

**RESOLUTION APPROVING THE EXTENDED COVID-19 LEARNING PLANS
("ECLP")**

Chatfield School (the "Academy")

A regular meeting of the Academy Board of Directors was held on the 17th day of September, 2020, at 6:30pm

The meeting was called to order at 6:30p.m.by Board Member Chris Smith:

Present: Chris Smith, Karen Dumas, Sean O'Bryan, Erin Viers

Absent: Nate Muir

The following preamble and resolution were offered by Board Member Sean O'Bryan and supported by Board Member Erin Viers:

BACKGROUND

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 include 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.

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 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”)¹, 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 attached ECLP, approved by the Authorizer, is approved. See Exhibit 1. Actions taken by Academy representatives to prepare and submit the ECLP to the Authorizer are ratified.
2. All resolutions and parts of resolutions insofar as they conflict with the provisions of this resolution be and the same hereby are rescinded.

¹ MDE has approved four providers of benchmark assessments and continues to assess additional providers. See https://www.michigan.gov/documents/mde/Benchmark_assessments_700077_7.pdf

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.

Ayes: 4

Nays: 0

Resolution declared adopted.



Print Name: Karen Dumas

Secretary, Academy Board



Extended COVID-19 Learning Plan

Address of School District: 231 Lake Drive Lapeer MI 48446

District Code Number: 44901

Building Code Number(s): 08451

District Contact Person: Matthew Young

District Contact Person Email Address: myoung@chatfieldschool.org

Local Public Health Department: Lapeer County

Local Public Health Department Contact Person Email Address: Kathy Haskins:
khaskins@lapeercounty.org

Name of Intermediate School District: Lapeer County Intermediate School District

Name of Authorizing Body: Saginaw Valley State University

Date of Adoption by Board of Directors: Tentative 9/17/2020



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.
- 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-confirms 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

September 17, 2020



Introduction and Overview

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

The Chatfield School administrative team, Board of Directors, Return to School Committee, and staff have all been actively involved in preparing the MISafe Schools Roadmap COVID-19 Preparedness and Response Plan. The Preparedness and Response Plan provides a strong foundation for all aspects of instruction at Chatfield School. This Learning Plan based on the Preparedness and Response Plan will ensure increased pupil engagement and achievement for the 2020-2021 school year.

The COVID-19 pandemic has impacted the Chatfield School community in numerous ways. Although Chatfield was able to offer a high quality on-line educational experience for students in the Spring of 2020, many students may be starting the 2020-2021 school year with gaps in their learning. Families and students have been impacted by the stress and trauma of the pandemic; and that impacts student learning. Additionally, equity issues among students and families in the Chatfield community became more pronounced during the pandemic and subsequent closure.

The Chatfield School staff plan to meet the vast array of student needs by implementing a deliberate system to assess students' academic and social emotional needs and utilize a multi-tiered system of intervention. Issues of equity among all learners must be acknowledged and addressed so that every child can learn to the best of his or her ability. And, at the same time Chatfield teachers and students are navigating a unique educational environment that includes socially distanced classrooms and cohort groups for in person instruction. Additionally Chatfield is managing a virtual school program for those students that chose to remain at home for learning.

As Chatfield School begins the school year with this unique set of challenges our priority remains doing what is best for children. The mission of The Chatfield School is to build a partnership between parents and school staff to assure each child the best educational environment, the best teaching practices, and the highest expectations for mastering skills and acquiring the knowledge to be successful in today's world. Our goal is to provide what is best for students and families.



