers will be made available to the students by the teacher through the Google classroom platform and during scheduled office hours.
- Acknowledgement of students' current situation and context will be determined by data provided by office staff making bi-weekly calls to all students. This information will be used to inform the district of the students' current needs and context and help drive the district's decision-making process in this process.
- Students will be provided with appropriate supports to process events. This will include:
 - Information for how to navigate through the teaching and learning platforms
 - Access to either online supports and hard copy distance learning packets
 - Several different ways to obtain packets (pick-up, drop off, mail)
 - Access to meals (grab&go, bus stop pick-up)
- SEL (social emotional learning) practices will be utilized throughout the district by:
 - Providing opportunities to continue morning meetings (via zoom)
 - Incorporate hands on activities (STEAM projects, arts and crafts etc.)
 - Encourage kindness in the google classroom and zoom classes
 - Teach students to be reflective, mindful and create SMART goals
- AIA will utilize school and community resources to provide mental health supports and trauma informed practices. This will be achieved through our Social Work department that will continue to work with their caseload as well as make themselves available to all AIA students needing trauma and mental health support.
- The AIA district will continue to contact families during the school closure of the district due to the COVID-19 pandemic. This will include but is not limited to:
 - Bi-weekly phone calls to AIA students
 - Robo-calls to AIA families
 - Digital media sent to AIA students and families (Google classroom, newsletters, emails, etc.)
 - Teacher calls and zoom meetings with students and their families

Learning (Staff and Students)

Foundation Tier	<p>Hard Copy Media Delivery Mailed Bi Weekly According to calendar and Student feedback</p>	<p>Mixed Media Delivery Weekly activities that consist of students completing written and digital assignments using digital media platform</p>	<p>Digital Media Delivery</p> <ul style="list-style-type: none"> • Use on Online digital Platform <p>GOOGLE CLASSROOM</p> <p><u>RAZ- Kids</u> –(K-6) Digital Books</p> <p><u>Moby Max-</u> (K-8) Digital Learning and Interactive Platform.</p> <p><u>Khan Academy-</u> (K-12) Math & Sci</p> <p><u>Think Central-</u> (K-11) ELA, MA Sci Core Curriculum</p>
	<p>Make contact and identify essential student/family needs:</p> <p>District Wide Shared Google Document use to gather student information.</p> <ul style="list-style-type: none"> • Well-being Food • Family Context/Situation • Access to Technology • Share District Learning Plan 		
	<p>Identification of reasonable essential learning outcomes in content areas at a district level, scaled to fit the challenges of this crisis.</p>		
	<p>Establish and share consistent daily/weekly learning platform(s)/methods for communication and instruction along with distribution of materials, packets, and books.</p>	<p>Establish and share consistent daily/weekly learning platform(s)/methods for communication and instruction along with distribution/sharing of materials including devices and hotspots if appropriate, packets, and books.</p>	<p>Establish and share consistent daily/weekly learning platform(s)/methods for communication and instruction along with distribution of materials including devices and hotspots if appropriate.</p>
	<p>Establish how pupil participation in the plan will be evaluated</p> <ul style="list-style-type: none"> - Phone calls, emails, mail - Weekly packets distributed by school/district - Books, curricular 	<p>Establish how pupil participation in the plan will be evaluated</p> <ul style="list-style-type: none"> - K-12 Zoom (or Google Hangout) - Books, curricular 	<p>Establish how pupil participation in the plan will be evaluated</p> <ul style="list-style-type: none"> - K-12 Zoom (or Google Hangouts) - Books, curricular materials and textbooks distributed (if applicable) - Initial pickup of devices or hotspots at school or other locations

	<p>materials and textbooks distributed</p> <ul style="list-style-type: none"> - Schedules and methods for delivery, weekly pickup at school, mail 	<p>materials and textbooks distributed</p> <ul style="list-style-type: none"> - Weekly pick-up at school along with templates from district website, downloadables, links and videos 	
		Evaluation of pupil participation examples may include: on-line attendance/check-in through google	Evaluation of pupil participation examples may include: (in addition to hard copy and mixed media)
	Evaluation examples may include: logging of date/times/contact by phone, email, etc.	classrooms, hangout and logging zoom office hours/student participation	documented by completion of online content in platform
	Completion information		
	<p>Develop engagement expectations for both staff and students</p> <ul style="list-style-type: none"> ● Grade level packets due for printing on Friday of every week ● Provide morning videos for class to view ● Teachers will make direct contact with students once a week by phone, mail, email, etc. ● Hold office by phone/or call in for families during set times 	<p>Develop engagement expectations for both staff and students</p> <ul style="list-style-type: none"> ● Grade level packets due for printing on Friday of every week ● Teachers will post two daily online learning sessions each day ● Teachers will host two synchronous learning opportunities per week through Google or Zoom ● Teachers will have posted office hours 2x a week available for students and 	<p>Develop engagement expectations for both staff and students</p> <ul style="list-style-type: none"> ● Teachers will post two daily online learning sessions each day ● Teachers will host two synchronous learning opportunities per week through Google or Zoom ● Teachers will have posted office hours twice a week available for students and families ● Process determined for hard to reach students ● Staff are encouraged to work collaboratively (at least 2x per week) virtually in their grade level teams to support each other in the

