

NAME OF LEA: Midfield City Schools

SECTION A: DELIVERY OPTIONS (Select all that apply)

Option I:

Distance/Virtual/e-Learning/Remote Method(s)

Option II: Packets/Assignments (portfolio, project-based, etc.)

Option III: Blended (combination of Options I & II)

Option IV: Other _____

SECTION B: INSTRUCTION & ASSESSMENT OPTIONS (Select all that apply)

_____ Option I: ALSDE Resources (See manual for details)

ACCESS Distance Learning Online Platform and/or Franchise Model Scantron Achievement Series ELA, Math, Science & Social Studies Assessments (Quick Pick and Normal Tests)
ALSDE K-8 Critical Standards Chart K12 Inc./Southern Regional Education Board (SREB)/Etc.
Alabama Education Remote Learning Site (Instruction Only)

_____ Option II: Individual LEA Hosted/Vendor

A. Provider Name: _____ (Ex: Accellus, Edgenuity, Edmentum, i-Ready, etc.)

B. Minimum Criteria Assurances (Contact vendors to obtain information): **Accreditation** (select the option that applies): Cognia (Formerly AdvancED), MEASC, NWAC, WASC, VCPE, Other: _____ **Organizational Stability:** Effective and stable organizational and management structure **Instruction/Content:** Content and activities align to Alabama standards; accurate and appropriate for each grade-level; evidence of at least 2 subject matter experts review and validation for accuracy; scientifically/research-based; provides differentiation of content, delivery of content, and assessment options to allow for multiple pathways for standards/course mastery **Student Performance & Assessments:** Objectives or assessments used to measure student progress towards mastery of the standards **Data Reporting:** Standards mastery; student participation in coursework; progress monitoring towards completion of the course; and alignment to state and federal data management requirements **Special Populations:** Students with special needs, including students with disabilities, ELs, free/reduced lunch, etc. are not excluded from participating in courses; LEA must comply with all state and federal regulations specific to students with disabilities and collaborate with the vendor/provider to ensure appropriate access **Technical Support:** Consistently available on a timely basis for students, parents, and districts

X_____ Option III: Combination of Options I & II OR Other (Provide brief description)

Elementary students (K-4) will use iReady for reading and math instruction and Acellus for science and social studies. Reading Horizons will also be used for phonics instruction. Packets will be provided to students with assignments from the same digital platforms.

Middle school students (5th – 8th grades) will be given a menu of options including, but not limited to online instructional assignments through research based programs and take home packets from core teachers. Students in grades 5th and 6th will be given a menu of assignments from core teachers to cover critical standards covered during the 4th nine weeks. Students in grades 7th and 8th will concentrate on a cross curriculum assignment (4th nine weeks' critical standards from all core subjects) that has been created in Google classroom by 7th and 8th core teachers. Enrichment activities links for all students (5th – 8th grades) who have access to mobile devices will also be provided. Students who have devices/internet capabilities will be encouraged to use a variety of online platforms such as Acellus, Brain Pop, Imagine Math, Scholastic (online), and Reading Horizons to extend learning opportunities.

High school students will also be given a menu of options to complete core assignments. Options will include, but not be limited to Acellus, Google Classroom, ACCESS distance learning as well as LMS course alternatives from dual enrollment classes. Paper packets will be included in the menu of options.

SECTION C: FINAL COURSE GRADE OPTIONS

Option I: "Credit by Examination" or "Credit by Advancement" for students for Grades 6 (if grade 6 is in a middle school setting)/7 – Grade 12 with End-of-Year/End-of-Course Assessment or Assignment to measure standards mastery

Option II: Third nine-week grades as final grades/completion for the year

Option III: Average first, second, & third nine-week grades with fourth nine- week assignments (digital, packets, blended, etc.) grade for End-of-Year Grade

Option IV: End-of-Course Assessment grade averaged with first, second, and third nine-week report card grades for End-of-Year Final Grade

Option V: Pass/Fail (Any K-8 course except for courses taken for a Carnegie Unit)

Option VI: Other _____

SECTION D: LIMITED COURSE SCOPE DELIVERY GUIDANCE

I. Seniors (Class of 2020)

Processes still pending but will **NOT** impact graduation status:

- Credentialing & Other Career Technical Related Certifications Needed for Careers, and
- Dual Enrollment Course Completion – Adhere to all Post-Secondary and Institutions of Higher Learning requirements and guidance to complete 2019-2020 school year.

II. Grades 9 – 11 (Class of 2021, 2022, & 2023) Critical Courses for Completion

Alabama State Department of Education 2019-2020 Local Education Agency

Academic Continuity Plan Seniors who are on track to graduate and in good standing

as of the third nine weeks reporting period will be considered “as meeting the graduation requirements” for the state of Alabama. Districts may still implement local policies for honor graduates and class rank and should make local decisions regarding end-of-year participation for current high school seniors regarding graduation. Seniors who were not on track **must** be given the opportunity for credit recovery immediately, rather than waiting until summer programs. Students enrolled in courses for weighted credit, such as AP, IB, Dual Enrollment, etc. should still receive weighted credit regardless of the ability of a student to take an AP/IB/or other assessment. Alabama Essentials Pathway work hour requirements shall be waived. Districts should continue to find methods to support seniors' next steps, such as assisting with FAFSA, scholarship applications, applications for post-secondary opportunities, etc.