Educational Goals

- **Outline and describe** the educational goals expected to be achieved for the 2020-2021 school year. It is the expectation of your authorizing body that your educational goal is aligned to the educational goal within your charter contract. The Academy must establish all of its goals by no later than September 15, 2020.
- **Specify** which goals are expected to be achieved by the middle of the school year and which goals are expected to be achieved by the end of the school year.
- **Ensure** that all of the following apply to the educational goals described in this section: (a) The goals must include increased pupil achievement or, if growth can be validly and reliably measured using a benchmark assessment or benchmark assessments, growth on a benchmark assessment in the aggregate and for all subgroups of pupils; (b) The goals must select a benchmark assessment or benchmark assessments that are aligned to state standards and an assurance that the Academy shall administer the benchmark assessment or benchmark assessments to all pupils to determine whether pupils are making meaningful progress toward mastery of these standards; and (c) The goals must be measurable through a benchmark assessment or benchmark assessments.
- **Ensure** that the benchmark assessment used to measure progress toward attainment of the goals is approved by the Michigan Department of Education and meets all of the following: (a) Is one of the most commonly administered benchmark assessments in the state; (b) Is aligned to the content standards of the state; (c) Complements the state's summative assessment system; (d) Is internet-delivered and includes a standards-based assessment using a computer-adaptive model to target the instructional level of each pupil; (e) Provides information on pupil achievement with regard to learning content required in a given year or grade span; (f) Provides immediate feedback to pupils and teachers; (g) Is nationally normed; and (h) Provides multiple measures of growth and provide for multiple testing opportunities.
- To the extent practicable, the Academy shall administer the same benchmark assessment or benchmark assessments that it administered to pupils in previous years.

The Chatfield School uses NWEA-MAP as a summative assessment to evaluate student growth and program effectiveness. NWEA-MAP ELA/Reading and Mathematics assessments are given to all students, K-8, three times per year.

Formative assessments are used to monitor student growth and to guide decisions on instructional planning.

NWEA-MAP for Mathematics and Reading will be used by Chatfield School as the valid and reliable benchmark assessment for all students. The NWEA-MAP is aligned to state standards.



Chatfield school shall administer the NWEA-MAP assessment to all pupils to determine whether pupils are making meaningful progress toward mastery of standards. The assessment will be administered to all students in September, January, and May of the 2020-2021 school year.

NWEA-MAP is approved by the Michigan Department of Education. It meets the following requirements:

- A) It is one of the most commonly administered benchmark assessments in the state
- B) Is aligned to content standards of the state
- C) It complements the state's summative assessment system
- D) It is internet-delivered and includes a standards based assessment using a computer-adaptive model to target the instructional level of each pupil
- E) Provides on pupil achievement with regard to learning content required in a given year or grade span
- F) Provides immediate feedback to pupils and teachers
- G) Is nationally normed
- H) Provides multiple measures of growth and provides for multiple testing opportunities

Chatfield School has administered the NWEA-MAP assessment to pupils in previous years.

For the 2020-2021 school year the following goals have been established:

Mid-Year Goals

Goal 1 All students will achieve positive growth on NWEA-MAP assessment for Reading/ELA by January 2021 as measured by NWEA-MAP.

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Reading/ELA academic standards.
- Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

Goal 2 All students will achieve positive growth on NWEA-MAP assessment for Mathematics by January 2021 as measured by NWEA-MAP.

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Math academic standards.
- Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff.



Year End Goals

Goal 1 All students will achieve a year's growth on NWEA-MAP assessment for Reading/ELA or perform at least one grade level above current grade by the end of the school year as measured by NWEA-MAP.

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Reading/ELA academic standards.
- Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

Goal 2 All students will achieve a year's growth on NWEA-MAP assessment for Mathematics or perform at least on grade level above current grade by the end of the school year as measured by NWEA-MAP.

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Math academic standards.
- Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff.



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).
- **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.
- **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.

Chatfield School is open for in-person instruction with required safety protocols in place. The school intends to remain open during Phase 4 unless otherwise directed by the Michigan Department of Education, Health Department or Governor's Office.