	<p>2-3 x per week</p> <ul style="list-style-type: none"> • Process determined for hard to reach students • Expectations for students to get feedback from student work (will students turn in work?) • Staff are encouraged to work collaboratively (at least 2x per week) in their grade level teams to support each other in the production, distribution and efforts to engage students 	<p>families</p> <ul style="list-style-type: none"> • Expectations for students to get feedback from student work (will students turn in work?) • Staff are encouraged to work collaboratively (at least 2x per week) virtually in their grade level teams to support each other in the production, distribution and efforts to engage students 	<p>production, distribution and efforts to engage students</p>
	<ul style="list-style-type: none"> - Professional learning for teachers and instructional staff that communicates continuous learning philosophy, expectations and prepares them for remote 	<ul style="list-style-type: none"> - Professional learning for teachers and instructional staff that communicates continuous learning philosophy, expectations and prepares them for mixed mode methods that fosters collaboration that is age appropriate for priorities and plans 	<ul style="list-style-type: none"> - Professional learning for teachers and instructional staff that communicates continuous learning philosophy, expectations and prepares them for mixed mode methods that fosters collaboration that is age appropriate for priorities and plans. - Utilize knowledgeable staff (district coaches, teacher

	<p>learning including time to collaborate around grade-level plans and priorities.</p> <ul style="list-style-type: none"> - Utilize knowledgeable staff (district coaches, teacher leaders, administrators, etc.) to deliver professional learning/resource s/supports to staff 	<ul style="list-style-type: none"> - Utilize knowledgeable staff (district coaches, teacher leaders, administrators, etc.) to deliver professional learning/resources/sup ports to staff with on-- line resources 	<p>leaders, administrators, etc.) and readily available platform modules or videos to deliver professional learning/resources/supports to staff with online resources.</p>
<p>Supplemental Tier</p>	<p>Consider existing or prioritized curriculum in core content areas that can be translated for review, remediation and enrichment through remote learning.</p> <p>The primary goal during this timeframe is to help students, families and staff transition to new ways of learning with familiar concepts and platforms.</p> <p>Work to involve, as appropriate, all staff on planning/resource teams which could include opportunities for interventionists, paraprofessionals, specials teachers, and literacy coaches to support all students and families</p>		
<p>How can teachers use existing curriculum to provide a resource that could be mailed home for review, remediation and/or enrichment?</p> <ul style="list-style-type: none"> • Printing books or decodable texts • Discussion of Videos • Interactive Enrichment 	<p>How can teachers use the existing curriculum to provide an on-line resource or something that can be mailed home for review, remediation and/or enrichment?</p>	<p>How can teachers use the existing curriculum to provide an on-line resource, familiar digital platform or something that can be mailed home for review, remediation and/or enrichment?</p>	

	<p>websites</p> <ul style="list-style-type: none"> • Review on-line modules • Remediation with on-line resources/links • Face-Time Family Projects • Use district website resources and links 		
<p>New Learning Tier</p>	<p>Teachers work in grade level or content area teams to identify priority standards/new content necessary for students to learn prior to the end of the year. This would also include planning supports for students/families as they manage work and new responsibilities at home.</p> <p>Work to develop cross-curricular units, projects and activities that would highlight new learning incorporating several content areas.</p> <p>Work to involve, as appropriate, all staff on planning/resource teams which could include opportunities for interventionists, paraprofessionals, specials teachers, and literacy coaches to support all students and families.</p>		
<p>Consider supplementing planned curriculum with compelling, easy to implement real world activities, investigations and problem solving or design challenges that give students and families options for learning and may tap intrinsic interest and motivation.</p> <p>For example: using materials and items from around the house, television shows, students' yard, pets and family</p>	<p>Consider supplementing planned curriculum with compelling, easy to implement real world activities, investigations and problem solving or design challenges that give students and families options for learning and may tap intrinsic interest and motivation.</p> <p>For example: (in addition to hard copy examples) using materials around the house in conjunction with easily available websites that don't require a login.</p>	<p>Consider supplementing planned curriculum with compelling, easy to implement real world activities, investigations and problem solving or design challenges that give students and families options for learning and may tap intrinsic interest and motivation.</p> <p>For example (in addition to hard copy and mixed media) use digital platforms that allow for student choice.</p>	
<p>Consider that pacing might need to be adjusted due to constraints of packets and hard copies: students are</p>	<p>Consider that pacing might need to be adjusted due to constraints of packets, hard copies, and stand-alone</p>	<p>Consider that pacing might need to be adjusted due to constraints of online instruction: students may be working</p>	