English 9, English 10, and English 11, & other ALSDE approved ELA credit-eligible courses
Algebra I (Algebra I-A and Algebra I-B), Geometry, Algebraic Connections, Algebra II, & other
ALSDE approved mathematics credit-eligible courses
Biology, Physical Science, & other
ALSDE approved science credit-eligible courses

Arts Education/Career and Technical Education/World Languages courses

III. Grades K – 8

Identification of [ALSDE K-8 Critical Standards Chart](#)

SECTION E. OTHER STATE AND FEDERAL ASSURANCES

SUPPORTING SPECIAL EDUCATION SERVICES It is clear the USDOE does not want schools in Alabama or elsewhere to consider the provision of services to students with disabilities under the IDEA as a barrier or a reason not to offer educational services to any of their students through distance instruction or otherwise.

In compliance with COVID-19 guidance, the following assurances have been discussed and are included in planning efforts for students with disabilities, including students with 504 plans. Consider the impact of the LEA's grading option selected in Section C as it relates to IEP review and development for each student. The most recent USDOE guidance can be found [here](#), and additional instructional support resources can be found in the *Academic & Technical Guidance for Emergency End-of-Year School Closures Manual*.

Midfield City Schools Special Education Distance Learning Plan

Process for Special Education Services and Supports Through Distance Learning

1. Special Education case managers will connect with each family on their caseload to determine the mode of communication that will work best for their student to participate in Special Education services.

2. After connecting with families, Special Education services will be scheduled for each student and a schedule of services will be provided to families. Copies of that student's scheduled services will also be part of the student's special education file.
3. Special Education case managers will be documenting data on student goals and objectives, contact dates/times with students/families and service activities delivered.
4. Special Education case managers and General Education teachers will collaborate to ensure that students with disabilities have equal access to the same opportunities, including the provision of Free Appropriate Public Education (FAPE).

Process for Special Education Due Process During the Distance Learning Timeframe

1. All Individualized Education Plan (IEP) meetings will be held via phone or conducted virtually.
2. Initial Evaluations and Re-Evaluations will be completed to the best of our abilities. This may mean if there is a face-to-face component REQUIRED to meet state special education criteria, the evaluation will be completed when distance learning has ended. Although the district will be out of compliance, documentation will be needed to explain the reason for noncompliance.
3. Pre-School referrals will be included in guidance listed in #2.
4. Progress Reports will continue to be completed and provided to families.

Communication Practices

1. Ensure there is a two-way communication plan between the educator and the family. The district ensures that the distance learning plan provides FAPE and provides parents the opportunity to participate in the IEP process.
2. Consistent with the typical learning environment, Special Educators and General Educators will collaborate to ensure that students have accommodations and modifications provided in order to access the general education curriculum.
3. Collaboration between case managers and related service providers will occur to ensure students continue to make progress on IEP goals and objectives.

Instructional Guidance

1. A student's distance learning plan should include a plan for service delivery frequency, duration, and mode. This includes related services necessary to make progress toward IEP goals and objectives and access to the general education curriculum. Accommodations and Modifications will be provided.
2. As a district, we will continue to work to individualize distance learning plans in collaboration with IEP team members, including parents/guardians.

SUPPORTING ENGLISH LANGUAGE LEARNERS

As LEAs focus on supporting English Language Learners, it is essential to work collaboratively with staff and other agencies to plan appropriately for the following:

World History, US History I, US History II, & other ALSDE approved social studies credit-eligible courses

Other Graduation Requirements: Career Preparedness; Health Education; LIFE PE

Alabama State Department of Education 2019-2020 Local Education Agency

Academic Continuity Plan Make **every effort** to provide services for all students with disabilities, including students with 504 plans, and **maintain appropriate documentation** to support all efforts; Assure that students with disabilities will not be excluded from participating in courses; Comply with all state and federal regulations; Ensure educators and administrators collaborate and utilize creative options to meet the individual needs of the students; and Provide effective two-way communication with families in a language that they understand. Tailor instruction and assessments to students' English Language proficiency needs in all four language domains (Listening, Speaking, Reading, and Writing).

In addition to all packets and online support providing support for EL Learners, the district ESL teacher will provide daily support to all students using a digital online face to face method. The ESL teacher will also provide paper packet support materials for students to be picked up from the school or delivered to student homes.

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SECTION F: LEA CERTIFICATION OF ASSURANCES

Superintendent's Signature: Shun Williams

Superintendent's Name Printed: Shun Williams

Date: April 02, 2020

☐ Other LEA-Related Legal Considerations or Obstacles that Impact Conditions of Academic Continuity Plan

☐ Other _____

Plan your work; Work your plan

SECTION G: ALSDE ACCEPTANCE

Date Received: 4/6/2020

State Superintendent Acceptance: Eric Mackey

If yes, please provide details _____

Request for ALSDE Technical Assistance Team assistance for LEA Academic Continuity Plan

District Support _____

Elementary _____

Secondary _____

NEW DAY, SAME GOALS

Roller
Thank you! !
Shun Williams
Eric Mackey
Shun Williams