



Noor International Academy

Extended COVID-19 Learning Plan

Address of School District/PSA: Noor International Academy
37412 Dequindre Road, Sterling Heights, MI 48310

District/PSA Code Number: 50913

Building Code Number: 00757

District/PSA Website Address: www.niapsa.org

District/PSA Contact and Title: Mrs. Nawal Hamadeh, Superintendent

Local Public Health Department: Macomb County Health Department

Local Public Health Department Contact Person Email:

Macomb County Health Department: Health and Community

Services Phone: 586-783-8190 Email: <https://health.macombgov.org/Health-ContactSite>

URL: <https://health.macombgov.org/Health-HPD-CommunicableDiseases>

District/PSA Contact Email Address: nhamadeh@hesedu.com

Name of Intermediate School District/PSA: Macomb ISD

Name of PSA Authorizing Body (if applicable): Central Michigan University

Date of Adoption by Board of Education/Directors: 09/21/2020



October 01, 2020 [via email]

Ms. Nawal Hamadeh
Noor International Academy

Re: Approval of Extended COVID-19 Learning Plan (“Extended Learning Plan”)

Dear Ms. Hamadeh:

I am pleased to inform you that the Extended Learning Plan for Noor International Academy (“Academy”) has been approved by The Governor John Engler Center for Charter Schools at Central Michigan University. The Center will transmit the Extended Learning Plan to the State as soon as an appropriate mechanism to do so is made available. The Extended Learning Plan is effective as of the date indicated in the document.

To fulfill one of the required assurances, immediately add a copy of the approved Extended Learning Plan to the Academy’s Transparency Page of its website. An approved copy of the Extended Learning Plan is attached and can be found in Epicenter. The approved Extended Learning Plan constitutes a Charter Contract amendment and remains in effect as long as the Extended Learning Plan remains in effect.

Thank you for all your efforts to keep student learning moving forward in these trying times. If you have any further questions or need additional support, please do not hesitate to contact us.

Sincerely,

A handwritten signature in black ink that reads "Corey Northrop". The signature is written in a cursive, flowing style.

Corey Northrop
Executive Director

cc: Jaafar Chehab, Board President
Issraa Yassine, Board Corresponding Agent

Attachment: Approved Extended COVID-19 Learning Plan

Noor International Academy

Virtual Meeting
978-990-5071, 00 1137492

Meeting: 09/21/20 06:30 PM
Regular Meeting
Category: COVID-19 Continuity of Learning Plan
DOC ID: 5493

RESOLUTION

✓ Vote Record - Resolution 5493					
		Yes/Aye	No/Nay	Abstain	Absent
<input checked="" type="checkbox"/> Adopted	Sarah Chaar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/> Adopted as Amended	Jaafar Chehab	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Defeated	Ahmad Moubadder	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Tabled	Hassen Hijazi	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Withdrawn	John Mdaihdli	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

The following preamble and resolution was offered by Member Hassen Hijazi and supported by Member Ahmad Moubadder:

RESOLUTION APPROVING THE EXTENDED COVID-19 LEARNING PLANS (“ECLP”) AND APPROVAL OF CHARTER CONTRACT AMENDMENT

WHEREAS, On August 20, 2020, in response to the novel coronavirus (COVID-19) pandemic affecting our state, Governor Whitmer signed into law certain amendments to the State School Aid Act of 1979, as amended, MCL 388.1601 et seq. (“Back to School Laws”). The Back to School Laws include additional requirements for all Michigan schools as they plan for a return of preK-12 education for the 2020-2021 school year. Under the Back to School Laws, a public school academy must provide for instruction under an extended COVID-19 learning plan (“ECLP”) that is approved by its authorizing body (“Authorizer”). ECLPs includes many of the same subject matters addressed in a public school academy’s charter contract, including measurable educational goals to be achieved by all subgroups in the school, measurement of those educational goals by one or more benchmark assessments, a description of how the educational program, including instruction, will be delivered, a description of the school’s curricula and specific reporting requirements for the 2020-2021 school year. Under the Back to School Laws, schools retain the flexibility to tailor and adjust their ECLPs to meet the needs of their students and the community they serve.