	<p>dependent on their family for support within their family context.</p>	<p>websites: students are dependent on their family for support within their family context.</p>	<p>asynchronously and may need additional support from the teacher.</p> <p>Students remain dependent on their family and available technology resources for support within their family context.</p>
	<p>Consider how teachers will manage, monitor and assess learning (see section on monitoring, feedback and grading below)</p> <ul style="list-style-type: none"> ● Teachers will contact families once a week to conference and check -in on learning (email, phone, etc.) ● Answer keys will be included in learning packets for parents ● Learning packets may be dropped off during pick up of new materials ● Parents are asked to use office hours as well as email to communicate ● Photos of work can be uploaded and shared 	<p>Consider how teachers will manage, monitor and assess learning (see section on monitoring, feedback and grading below)</p> <ul style="list-style-type: none"> ● Drop box ● Google Classroom ● Class Dojo ● Zoom (Office hours) ● Remind 	<p>Consider how teachers will manage, monitor and assess learning (see section on monitoring, feedback and grading below):</p> <ul style="list-style-type: none"> ● Drop box ● Google Classroom ● Class Dojo ● Zoom (office hours) ● Remind

Monitoring, Feedback, and Grading

During these unprecedented times, the connectedness and care for our students and one another is our first priority as we maintain a continuity of learning. The recommendations on assessment, feedback and grading below are based upon the principle of no educational harm to any child through a humane approach that is in the best interest of each student. This pandemic, and the statewide suspension of in-person instruction, has impacted our entire society. The emphasis for schoolwork is on continuous learning, supported by monitoring and feedback, not grades.

- A. Feedback and monitoring should focus on the continuation of learning and prioritize the connectedness and care for students and staff.
 - Daily feedback will be provided using a common platform across the District Google Classroom
 - The AIA school district has developed a Google classroom for all students to interact with their teachers for feedback and monitoring
 - Google voice calls and hangouts will be held weekly to support parents and students with learning.
- B. All students should have the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work assigned prior to the remote learning period. A focus on keeping children emotionally and physically safe, fed, and engaged in learning is our first priority during this unprecedented time.
 - Students will be expected to engage daily with learning platforms that will offer digital and face-to face instruction.
 - The AIA school district will be utilizing Khan Academy, Moby Max as well as other online platforms for instruction. These platforms allow students to repeat assignments. Teachers will focus on material mastery and offer continuous opportunities to turn in late work as well as do over assignments that they may have failed initially.
- C. More broadly, nothing recommended is intended to replace or supersede federal or state law, contracts, or collective bargaining agreements or established past practice.
 - The AIA school district will continue to adhere to all federal or state law, contracts, or established past practice.
- D. Ideally, all students will pass their assignments during remote learning as this is a new and unprecedented set of circumstances. This is not a time for failing students or adversely impacting student learning progress. Students are expected to continue with the learning activities assigned during remote learning. We call on educators to be mindful of the impact of time on tasks, time on screens, and time on reflection during this pandemic.
 - The AIA school district will adhere to a system that will give students every

opportunity to pass their courses while continuing to focus on teaching and learning.

E. Decisions regarding the awarding of credit, the issuance of grades, and the use of pass or fail designations will be made at the district level by districts with due recognition of the impact of the COVID-19 pandemic. (Mandated by EO 2020-35)

The recommendation on grading during this period of school closure is to consider a student's grade at time of closure as the lowest grade to be awarded and designated on a transcript for that course credit. In place of a failing grade, the recommendation is to designate credit as "incomplete" (I). All students will be provided additional opportunity and support to improve their grade through make-up, exemption of non-essential grades, or completion of additional learning activities. It is further recommended that schools provide students the option to elect Pass/Incomplete (P/I) designation on transcript. All students with an "I" will be provided an opportunity to complete learning and earn the credit upon return to school or completion of credit recovery. Upon recovery of credit, the "I" on transcript should be changed to "P" or final grade earned.

