



FERRIS STATE UNIVERSITY

CHARTER SCHOOLS OFFICE

COVID-19

“Return to Learn” Summary

House Bill: 5911, 5912, 5913

Fall 2020

Prepared by Ferris State University

Charter Schools Office



Instructions

This summary and guide has been prepared for all Ferris State University public school academy stakeholders. Our intent is to try to condense the most important information you need to know regarding the recently enacted *Return to Learn* legislation (HB 5911, 5912, 5913). We hope you find it helpful.

Link for House Bill 5911 of 2020:

<http://www.legislature.mi.gov/documents/2019-2020/publicact/pdf/2020-PA-0147.pdf>

Link for House Bill 5912 of 2020:

<http://www.legislature.mi.gov/documents/2019-2020/publicact/pdf/2020-PA-0148.pdf>

Link for House Bill 5913 of 2020:

<http://www.legislature.mi.gov/documents/2019-2020/publicact/pdf/2020-PA-0149.pdf>

Most importantly, please be aware that:

- A district intending to provide instruction under an extended COVID-19 Learning Plan **MUST submit the Plan to its ISD or authorizing body, as applicable, by September 30, 2020 (Via Epicenter). A TEMPLATE for this submission is included in this guide.**
- **The ISD or authorizing body must approve the Plan** if it includes all of the elements listed above, and will transmit copies of the plan to the Superintendent of Public Instruction and State Treasurer.
- Approved Plans must be **made accessible through the transparency reporting link** on the district's website by October 1, 2020.

Please do not hesitate to contact us if you have any questions.

Sincerely,

Ronald S. Rizzo, Ph.D.

Director

House Bill 5911 of 2020

This bill pertains to requirements concerning virtual courses and modifies/amends sec. 21f of 1979 PA 94 (MCL 388.1621f) as following:

1. Amends the State School Aid Act to specify that the Act's requirements and prohibitions concerning virtual courses **would not apply** to virtual courses offered as part of pandemic learning. As used in this Bill, “pandemic learning” means a mode of pupil instruction provided as a result of the COVID-19 pandemic.

Link for House Bill 5911 of 2020:

<http://www.legislature.mi.gov/documents/2019-2020/publicact/pdf/2020-PA-0147.pdf>

House Bill 5912 of 2020

1. Requires, **for 2020-21 only**, each district superintendent to submit and certify to Center for Educational Performance and Information (CEPI) and the intermediate superintendent the number of pupils engaged in pandemic learning for fall 2020 and spring 2021.

2. Specifies that a provision requiring the Department of Education (MDE) to pay a district State aid in a reduced amount if a district does not have at least 75% of its membership on a day of pupil instruction **would not apply** for the 2020-21 school year only.

3. Requires, **for the 2020-21 school year only**, at least *one two-way interaction* per month for at least 75% of pupils in order to receive full State aid payments; if this requirement were not met, districts would face a reduction in State aid payments for the month, proportionate to the shortfall in attendance compared to 75%.

4. Waive, for the **2020-21 school year only**, the minimum number of hours and days of pupil instruction, and, instead, require districts to provide pupil instruction that resulted in an amount of hours and days necessary to deliver the educational or course content that **would have been delivered** in 180 days and 1,098 hours in a school year in which pandemic learning was not provided and that would have led to course completion.

Link for House Bill 5912 of 2020:

<http://www.legislature.mi.gov/documents/2019-2020/publicact/pdf/2020-PA-0148.pdf>

House Bill 5913 of 2020-(Section 98a)

The State requires a district to provide an approved extended COVID-19 Learning Plan (CLP) in order to receive State aid for 2020-21. An extended CLP needs to include all of the following:

1. **A statement indicating why** an extended *COVID-19 Learning Plan* is necessary to increase student engagement and achievement for the 2020-2021 school year.
2. **The educational goals expected to be achieved for the 2020-2021 school year.** The district would have to establish all of its goals under this provision by **September 15, 2020**. The CLP needs to specify which educational goals are expected to be achieved by the middle of the school year and which by the end of the school year.