WHEREAS, The Back to School Laws require, among other things, that each public school academy do the following:

- (1) Establish educational goals required to be included in the ECLP no later than September 15, 2020.
- (2) Approve an ECLP and submit it to their respective authorizing body (“Authorizer”) for approval by October 1, 2020. If approved by the Authorizer, the ECLP is transmitted by the Authorizer to the Superintendent of Public Instruction and the State Treasurer.
- (3) Make an ECLP accessible through the transparency reporting link on the school’s website by October 1, 2020.
- (4) Within the first nine weeks of the 2020-2021 school year, administer 1 or more benchmark assessments from the list approved by the Michigan Department of Education (MDE), a benchmark assessment provided by MDE, or local benchmark assessments, or a combination of the above, to pupils

in grades K-8 to measure math and reading proficiency. In addition, by the last day of the 2020-2021 school year, administer another benchmark assessment to pupils in K-8 to measure proficiency in the same subject matter. The Back to School Laws require schools to use the same benchmark assessment(s) used in the 2019-2020 school year, if applicable.

(5) Provide each pupil's data from the benchmark assessment or benchmark assessments, as available, to the pupil's parent or legal guardian within 30 days of administering the benchmark assessment(s).

(6) Not later than February 1, 2021, create a report that addresses the progress made in meeting the educational goals in the ECLP that the academy expected would be achieved by the middle of the school year and make the report available on the transparency reporting link on a public school academy's website.

(7) Not later than the last day of the 2020-2021 school year, create a report concerning progress made in meeting the educational goals in the ECLP and make the report available on the transparency reporting link on a public school academy's website.

(8) No later than June 30, 2021, send the aggregate academy-level data from a benchmark assessment(s), excluding data from a local benchmark assessment or local benchmark assessments, to a regional data hub that is part of the Michigan data hub network that shall compile the data and send it to the Center for Educational Performance and Information (CEPI).

(9) Thirty days after approval of the ECLP, the Board shall meet monthly to re-confirm how pupil instruction is being delivered at the school and whether it is consistent with the ECLP and to ensure that 2 2-way interaction, as defined in the Act, is occurring between students and teachers each week of the school year for at least 75% of students enrolled in the school. At each meeting, the Board shall: (a) publicly announce its weekly interaction rates of 2 2-way interaction since its last meeting; (b) allow for public comment on the ECLP; and (c) discuss whether changes to the method of delivery for pupil instruction under the ECLP are necessary.

THE ACADEMY BOARD THEREFORE RESOLVES THAT:

1. The actions taken by Academy representatives to prepare and submit the Academy's ECLP to Authorizer are ratified.
2. The ECLP, as approved by the Authorizer, is approved by the Academy Board as the ECLP and as the ECLP Amendment to the Contract.
3. All resolutions and parts of resolutions insofar as they conflict with the provisions of this resolution be and the same hereby are rescinded.
4. The Academy will deliver from time to time such information regarding the implementation of the Academy's ECLP as the Authorizer or Michigan Department of Education may reasonably request.
5. Any Board policies or provision of Board policies that prohibit or impede the Academy's compliance with ECLP are temporarily waived, suspended or altered.
6. This Resolution shall take immediate effect and continue through the end of the 2020-2021 school year. If the Back to School Laws are amended, and such amendments requires additional Board action relative to the ECLP, the Board may take such action to comply with existing law.

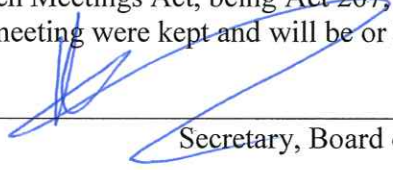
RESOLUTION DECLARED ADOPTED.



Secretary, Board of Directors

SECRETARY'S CERTIFICATION:

I hereby certify that the foregoing is a true and complete copy of a resolution duly adopted by the Board of Directors of Noor International Academy, at its Regular Meeting held on September 21, 2020, at which a quorum was present and that the meeting was conducted and public notice was given pursuant to and in full compliance with the Open Meetings Act, being Act 267, Public Acts of Michigan, 1976, and that the minutes of the meeting were kept and will be or have been made available as required by the Act.



Secretary, Board of Directors



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 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 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 6 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 6 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,
 - o the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - o 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
 - o 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.

Jaafar Chehab
Board President

Board approved: 09/21/2020



Learning Plan Narrative

Opening Statement

Noor International Academy (NIA) is a Pre-k through 6th grade public school academy that is authorized by Central Michigan University (CMU) and is managed by Hamadeh Educational Services (HES). The Academy currently operates one building within the City of Sterling Heights at:

📍 37412 Dequindre Road, Sterling Heights, MI 48310

The mission of the Academy is to provide its students with quality education that focuses on the Michigan core curriculum and international cultures, including the study of a language, culture and history different from one's own.

