

MULTICULTURAL ACADEMY  
EXTENDED COVID-19 LEARNING PLAN  
2020-2021



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A Tuition-Free Charter Public School

**MULTICULTURAL  
ACADEMY**

**Multicultural Academy  
Extended COVID-19 Learning Plan 2020-2021**

Address of School District: 5550 Platt Rd. Ann Arbor, MI 48108

District Code Number: 81908

Building Code Number: 81908

District Contact Person: Mohana Mukherjee, Principal

District Contact Person Email: [mmukherjee@macademyk8.com](mailto:mmukherjee@macademyk8.com)

Local Public Health Department: Washtenaw County Health Department

LPHD Contact Email: [Yetc@washtenaw.org](mailto:Yetc@washtenaw.org)

Name of Intermediate School District: Multicultural Academy

Name of Authorizing Body: Bay Mills Community College

Date of Adoption by Board of Directors: September 17, 2020

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Multicultural Academy 5550 Platt Road, Ann Arbor, Michigan 48108  
Phone: 734-677-0732 Fax: 734-677-0740



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**Assurances**

- The Academy will administer an 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.
- Within thirty days after the approval of its Extended COVID-19 Learning Plan, and every 30 days thereafter, the Academy, at a meeting of its board of directors, will re-confirm how instruction is delivered during the 2020-2021 school year and will solicit public comment, at a public meeting, from the parents or legal guardians enrolled in the Academy.
- If delivering pupil instruction virtually, the Academy will expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as the Academy had planned for that exposure to occur for in-person instruction.
- If delivering pupil instruction virtually, the Academy will provide pupils with equitable access to technology and the internet necessary to participate in instruction.
- The Academy will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.
- The Academy, in consultation with a local health department, and district employees, will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that are based on local data that are based on key metrics. A determination concerning the method for delivering pupil instruction shall remain at the Academy Board's discretion. Key metrics that the Academy will consider shall include at least all of the following:
  - COVID-19 Cases or Positive COVID-19 tests
  - Hospitalizations due to COVID-19
  - Number of deaths resulting from COVID-19 over a 14-day period
  - COVID-19 cases for each day for each 1 million individuals
  - The percentage of positive COVID-19 tests over a 4-week period
  - Health capacity strength
  - Testing, tracing, and containment infrastructure with regard to COVID-19
- If the Academy determines that it is safe to provide in-person pupil instruction to pupils, the Academy will prioritize providing in-person pupil instruction to pupils in grades K to 5 who are enrolled in the Academy.



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- The Academy will ensure that two (2), 2-way interactions occur between a pupil enrolled in the Academy and the pupil's teacher or at least one (1) of the pupil's teachers during each week of the school year for at least 75% of the pupils enrolled in the Academy. The Academy will publicly announce its weekly interaction rates at each Academy Board meeting where it re-confirm how instruction is being delivered, beginning 30 days after approval of its Extended COVID-19 Learning Plan, and every 30 days thereafter. The Academy will make those rates available through the transparency reporting link located on the Academy website each month for the 2020-2021 school year.
- The Academy will create and make available on its transparency reporting link located on the Academy's website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan not later than February 1, 2021, for goals its expected would be achieved by the middle of the school year and not later than the last day of school of the 2020-2021 school year for goals the Academy expected would be achieved by the end of the school year.

President of the Board of Directors

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# MULTICULTURAL ACADEMY

## Extended COVID-19 Learning Plan

### 2020-2021

#### Introduction and Overview

Pursuant to COVID-19 Preparedness and Response Plan, Multicultural Academy is currently providing a complete virtual learning and educational services to all its students. The Academy adopted this virtual method of learning because of the health risk associated with COVID-19 pandemic. The COVID-19 conditions have not significantly changed over the period since we adopted our original COVID-19 preparedness and Response Plan.

While we are awaiting those remedies and applications that will alter the conditions of COVID-19, it seems that the virtual learning is still a better choice to safely service students learning and educational needs.