All of the following would apply to these educational goals:

- a. They must include increased student achievement or, if it can be validly and reliably measured using benchmark assessments, growth on those assessments in the aggregate and for all subgroups of students.
 - b. They must include an assurance that the district will select benchmark assessments aligned to state standards and an assurance that the district will administer them to all students to determine whether students are making meaningful progress toward mastery of the standards.
 - c. They must be measurable through benchmark assessments. (*We recommend you use your Contractual Educational Goals, set mid-year goals based on 50% of the annual goals, and state the plans to use NWEA assessments at the beginning, middle, and end of school year.*)
3. **A description of how instruction will be delivered.** (Instruction in this instance may be delivered at school or at a different location, in person, online, digitally, by other remote means, in a synchronous or asynchronous format, or through any combination of these, but it must conform to the description submitted.) The district's Board or Board of Directors must **meet monthly** after the Plan's submission to reconfirm how instruction will be delivered during the 2020-2021 school year, and must solicit public comment from parents and guardians during the meeting. If the description of instruction changed following one of these meetings, the district must deliver instruction according to the reconfirmed description.
 4. **A description of how instruction for core academic areas provided** under the Plan will expose each student to standards comparable to in-person instruction and a

description of how student progress will be graded or reported to the student and his or her parents or guardians.

5. If the district is delivering instruction virtually, **an assurance and description of how** students will be provided with equitable access to technology and the internet necessary to participate in instruction. (This would not prohibit the district from providing instruction through non-virtual educational materials.)

6. **A description of how the district will ensure that students with disabilities** will be provided with equitable access to instruction accommodation in accordance with state and federal law.

7. A requirement that the district, in consultation with the local health department and district employees, **develop districtwide guidelines concerning pupil instruction** based on local data on key metrics. However, the ultimate decision on instruction rests with each district. (Key metrics would include COVID-19 cases, hospitalizations, deaths, positive tests, health care capacity, and testing, tracking, and containment infrastructure.)

8. A provision that, if the district determines that it is safe to provide in-person instruction, **it will prioritize instruction for grades K to 5.**

9. A requirement that the district ensure that **at least two two-way interactions occur between a student and at least one of his or her teachers during each week of the school year for at least 75% of students in the district.** These could apply toward the district's two-way interaction requirement under HB 5912. A district would have to publicly announce its weekly interaction rates at its monthly reconfirmation meetings and make those rates available on its website.

10. A district intending to provide instruction under an extended CLP would have to **submit the Plan to its ISD or authorizing body, as applicable, by September 30, 2020.**

11. **The ISD or authorizing body must approve the Plan** if it includes all of the elements listed above, and would have to transmit copies of the plan to the superintendent of public instruction and state treasurer.

12. Approved Plans must be **made accessible through the transparency reporting link** on the district's website by October 1, 2020.

13. **By February 1, 2021, the district needs to create a report** concerning progress toward the plan's mid-year goals and ensure that it is accessible

through the district's website. (The CSO will provide a template for this report before the end of the calendar year.)

14. Additionally, **by the last day of the school year, the district needs to create a report** concerning progress toward end-of-year goals and ensure that it is accessible through the website. (we recommend you state in your Plan that you will create these two reports)

House Bill 5913 of 2020-(Section-1)

This Bill requires all districts to develop an extended COVID-19 learning plan with maximum flexibility to adapt their programs to respond to the pandemic.