The Academy shall provide an education that will enable the various ethnic traditions, values, and experiences of students to enrich and nurture one another. Moreover, the Academy shall provide an education of the whole child by integrating the different aspects of children's learning and lives to make them more meaningful. The Academy will prepare its students to be independent, lifelong learners and productive working members of a global society through acquired diverse knowledge, experiences and skills

Educational Goals 2020-2021

In accordance with the Michigan Department of Education (MDE) and the COVID-19 Preparedness Plan, the Academy will administer a benchmark assessment within the first nine weeks of school, mid and the last nine weeks of the school year. The benchmark assessment that will be used is the Northwest Evaluation Association (NWEA) of Measure of Academic Progress (MAP). The NWEA is a nationally normed and computer-adaptive test that will be administered to all grade K-6th grade students three times in the 2020-21 school year, in the fall (within the first nine weeks of the start of school), the winter, and in the spring to determine whether students are making meaningful progress toward mastery of the standards. The NWEA MAP is aligned to the Common Core Standards and listed by the Michigan Department of Education as an approved testing tool.

The median growth percentiles reflecting fall-to-winter and fall-to-spring scaled score growth in grades 2 through 6 on reading and math NWEA Growth tests will be at or higher than 50.

The Academy will make available on its transparency reporting link located on the Academy's website, a report concerning the progress made in meeting the education goals not later than



February 1, 2021 for fall-to-winter goal and not later than the last day of school of the 2020-21 school year for the winter-to-spring goal.

Instructional Delivery & Exposure to Core Content

Instructional Delivery

During the first month of school (Aug 31 – September 30, 2020) the Academy will be 100% in remote learning. This will give the Academy time for staff and students to ensure that the online platform is up and running, students are comfortable with the program, and the building is ready for students. The Academy will be taking all precautions per the CDC and State guidelines along with ensuring that ALL PPE equipment has been delivered and stocked at the Academy.

The first month of school (Aug 31-September 30, 2020) will NOT be a trial run, rather a normal school year start that focuses on setting expectations and beginning unit 1 of the curriculum. In the event the district needs to extend beyond 30 days for 100% virtual learning based upon the need of the community and students, the Superintendent of Schools will make that decision and notify all stakeholders.

Before the first month of school is over (September 30), the Academy, in collaboration with stakeholders and the Superintendent of Schools, will make a final decision on whether to continue with virtual learning or move to a blended learning platform. Parents had (survey already completed) the option to choose from the following three platforms for instructional delivery:

Option A: 100% Virtual/Remote Learning (M-F) (via Google Classroom/Schoology)

The Academy will offer students, with parental consent, the option to select a 100% remote learning options in Phase 4. The description of remote learning in its entirety can be found under remote learning in Phase 3 (see pages 9-19) and the Course Offerings for 2020-21. The student schedule will be similar to the blended learning example provided below for Option B. Students will need to check into the class and watch a pre-recorded or live session (dependent on the teachers' flexible lesson plan to accommodate the students' needs) for the day.

Option B: Blended Learning (M-W in school/ Th-F virtual)

The Academy will offer students, with parental consent, the option to select a hybrid or blended learning option that will allow students to come to school for in person schooling three days a week (Mondays, Tuesdays, and Wednesdays) and two days a week (Thursdays and Fridays) for remote learning. For the remote learning, students will follow their schedule similar to Option A for Thursdays and Fridays- the all virtual example students must check into the class and watch



a pre-recorded session and/or follow up support session (based on the teachers' flexible lesson plan to accommodate the students' needs) for each of the two virtual days (Thursdays and Fridays).

Option C: Blended Learning 4 days (M-Th in-school/ F virtual)

The Academy will offer students, with parental consent, the option to select a hybrid or blended learning option that will allow students to come to school for in person schooling four days a week (Mondays, Tuesdays, Wednesdays, Thursdays) and one day a week (Fridays) for remote learning. For the remote learning, students will follow their schedule similar to Option A and B for Fridays- the all virtual example students must check into the class and watch a pre-recorded session and/or follow up support session (based on the teachers' flexible lesson plan to accommodate the students' needs) for the virtual day (Fridays).