We at M.A. regularly collaborate with our immediate community when addressing shared concerns that needs a major educational decision. Currently all Ann Arbor Public Schools have determined to remain virtual for the balance of 2020 calendar year. Also, as we continue to survey the opinions of our educational partners, the student's families and the teaching staff, they strongly expressed their needs to remain virtual in light of the current COVID-19 conditions (See Appendix A). Therefore, it is decided by MA Board of Directors to continue implementing the methods of virtual learning throughout December 2020. MA will definitely comply and implement the provisions of the assurances as stated by its authorizer.

In the following narrative, we shall address our educational goals for our student's growth, will discuss the instructional delivery and exposure to core contents; and will explain how we ensure the pupil and teacher's equitable access to educational technology.

In the meantime, the Academy will continue preparing its building for a safe and complete in school operation. We anticipate students return to in class learning by January 2021.

The Academy Board will hold its monthly regular meeting on 17<sup>th</sup> September 2020 and adopt this extended plan.

## **Educational Goals**

Educational Goal:

The median Student Growth Percentile for students in grades KG through 8<sup>th</sup> grade will be at or above the 50<sup>th</sup> percentile on NWEA's Measure of Academic Progress for fall-to-winter and fall-to-spring testing periods indicating a minimum of average growth.

We will use NWEA as a method to measure academic progress. The Northwest Evaluation Association Measure of Academic Progress (NWEA MAP), a nationally normed and computer-adaptive test, will be administered to all students in grades grade 2-8 three times in the 2020-21 school year - in the fall (within the first nine weeks of the start of school), the winter, and in the spring to determine whether students are making meaningful progress toward mastery of the standards. The NWEA MAP is aligned to the Common Core Standards and listed by the Michigan Department of Education as an approved testing tool.

## **Instructional Delivery & Exposure to Core Content**

**Describe** how and where instruction will be delivered during the 2020-2021 school year. (E.G., in-person, online, digitally, by other remote means, in a synchronous or asynchronous format, or any combination thereof).

We will start the school year on September 8 in a remote/virtual/online mode where all teachers and students will log onto the virtual platform (Google Classroom). All students and teachers will log in at 8:30 am for live instruction. All common core subjects will be taught every day and Arabic language will be taught three times a week. Every day, teachers and interventionists will also do live small group tier support with identified students in both ELA and Math. In addition to this, bilingual staff will be available to provide extra intervention to our English Language learner students. In addition to live classroom instructions, all home room and subject area teachers will provide additional enrichment work pre-loaded on the google classroom for either advancement or re-enforcement.

For students needing even more additional support:

- We will supplement instruction with Learning Packets.
- Teachers and paraprofessionals will meet them one-on-one virtually.

Students have been given Chrome books and directions on how to receive free Internet access. Teachers will continue to use Curriculum Crafter to follow the Common Core Curriculum. The special education department will use several different modes to deliver instruction to those students receiving services under an IEP. This includes delivery through virtual platforms, video/voice recordings, paper and pencil learning packets, phone, and email. Staff will collaborate with each student/family to determine which mode of delivery is best and most

accessible. If additional materials and accommodations are needed, staff will work to provide such accommodations while maintaining social distancing practices.

**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**

The Academy will use multiple methods of instructional delivery to ensure that each pupil is exposed to all academic standards of core academic areas. This includes:

- Virtual Live Classrooms
- Instructional Videos
- Instructional Activities
- Question/ Answer/ Discussion Forum
- Supplemental Learning Packets
- Teacher – Student communication via phone/ email/ message. IEP's and 504 plans will be delivered in a variety of ways, depending on the mode that is most beneficial and accessible to the student. These modes of delivery include via online platform (Virtual meet, Google Classroom), instructional paper/pencil packets, video recordings, and/or by phone.

**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.**

We will use multiple strategies to manage and monitor learning.

- Students will be required to participate in active learning
- Students will be required to do classroom assignments, submit home and take quizzes every week for every subject.
- Students can scan/take photos of the Learning Packets and email/ text it to the teachers.
- Teachers will grade students every week on classwork, homework and assignments.
- All grading will be posted on PowerSchool.
- Teachers will communicate with parents on a regular basis.
- Progress report and report cards will be sent out as per calendar.
- Students are encouraged at a minimum to contact their teachers weekly with concerns.