1. **Modifies the definition of "membership"** for 2020-21. The formula would be **75%** weighted on the 2019-20 membership blend plus **25%** weighted on the 2020-21 membership blend.
2. A district would be **considered to be in session for Count Day** when providing pupil instruction under an approved extended COVID-19 Learning Plan. Membership during "pandemic learning", (pupils to be counted) occurs if instruction is in person, virtually, or some combination of these.
3. Only for 2020-21, **Student Count is a supplemental pupil count** of the number of pupils engaged in pandemic learning for spring of 2021, or for a district that operated as a cyber school, the number of full-time equated pupils in grades K to 12 actually enrolled and in regular attendance in the district on the supplemental count day.
4. Requires a district to **ensure that at least one two-way interaction** between a pupil and one of the pupil's teachers occurs during the week of count day, the week of the supplemental count and during each week for *three consecutive* weeks of each count day.
5. Requirements for the extended COVID-19 Learning Plan include educational goals expected to be achieved for the 2020-21 school year, a description of how instruction would be delivered for the 2020-21 school year, and a requirement that a district ensure two two-way interactions between a pupil and his or her teacher during each week of the school year for at least 75% of the pupils enrolled in the district.
6. Require districts to establish educational goals by **September 15, 2020**. Kindergarten Entry Operation Tool (MKEO or KRA) **is suspended for 2020-21**.
7. Requirements for an approved extended COVID-19 learning plan:

- Each district superintendent must submit and certify to CEPI and the MDE the number of pupils engaged in pandemic learning for fall 2020 and spring 2021.
- A district must administer one benchmark assessment in **Reading and Math for grades K-8** within the first nine weeks of the school year and a second before the last day of the school year from a list approved by MDE.
- Require a district, by **June 30, 2021**, to send the aggregate district-level data from a Benchmark assessment to the Michigan data hub network, which would have to compile the data and send it to CEPI.
- Require a district to **provide progress reports** on its education goals approved in the extended COVID-19 learning plan by **February 1, 2021**, and to ensure that these reports are placed on the district's website.
- The benchmark assessment data is prohibited from being used for the State accountability system.
- Specify that, if a district used a local benchmark assessment, the district would have to report to the MDE and CEPI the assessment that was administered and how it measured changes, including losses in learning.

8. A higher education institution, or other entity that is not a State governmental Entity, is to provide an assessment of distance learning programs used that were effective at meeting educational goals and attainment, provide for an assessment of how the programs operated, provide for an assessment of best practices to be replicated by schools engaged in distance learning, and note distance learning models that were ineffective in achieving educational goals.

Link for House Bill 5913 of 2020:

<http://www.legislature.mi.gov/documents/2019-2020/publicact/pdf/2020-PA-0149.pdf>

The Ferris State University Charter Schools Office has provided a template for the COVID-19 Learning Plan-see attached

Extended COVID-19 Learning Plan

Address of School District: Hope Academy of West Michigan

District Code Number: 41926

Building Code Number(s): 00709

District Contact Person: Teriena Schwartz

District Contact Person Email Address: tschwartz@hopeacademywm.org

Local Public Health Department: Kent County Health Department

Local Public Health Department Contact Person Email Address:
Christopher.Eakin@kentcountymi.gov

Name of Intermediate School District: Kent Intermediate School District

Name of Authorizing Body: Ferris State University

Date of Adoption by Board of Directors: Sept. 28, 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 reconfirm 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 reconfirm 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.

Barth Roberts

President of the Board of Directors

9/28/2020

Date

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.

Academy Statement:

Hope Academy of West Michigan is a Pre-K -12 charter academy authorized by Ferris State University. When Governor Gretchen Whitmer closed all schools in Michigan in March, 2020 due to the Covid-19 pandemic, Hope Academy remained committed to our mission and vision to provide a safe place for all students to learn and grow. All stakeholders remained focused on helping each student to reach his or her full potential by embracing the whole child, providing meaningful and relevant learning opportunities for students, and partnering with families and the community to support student learning. Even though the method of teaching and learning changed from face-to-face instruction to remote learning, staff remained committed to assuring academic excellence for all students.