The Academy will use an online based platform, Google Classroom and transition to Schoology for remote learning. Students who do not have access to remote learning will be provided individual hard copy packets upon request. The district has and will continue to provide Chromebooks to all K-6 students to help support them with remote learning goals. For students who do not have access to the Internet, our school administrators have reached out to these families and will collaborate with local businesses, such as Comcast and AT&T, to get access to the Internet for a very low fee. Other needs that come up throughout the remote learning process will be identified, addressed, and supported through the building principal, with support, guidance and resources from various departments within the district. All students will have access to grade-level/course instructional materials and text as needed to complete their work either remotely and/or hard copy format.

The district has also included alternative modes of learning to students to ensure that differentiation of instruction is provided to students given that every student has different needs. These tools include:

Logistics and Accountability of Instructional Delivery

1. Teachers will teach essential content standards and scaffold to ensure they hit all core teaching standards by the end of the year
 - a. Core courses taught remotely & in-person 2020-2021
 - i. English Language Arts: Language Arts, English, Reading, Writing
 - ii. Social Studies
 - iii. Science
 - iv. Mathematics
 - v. World Language: Arabic
 - vi. The Arts: Music Education, Visual Art



- vii. Physical and Health Education
 - viii. Level-Related Assignments: General Elementary, K-5. K-6 self-contained
 - ix. Enrichment: Character Education & Life Skill Development (Grade 3 – 6)
2. All students started the school year with access to grade level instruction and high quality, standards-aligned instructional materials in every subject.
 3. All students will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics.
 4. All students' academic and social-emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students.

Progress Towards Mastery

I) Classroom-Based Assessment Guidelines

- ✓ All courses are **semester based** with progress reports provided every 6-8 weeks. Report cards are only issued at the end of each semester.
- ✓ Grades will be an accurate reflection of what students have learned and accomplished.
- ✓ **Formative assessments:** *weighted 20% of students' grade.* **Daily formative assessment strategies that are used to CHECK FOR UNDERSTANDING cannot be graded.** Formal assessable formative assessments that are completed by the INDIVIDUAL STUDENT include quizzes (multiple choice, short answer), summaries, reflections, homework, concept maps, short write-ups, minor labs, comprehension questions, daily mathematical problems/exercises, etc.
- ✓ **Summative assessments:** *weighted 80% of students' grade.* These include multiple end of unit exams, essays, research papers, lab reports, project/design write-ups, presentations, art portfolios, performances, mathematical investigations, etc.
- ✓ **2-3 formal formative assignments:** Be entered weekly to reflect students' performance on the taught learning targets/objectives. Teachers can opt to enter a weekly homework grade.
- ✓ **3-4 formal summative assessment** should be entered in at every unit (6-8 weeks) to reflect on student overall unit performance on the taught learning targets/objectives



II) Reassessment Policy:

The purpose of allowing students to reassess is to expect evidence of an increased proficiency/mastery of content expectations.

*Grade level teachers will set up after school dates and times to coordinate students’ reassessments.

*Teachers will take the **average of the two scores** to update students’ grade on the reassessed assignment.

*Score inspector comments will be entered into a student’s gradebook to document that a reassessment has been administered for a particular student.

III) Homework Policy:

Assigning homework ensures **daily reinforcement** of content/skills and increases **student accountability**. Homework should be assigned daily for ELA/Math and twice a week for Science/Social Studies. **Homework should be quality rather than quantity.**

Homework is a form of formal formative assessments that will be entered in PowerSchool gradebook this year. Homework assignments should be checked for accuracy and teachers will kindly need to go over a few homework problems in class.

IV) Grading:

Overall Grade Interpretation

A	93-100 4.0	C	73-77 2.3
A-	90-92 3.7	C-	70-72 1.8
B+	88-89 3.5	D+	65-69 1.5
B	83-87 3.3	D	64-63 1.3
B-	80-82 2.8	F	0-62 0.0
C+	78-79 2.5	*Any student taking an AP class will earn a +1.0 GPA point	

- By the end of the semester two, teachers will reflect on the mastery level of students based upon the gradebook to decide whether or not the student should advance to the next grade level. Information from fall testing and winter testing will also be used to reflect on the learning levels from the fall leading into the spring. In summary, families should expect that:



- Grades can improve throughout each semester based on the mastery of standards by the student.
- Students who are at risk of being retained will be informed several times through several means including progress reports, mailed letters, phone calls, class dojo messages, and academic probation meetings with teacher, counselor and/or administration.
- Retentions will be decided on a case by case basis during retention review meetings in the summer after the conclusion of summer school remediation.
- Final report cards will be distributed in June. Students attending summer remediation will receive their final report cards by end of July.
 - a. For students who have IEPs/504 Plans, all factors of their IEP/504 Plan will be honored and followed. In areas where the Academy feels instructional accommodations have not been given with fidelity, notes are placed within the assignment (under score inspector) notifying teacher/resource room teacher/admin that the assignment was completed with limitations. These are taken into account for the benefit of each student with IEP/504 plan. The goal is to ensure each student with an IEP/504 plan is implemented with fidelity to ensure the Academy maximizes learning for all students.