Chatfield School students, staff and parents must be prepared that, should in-person instruction be cancelled, distance learning begins seamlessly. Distance learning for Chatfield students will include best practices for blended or remote learning. Instruction will be based on grade level standards and address Michigan standards. Instruction will include various modes of assessment including common assessments, interviews, use of rubrics, and standards based competencies. Teacher provided feedback is expected to allow for student growth and improvement. Teachers will provide differentiated support as needed. Teachers will include social-emotional learning strategies and techniques on a weekly basis and as needed within their on-line classrooms. The school will provide guidance for staff, students, and parents regarding instructional time and workload per different grade bands to ensure consistency for students. This will be accomplished through teacher input, survey results and consultation with other curriculum directors.

Chatfield has an established vision for instruction that applies to both in-person or on-line distance learning. This vision includes:

- o All students will start the year with access to grade-level differentiated instruction and high quality, standards-aligned instructional materials in each subject area.
- o Each student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners/diagnostics.
- o Students' academics and social-emotional needs will be addressed with the integration of a multi-tiered system of support interventions, social and emotional learning (SEL) and building relationships with peers, teachers, and school staff.
- o Instruction for core academic areas will expose students grade level appropriate standards with academic support being provided by the grade level teacher and



with the support of the Multi-tiered system of supports protocols that the school has in place.

Teachers have access to utilize power standards that identify the major work of the grade in order to focus, prioritize, and accelerate instruction. Resources for teachers have been made available to teachers by various districts and ISDs. Teachers will have access to various online resources to help address standards and provide individualized on-line instruction.

A handful of Chatfield families have chosen to take part in the Chatfield Virtual Academy program. These Chatfield students will complete their course work at home. The program, aligned to Michigan state standards and taught by Michigan state certified instructors, is provided by Edmentum. A certified Chatfield teacher serves as the mentor and guide for students participating in this at home, virtual program.

For students that have chosen the Chatfield Virtual Academy program, instruction is provided online with synchronous and asynchronous instruction provided by the Edmentum instructors. The Chatfield mentor teacher will provide guidance and additional support to each student as needed.

Student progress will be reported to parents in several specific ways. All parents will receive a grade level report card indicating student progress on educational goals at the end of each card marking. All parents will receive a detailed NWEA-MAP report indicating student progress at fall and spring conferences. For students in K-3 that are in need of reading intervention parents will receive an Individualized Reading Improvement Plan along with parent strategies that can be implemented at home to support literacy improvement.



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.
- **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.

All students that attend Chatfield School have been assigned a Chromebook for their use. For students that have chosen to remain at home during the school year and complete the virtual program, students are provided with a school issued Chromebook to participate in their virtual instruction.

Because Chatfield School is located in a rural fringe region, not all families have quality internet access. Chatfield School has budgeted funds for the purpose of providing families in need with proper internet access should they request it or indicate need for it. All staff play a role in communicating closely with families and then communicating back who may not be able to successfully utilize the internet. A parent survey has been completed to determine who has reliable internet access.

During the Spring of 2020 school closure Chatfield School was able to meet students' IEP and 504 plans through online services. General and special education teachers collaborated during scheduled planning sessions to provide delivery methods for instruction and assessment as outlined in IEPs. Student accessibility and adaptive technologies are considered to meet the needs of special education students. Should Chatfield School be closed for in-person instruction, the school will resume online services. Through the process of data drops Chatfield School staff continually inventory intervention programs and services and fit them to the needs of students based on assessment data. This process will continue in the 2020-2021 school year with the first data drop occurring in October. Through this process we are able to best align interventions, staffing, and resources. This will continue both for in-person, remote learning, and the virtual academy scenarios.

During the 2020-2021 school year, Chatfield School special education team will conduct a review of each student's IEP in partnership with teachers and parents to reflect each student's evolving needs based on time away while Chatfield was or may be closed. Special education teachers, speech and language teacher, and school directors will work closely with ISD staff to ensure continuation of services plans for students needing physical or occupational therapy, including evaluations by school psychologists and social workers.