The special education teacher will be responsible for the management and monitoring of all IEP's and 504 plans on her caseload. This will be accomplished with weekly communication with classroom teachers, assuring all accommodations and modifications have been applied to remote assignments; weekly communication with support staff (speech, social work, etc.) to discuss schedules and student participation; student and family feedback; conducting formal and informal assessments; providing assistance and feedback on assignments; and connecting with

students via a digital platform, recorded videos and instructions, instructional pack and/or phone to provide instruction related to goals and objectives in each student's individual learning plan.

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.

Multiple modes of parental communication will be applied. All school children will receive a formal letter at the start of the school year, the alert system will be utilized, and the school social media page will be updated. Classroom teachers and subject teachers will individually contact all parents for the same.

### **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

Teachers have communicated with all parents and chrome books have been delivered to students in need of one. The school has been providing families with letters to assist in free or reduced rates for internet services.

For students with access to technology, academic participation will be evaluated through the learning platform. For students working in additional packets, teachers will use office hours and other well-checks to evaluate participation. All communications and attempts to communicate will be logged. If there is a concern regarding participation or wellness, further measures will be taken to connect with the family. As teachers identify needs, they will connect families with other support personnel such as school social workers, the school psychologist, administrators or other staff to assist with academic engagement and wellness support.

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.

The special education students have all been provided with a Chromebook. The department has been contacting parents and students on a regular basis. The department teachers will use several different modes to deliver instruction to those students receiving services under an IEP. This includes delivery through virtual platforms, video/voice recordings, paper and pencil learning packets, phone, and email. Staff will collaborate with each student/family to determine which mode of delivery is best and most accessible. If additional materials and accommodations are needed, staff will work to provide such accommodations while maintaining social distancing practices.



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Extended COVID-19 Learning Plan

September 4, 2020

Dr. Khalil Samaha  
MA Board V.P. and CAO

Mr. Terry Farha  
ESP, General Manager

Mrs. Mohana Mukherjee  
MA Principal

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# APPENDIX A



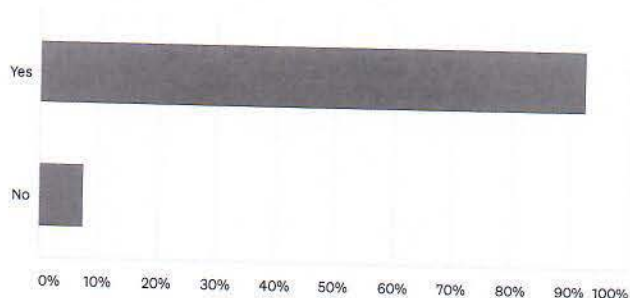
SIGN UP FREE

## Survey Results

Q1

Due to no significant change in COVID 19, do you still support our decision to continue providing online education to your child?

Answered: 40 Skipped: 0

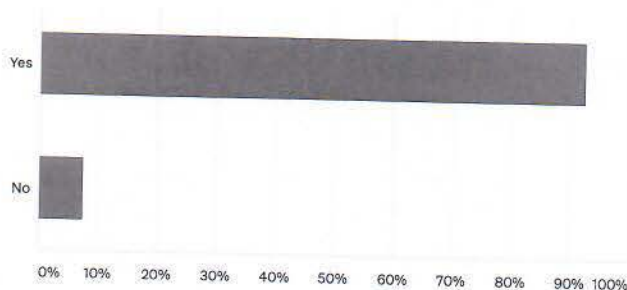


ANSWER CHOICES	RESPONSES	
Yes	92.50%	37
No	7.50%	3
<b>TOTAL</b>		<b>40</b>

Q2

While all Ann arbor schools decided to continue online education until the end of December, do you support our school decision to follow that?

Answered: 40 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	92.50%	37
No	7.50%	3
<b>TOTAL</b>		<b>40</b>

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40 responses