Teachers and administrators will continue to monitor all students through a variety of ways to ensure all students have access and are continuing the educational learning from home, through either remote learning or packet format.

The following formative and summative assessments will be given to students:

1. Content-based, focused on the MI State Standards
2. Focus on supplemental lessons on a week to week basis
3. Identify student needs and or supplemental support (if needed)

Aside from formative and summative assessments, teachers will continuously monitor learning through the following ways:

1. Using Google Classroom and/or Schoology as our district platform for online learning, many reports on participation, posting, and submitting assignments can be generated on a daily or weekly basis for teachers and support staff to monitor the level of participation per student.
2. Daily and ongoing feedback will be provided to students by the teacher on their postings, assignments, and/or projects students posted on the Google Classroom and/or Schoology site.



3. PowerSchool, the Academy's student data management system, will be used to track who has been participating and submitting in assignments.
4. Progress reports will be generated from PowerSchool and send remotely to students and parents through the district Gmail account.
5. Parent Portal (a PowerSchool application) will be active for parents to continuously check in on their child(s) status in each of their classes.
6. In the fall 2020, winter 2021 and spring 2021, Students will be assessed using NWEA where applicable. We will use the assessment results to identify gaps and adjust instruction and tutorial support as part of the MTSS process to provide differentiated instruction based on individual student needs and the curriculum expectations.

V) Days, Hours, and Attendance

Attendance will be taken daily when students have live sessions every day. On hybrid learning days, where students do not have a live sessions, teachers will take attendance for students through the engagement within the materials posted on the online platform, documented login to an online class, or documented email dialogue between the teacher and student (two-way interactions, i.e. Teacher Student Log). To meet monthly attendance requirements, the Academy will ensure that one two-way interaction occurs between pupil/teacher weekly and is logged in PowerSchool during the week (Wednesday to Tuesday) from August 31 through the end of the year. If the school moves to a blended learning platform where school occurs in person, then the 1 two-way communication log will be replaced with in-person attendance for pupils attending school and only continue for students who remain virtual.

- ✚ Two-way interaction means communication between pupil/teacher (inclusive of a response) that is relevant to course progress or content for at least one course a student is enrolled in.
- ✚ Communication may occur through:
 - Email
 - Phone
 - Google Chat
 - Remind/Classroom Dojo
 - Live sessions

While the state has waived the 180 days and 1,098 hours of instruction for the 2020-2021 school year, the district will provide instruction that results in an amount of hours and days necessary to



deliver educational or course content that would have been delivered in 180 days and 1,098 hours in a non-pandemic year.

Each marking period, the Academy will send parents, students, and teachers survey questions in reference to online learning and teaching. The point of the survey is to collect data for each marking period to check on the safety concerns, the effectiveness of online learning, and gather feedback from students and staff on ways to improve remote learning for the following quarter.

Month	Monthly Attendance Percentage (K-6)
September	xx%

VI. First Marking Period Instructional Delivery

As indicated in the Academy’s board approved COVID-19 Preparedness Plan and Continuity Plan, the Superintendent of Schools can decide whether to continue with virtual learning and/or have staff and students return to in-school learning. This decision will be based on data and collaboration with stakeholders. Staff, student and community safety is the Academy’s number one priority. The Superintendent of Schools will notify all stakeholders of the final decision and provide ample time to adjust instructional strategies in the event the decision has been made to move from virtual learning to in-school instruction.

Table 1-1 shows the data on current levels of COVID-19 cases and deaths at the state level and down to the local community in which the Academy is located. The Academy has had positive cases of COVID-19 with current staff in the building. All CDC and state guidelines and procedures were followed in dealing with staff that tested positive with COVID-19.