- Individual student engagement or disengagement will be addressed locally. These are factors outside of the control of the school system with learning being moved off site; therefore, the aim is that student grades are not lowered as a result of remote learning. It is recommended that a student who is not able to be engaged, or who chooses to disengage, in remote learning should receive an incomplete or no grade. Document every attempt made to engage the student; it is very possible the student is experiencing circumstances out of their control.
 - At AIA, student grades will not be lowered as a result of the district's new online learning platform. However, students will have the ability to increase their grades by participating and showing mastery of material. Students who are not able to engage in remote learning will receive an incomplete or no grade after every attempt is made by the district to engage the student
- Remote student learning during this pandemic may be formatively assessed (where possible and practical). We acknowledge that it may need to be assessed during the transition back to in-person instruction. Remote learning is designed to support student learning and continuity of education. Grading is feedback and communication in a snapshot of time to students and parents. The aim, emphasis, and focus for schoolwork assigned, reviewed, and completed during remote learning is on learning, not on compliance.
 - AIA will be utilizing a pass/participation format for K-8 grades. The district will

continue with the grades of the high school students before the pandemic shutdown. However, students will have the opportunity to move from a failing grade to a passing grade by completing the assignments and participating with the remote learning opportunities made available to AIA students.

- Where possible, the content from remote learning should be made up after the transition back to regular in-person school attendance resumes (or perhaps summer school, etc.).
 - The AIA school district will not continue to follow the district’s curriculum. The district acknowledges that these are unprecedented times and will spiral material taught now to reteach again in the fall to ensure that all students have the curriculum presented and taught to them.
- It is recommended that students who are completing online courses (i.e. Michigan Virtual, Edgenuity, Apex, etc.) be evaluated/graded in accordance with #1 above, so as to not negatively influence grade point average.
 - AIA has incorporated a pass/participation grading system for online and remote learning to ensure that students’ grade point average will not be negatively impacted during this Covid-19 crisis.
- It is recommended that all courses on the student schedule are reflected on the high school transcript with an appropriate grade or mark during this pandemic. It is further recommended that the courses be noted with “(COVID-19)” behind them to indicate these marks were issued during this pandemic. Another option is to place a footnote on the transcript in lieu of course title changes that indicates the same.
 - A note on the AIA High school transcripts will have a Covid-19 notation to reflect students grades during the pandemic.
- It is recommended that districts consult board policy specific to the issuing of NC or Incomplete. In some cases, Board Policy requires a change from NC or Incomplete to F after a duration of time. It is suggested that this not be applied in this circumstance.
 - The AIA school district will not change any students grades of NC or incomplete to F during the Covid-19 pandemic.

K-12

Equity/Culturally Responsive Sustaining Practice

- Create materials that are hands on for those who do not have technology access and have these available for students to pick up, or deliver where necessary
 - AIA will implement a wide range of methods of instruction for those that do not have access to technology. A Classroom packet by grade level, subject specific has been developed to send home to students for instructional and academic practices. These packets will include pictures,

models, diagrams, hands-on activities to build on student learning.

- Packets will be available at the school Monday –Friday between the hours of 10:00 am and 2:00 pm for pick up. Packets can also be mailed to parents who cannot pick up materials. Packets will be made available on the bus at bus stops for pick up.
- Build on families’ diverse backgrounds and recognize those backgrounds as assets while creating lessons
 - AIA will value and respect student’s family backgrounds, communicates with families regarding student learning, and engages families as appropriate in the instructional process. AIA will engage families as sources of knowledge to enhance learning experiences for students.
 - AIA will communicate to families in ways that show understanding and respect for cultural norms. The use of these techniques is designed to thoroughly and comprehensibly keep families informed about the instructional process of each child’s progress in the curriculum. This will include the following:
 - Robo-calls
 - Social Media
 - School Website
 - Office Staff bi-weekly calls
 - Teacher weekly calls
 - AIA Newsletter blogs
- It is not only access to technology that must be considered. Since home will be the new classroom, it is critical that remote learning must work in a multitude of family and home contexts. In this time of rapidly changing public health and economic uncertainty, districts must ensure that their method of remote learning accounts for:
 - Students who are home alone while adults are working
 - AIA will maintain ongoing communication with students via email, text, classroom Dojo, Powerschool and/or phone calls to ensure achievement expectation and progress.
 - Students who speak a language other than English and have language needs
N/A (No ESL students have been identified in the district)
 - Students whose parents speak a language other than English and cannot assist with homework
N/A (No ESL students have been identified in the district)
 - Students who have special education needs (e.g., children with an IEP, twice exceptional students)
 - Will be serviced by the AIA Special Education department to differentiate instruction based on students’ strengths, and needs. The Special Education department will deliver a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology (where possible) to support student learning.