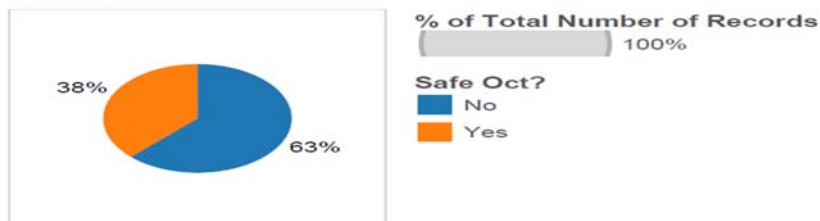
Table 1-1

Area	Confirmed COVID-19 Cases as of 09/07/2020 <small>*https://www.michigan.gov/coronavirus/</small>	Confirmed COVID-19 Deaths 09/07/2020
State of Michigan	106,215 <small>*https://www.michigan.gov/coronavirus/</small>	6,534
Macomb County	12,965 <small>https://mcmmap.maps.arcgis.com/apps/opsdashboard/index.html#/439123f4ca934ceb89392776fcd9f8</small>	943
Sterling Heights	978 <small>https://mcmmap.maps.arcgis.com/apps/opsdashboard/index.html#/439123f4ca934ceb89392776fcd9f8</small>	75



Parents' Feedback is below. Staff feedback responses are not available yet as of the submittal of this ECLP.

3. Do you feel safe sending your child(ren) to school for in-school instruction during the month of October, 2020?



Based on this current data where the majority of students reside, the stakeholders surveys, and incidents within the county, the Academy will remain remote and learning will continue to take place virtually through Google Classroom and/or Schoology during the first marking period. The Superintendent of Schools will continuously monitor COVID-19 cases and deaths on a month to month and quarterly basis to drive the final decision for the district in terms of instructional delivery.

Equitable Access

The district has provided Chromebooks to all K-6 students to help support them with remote learning. For students who do not have access to the Internet, our Family Engagement Liaisons have reached out to these families and are working with local businesses, such as Comcast and AT&T, to get access to the Internet for a very low fee. Other needs that come up throughout the remote learning process will be identified, addressed, and supported through the building principal, with additional support, guidance and resources from various departments within the district. All students will have access to grade-level/course instructional materials and text as needed to complete their work either remotely and/or hard copy format.

The district has also included alternative modes of learning to students to ensure that differentiation of instruction is provided to students given that every student has different needs. These tools include:

1. *Technology Platforms:* other technology platforms that students are more comfortable with, such as Classroom Dojo and/or Remind. These tools are used for ongoing communication about lessons, engagement, and resources to promote learning.



2. *Communication:* using PowerSchool and district created Gmail accounts for staff and students, instructional information and support is being provided and communicated. For students who struggle with using technology as a means of learning, teachers are providing instructional packets instead. These packets are created and individualized for students based upon written request to the teacher and or school principal.
3. *Social Media Sites:* these sites are used within the district to provide ongoing communication to students and parents outside of the Google Classroom platform:
 - a. Remind (@niapa)
 - b. Facebook (@noorintacademy)
 - c. Instagram (@noorintacademy)
 - d. Class Dojo

With the implementation of Google Classroom as the main platform for remote learning the following will be taking place:

1. Teachers will be posting threaded discussions for students every day to think and respond to. Assignments will also be given to students on a weekly basis that are in direct alignment to grade level state standards.
2. Live/pre-recorded sessions will be held on a weekly basis with students and the teacher. Times and dates to the live/pre-recorded sessions will be shared with the classroom teacher.
3. Students will receive learning links to help support lessons. These links include: Khan Academy (<https://www.khanacademy.org/>), IXL (<https://www.ixl.com/>), Reading A-Z (<https://www.readinga-z.com/>), Mystery Science (<https://mysteryscience.com/>), Math XI (<https://www.mathxl.com/>), and many others will be uploading pre-recorded videos of direct instruction.
4. Parents are highly encouraged to sit through a live session and/or engage with their children on threaded discussions and or assignments given by classroom teachers.
5. New learning will focus on those concepts most important for the content area or course for the remainder of the year.
6. Teachers will be available for students and families when needed. We highly encourage email communication so the classroom teacher can provide a date and time to meet virtually to answer questions and/or provide additional support.
7. Technology support is available throughout the school day and beyond. When students are struggling with the Chromebook or have questions in relations to Google Classroom or Schoology, questions are submitted to the technology department by the teacher on behalf of the student/parent.



Special Education, ELL & Social Emotional Support

All students, including the specials population, will be provided with Chromebooks and equal opportunities to have equal access as per their individualized plans and applicable laws and regulations.

Noor International Academy is providing alternative modes of instruction for English Language Learners (ELL) and using multiple online resources to address individualized needs. ESL teachers and interventionists will continue to facilitate English Language Development (ELD) sessions via Google Classroom and/or Schoology. Paraprofessionals have been collaborating and will continue to work closely (but virtually) with teachers to provide additional learning opportunities to students to accelerate the learning process with the guidance of the teachers.

Students with Individualized Educational Plans (IEPs) will also be provided with alternative and accommodated instruction that meets each student's IEP goals. Using mixed learning platforms to match student needs (i.e. online, videos, and packets), the Academy will ensure that students with IEPs get the full level of support and services they need to be successful. Resource room teachers have developed their own Google Classroom/Schoology to ensure that every student with an IEP gets the one-on-one interaction and support needed. Paraeducators and paraprofessionals will continue to support the delivery of instruction and provision of services in collaboration with resource room teachers and grade level content teachers. All services that are contracted through third party vendors to support occupational and physical therapy for students who are in need will continue but will move to an online platform. Supplemental COVID-19 Learning Plans (CLP) will be written for student IEPs in the instance the district isn't able to fully implement the IEP due to a move between phases according to the MI Safe Schools Roadmap; in these cases the CLP will be triggered and implemented. This applies for Physical Therapy (PT) services since in most cases PT requires physical contact.

Speech and language therapy will continue to take place with students on our Google Classroom/Schoology platform. School psychologists will continue to work with students via phone/online methods and evaluate students through digital testing.

Social workers are communicating with families and students either/or by phone, ClassDojo messages, email, and through Google Classroom/Schoology to support them with any resources or social-emotional supports they may need during this time. Social workers are using Google Classroom/Schoology as an online platform, uploading lessons and activities, videos and links for students to work on and meeting through Google Classroom/Schoology to review the lessons posted. Students with transition services are, and will continue to be, provided with services through Google Classroom/Schoology sessions.

The priority is providing students and families with support. The Academy is making phone calls to student families and connecting families with resources to make sure their basic needs are



being met, which is crucial at this time. Parent consent was retrieved via phone to speak with the student via phone or Google Classroom/Schoology to do a check in or provide social-emotional support and build on their social skills during these strenuous times. Social workers and speech pathologists created a digital Google FERPA Consent Form and shared with parents. This form enables students to participate in virtual learning/telepractice group social work and speech & language therapy sessions.

The Academy is prepared to deliver content in many ways to ensure that students have access to learning. These methods have been and will continue to be provided through the district's website, district social media sites, robocalls, and news media outlets.

Mental and Social-Emotional Health Services

The district social worker and teachers will work hand in hand to provide mental health support and focus on Social Emotional Learning (SEL) practices during a school closing. The nurse aid will assist with supporting students by making phone calls to pupils affected by the state of emergency. All staff that are in communication with pupils will report possible needs for mental health support to the principal, nurse aide and social worker. Teachers will report to the social worker any concerns that students may have and their need for additional support, particularly if they're experiencing crisis with incidents of COVID-19 so they may receive the needed support by the social worker as well as the counselor. School psychologists will continue to work with students via phone/online methods. A comprehensive crisis management plan will be available at the schools in the event a tragedy takes place (i.e. loss of student or staff member).

All staff will be provided with guidelines on how to identify and rapidly refer students who are at-risk and need the social-emotional support. Communication between all staff and the social workers/counselors will be directly through phone, email, and/or live one-on-one sessions to discuss the concerns. Once the concerns have been addressed by the staff member, the social worker/counselor will act upon the concern. Ongoing reporting to the building principals will take place to evaluate physical and mental health status. This reporting will be via email detailing out the number of cases, resources provided to families and students, and status.

All staff will be provided with ongoing training (starting Aug 24, 2020) and professional development on social-emotional learning, self-care, identification of students at-risk and a variety of other topics as needed throughout the school year. All resources and or materials needed to implement with fidelity will be provided (i.e. online platform (Google Classroom/Schoology), online resources and sites for parents and students, and staff will be provided with self-care resources, including resiliency strategies.