- Students who are coping with the illness or loss of a family member
 - will be identified and put on a plan for continued education
- Students who are struggling with anxiety or depression
 - will be serviced by the AIA Social Worker
- Staff who are working remotely and simultaneously planning and delivering remote instruction while also providing care for their families and, in many cases, their own children will be given the online platform to work from and on-going training to assist them with mastery of their work tools

7-12

Equity/Culturally Responsive-Sustaining Practice

- Co-construct learning so student and family learning goals and interests are utilized in the design of instruction.*
 - AIA will provide several different educational resources to continue student learning, via online platforms, and work packets.*
 - AIA will differentiate instruction according to student's strength, interests, and needs.*
 1. *Differentiate instruction through real world application.*
 2. *Build on student comments and questions.*
 3. *Allow student some choices in their learning.*
 - AIA will continue to foster the model of "Love, Laugh, Learn" building relationships with the students and their families SEL format.*
- Learning is dependent upon resources available in the students' environment, and educators should honor contributions students can bring to the conversation.*
 - AIA has created a shared document to collect students/families data to assess needs while utilizing the information to engaged students in learning.*
 - AIA will provide opportunities for students to use available technology/equipment to access curriculum.*
 - Student are given choice in learning activities to increase engagement and critical thinking.*
- Engage families as a critical partner through high levels of communication and a recognition that parents and guardians are the student's first teachers.*
 - AIA will maintain ongoing communication with students and families to communicate achievement expectations and progress utilizing the following:*
 - google classroom
 - email
 - continuous phone calls
 - Powerschool
 - AIA will assist parents with a variety of instructional strategies to support student learning, by establishing connection between subject matter and purpose for learning using videos, illustrations, detailed instruction and one-on-one communication.*

- ❑ *Teaching and learning doesn't have to look the same for every student or classroom; it's about flexible instruction that utilizes the resources available and accessible to students.*
 - ❑ AIA will use a wide variety of developmentally and ability appropriate instructional strategies matched to students learning needs through differentiated instruction. This includes Multi-Tiered System of Support access to the curriculum for a wide range of learners.
- ❑ *Check for learning through formative assessment practices and encourage students to monitor their own learning.*

Formative assessments are built into the learning platform that will assess student learning weekly after each lesson used as exit tickets. Students are able to retake assessments as many times as necessary to increase grades and learning outcomes.

AMERICAN INTERNATIONAL ACADEMY 2019-2020 DISTRICT CALENDAR

3 1st Day of School
(1/2 Day)

20 days of instruction Sept

SEPTEMBER 2019						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

FEBRUARY 2020						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

12 COUNT DAY

17-18 NO SCHOOL
Mid-Winter Break

19 School Resumes

*26th/27th Snow Day/Building Issue
16 days of instruction Feb

2 COUNT DAY

23 days of instruction Oct

OCTOBER 2019						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

MARCH 2020						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

17-20 NO SCHOOL
Staff Development

23-31 *NO SCHOOL(Pandemic)

*10th Snow Day/Building Issue
(Avondale Campus Only)

*13th/16th Snow Day/Building Issue
8 days of instruction March

5 NO SCHOOL
Staff Development

27-29 NO SCHOOL
Thanksgiving Break

*13th Snow Day/Building Issue

16 days of instruction Nov

NOVEMBER 2019						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

APRIL 2020						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

1-3 *NO SCHOOL(Pandemic)

6-13 NO SCHOOL
Spring Break

14-17 *NO SCHOOL(Pandemic)

9 days of instruction April

2 School Resumes

Dec. 23-Jan 3
NO SCHOOL-Winter Break

*5th Snow Day/Building Issue
(Rosewood Building Only)
14 days of instruction Dec

DECEMBER 2019						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

MAY 2020						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

25 NO SCHOOL
Memorial's Day

26 School Resumes

20 days of instruction May

Dec. 23-Jan 3
NO SCHOOL-Winter Break

6 School Resumes

20 NO SCHOOL
M.L. King Day

19 days of instruction Jan

JANUARY 2020						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JUNE 2020						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

12 LAST DAY OF SCHOOL

10 days of instruction June

LOVE, LAUGH, LEARN!

AIA School Calendar

Currently the American International Academy has used the following days:

- 116 days of instruction from Sept 3, 2020 - March 12, 2020
- 39 days of instruction from April 2020-June 2020

Total 155 days of instruction

5 PD days see calendar

6 Snow days see calendar

- The 13 days given to schools for the Covid-19 pandemic will bring the countdown to 2 days and AIA will apply for the 3 additional days so as not to add days to the calendar year during the summer.

27 days + 155 days = 182