Other means of supporting students include:

1. *Check In's*: social work/counseling staff will continue to check in on students via phone or Google Classroom/Schoology. Parents and students will be provided a designated email (social worker's email) to address their concerns on mental health in direct correlation to COVID-19.
2. *School Nurse Aids*: will be designated in the school as the mental health liaison who will work across the schools and local public health agencies.
3. *Support Resources*: social work staff will provide supplemental support resources to students and families in need. They will regularly update wellness resources to make available to both staff and students in conjunction with screening activities. Social workers and counselors will use MDE resources as well to share with students and parents. A list of these resources (and future resources) will be compiled and made available to staff and students in reference to screening activities and community wellness resources.
4. *Restorative Circles*: Principal and social worker will host (based on need and request) a restorative circle for students to allow students to have a voice and share their concerns in relations to the pandemic.
5. *Parent and Guardians Professional Development*: the school social worker and counseling team will provide parents and guardians ongoing virtual professional development on various best practices for: de-stigmatization of COVID-19, understanding normal behavioral response to crises, general best practices of talking through trauma with children, and positive self-care strategies that promote health and wellness.

The Academy works with many local community centers to support mental/social health. Some of these centers are:

1. Arab Community Center for Economic and Social Services (ACCESS)
2. Applied Behavior Analysis Therapy (ABA)
3. Leaders Advancing & Helping Communities (LAHC)
4. Macomb County Health Department

At this time, the Academy will not implement a mental health screening for all students by a trained professional. Using the Academy's social workers and or counselors, the Academy will conduct its own screening in direct compliance with HIPAA and FERPA policies. Social workers and counselors will provide as much support as needed through a given school year to help support all students.



Early Childhood (GSRP)

The Academy, during pandemic learning, will continue to run the GSRP program through the end of the school year (Sep 14 – June 17, 2021). The Academy has been providing and will continue to provide the following services and activities:

- ✚ Online learning platforms/apps (Zoom, Google Duo/Hangouts, YouTube, Facebook, Bloomz, Remind, Classtag, Class Dojo, Google Classroom, COR Advantage, for 2-way communication between children/families and teaching staff.
- ✚ Telephone communications pertaining to instructional information with children and families.
- ✚ Weekly videos of teacher and associate teacher doing read alouds, large group, small group, and gross motor and fine motor activities.
- ✚ Weekly social emotional activities and/ or resources for children and their families.
- ✚ Weekly “Check In” time communication with each of the families. During this time staff answer questions and provide support, guidance, and resources. Staff let the parents know that they are available to them.
- ✚ Diverse strategies for families to use during play and reading that encourage critical thinking. These include open ended questions and/or prompts to encourage families to talk with children about their interests, plans, and experiences.
- ✚ Share what teachers do in the classroom that families can do at home (for example, children can serve themselves during meal times or have simple jobs at home).
- ✚ Staff encourage families to take pictures of what the children are doing and send to them to showcase learning.
- ✚ Simple activities. Email/electronic sharing apps to communicate information with children and families.
- ✚ Differentiated hands-on learning packets (paper, scissors, markers, crayons, glue, books, learning games, puzzles, seed pods, science projects, small manipulatives, etc.) can be used on their own or in combination with online lessons. . Simple and clear directions are provided for activities (less is more) Continue to provide parents with Kindergarten Readiness activities and resources for those children without technology, the main mode of instruction will be through hands-on learning packets. This is supplemented with phone conferencing to support instruction.
- ✚ Virtual Conferencing is conducted with individual family members when needed and at the end of the school year through means that are available to families. The conferences reflect transition activities, necessary information and/or resources for children to facilitate the transition to kindergarten.
- ✚ Take attendance at all virtual meetings.
- ✚ Teachers and/or designated personnel connect to families of children who do not participate in the session or learning experience, and log the interaction in the engagement log.



- ✚ Every effort will be made to reach every child and family for the duration of the plan, with respect and allowance for family choice regarding their level of participation. If a family turns down the option to participate in the plan, the date of the parent opt out will be documented in the log.

Teaching teams will meet with their children daily on GSRP days for 20-30 minutes minimum of virtual learning with a maximum of 60 minutes for each child utilizing a district-approved platform.

Virtual sessions to include:

- ✚ Whole group daily
- ✚ Small group sessions daily
- ✚ Read Aloud daily
- ✚ Individual child sessions will be scheduled as needed
- ✚ Teaching teams will share resources with families. Screen time should be balanced with learning that occur offline and encourages authentic and hands on experiences.

Teaching teams will document daily student attendance & Family participation at weekly connections