The staff and administration at Hope Academy of West Michigan learned a lot during the most recent school closure, including what worked and what did not work for our students and families. Through individual interviews, review of student work during the school closure, student, parent, and staff surveys, and town hall meetings with parents, leadership was able to better identify and plan for meeting the academic and social-emotional needs of our students and families. This COVID-19 Preparedness and Response plan was developed with the support and feedback of all stakeholders and ensures that the safety and well-being of all students was at the forefront of the decision making process as we prepare and implement this return to school plan for the 2020-2021 school year. The principles that guided the development of this plan align to the core values of Hope Academy of West Michigan, and include the following:

- Common Focus
- High Expectations
- Personalized Instruction
- Respect and Responsibility
- Collaboration
- Performance-based instruction
- Student growth and proficiency
- Integrity
- Accountability

- **SAFETY**

In addition, weekly monitoring of the frequency of two-way communications (at least twice per week with 1 or more teachers) will assure that students are remaining engaged throughout the 2020-2021 school year, whether the school is in Phase 1-3, 4, or 5 of the COVID-19 preparedness and Response Plan approved by the school's board on July 28, 2020. Lastly, administration of the district assessment, NWEA MAP, in the Fall of 2020 (within 9 weeks of the start of the school year), in the Winter, and in the Spring, and reporting out to the board and public (via the school's website) progress towards the school's growth and achievement goals will assure students achieve this school year.

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.

Academy Statement:

Hope Academy will administer the NWEA MAP reading and math Fall, Winter, and Spring assessments in the 2020-2021 school year. This is the district assessment that the academy has used in previous school years. The NWEA MAP assessment is valid, reliable, aligned to MI State Standards for reading and math, and is approved by MDE and meets all of the requirements of HB 5913 outlined above: (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.

The results of the Fall, Winter, and Spring benchmark assessments will be used by Hope educators to adjust each student's learning plan, as needed, and will be shared with the student and parent/guardian.

A progress report will be written that reviews the Fall-to-Winter assessment results and how they compare to meeting 50% of the FSU-CSO contract goal for Hope Academy which states:

*The Fall to Spring growth rate for all students in Reading and Math of each grade and subject area as measured by the CSO designated nationally norm-referenced test will fall at or above the 50th percentile.

*The average Spring percentile ranking for the Academy on a nationally normed assessment will be at the 50th percentile in both Math and Reading.

A progress report will be written that reviews the Fall-to-Spring assessment results and how they compare to meeting 100% of the FSU-CSO contract goal for Hope Academy which states:

*The Fall to Spring growth rate for all students in Reading and Math of each grade and subject area as measured by the CSO designated nationally norm-referenced test will fall at or above the 50th percentile.

*The average Spring percentile ranking for the Academy on a nationally normed assessment will be at the 50th percentile in both Math and Reading.

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.

Academy Statement:

Hope Academy of West Michigan is committed to providing a safe and secure environment for students to learn. During this time of COVID-19 the health and safety of our students, families and staff are paramount. During Phases 1-3, Hope Academy of West Michigan will be closed for in-person instruction. Remote Instruction will be the mode of instruction provided during Phases 1, 2, and 3. Remote instruction will include: use of Online platforms (such as Google Class room), Virtual Learning (such as Edgenuity), Remote Live Instruction, Virtual Meetings and/or Instructional Packets. The school building will not be used by licensed child care providers, and no athletics, busing, or extracurricular activities will be held. Hope Academy will continue to partner with Grand Rapids Food Service and Kids Food Basket to provide students and families with access to breakfast, lunch, and a sack dinner.

Hope Academy of West Michigan is committed to reopening school for face-to-face instruction when it is determined safe to do so as outlined by MI Safe Schools: Michigan's 2020-2021 Return to School Roadmap. In Phase 4 and 5, HAWM will provide in-person instruction in both a traditional and a hybrid model: Grades K-5 will return to school for face-to-face instruction on a full-day schedule Monday, Tuesday, Wednesday, Thursday and Friday with all safety protocols in place as long as enrollment numbers permit. Class sizes will not exceed 12-14 students (depending on classroom size) to permit for 6 feet social distancing. If enrollment numbers increase beyond the ability to safely return all students to the classroom full-time, students in grades K-5 will return on a hybrid model as outlined below in the secondary model. Grades 6-12 will return to

school on a hybrid model to ensure social distancing of six feet in all classrooms. Students will be divided into Session A (7:45 am- 11:45am) and Session B (12:15 am - 4:15 pm) on Monday, Tuesday, Thursday and Friday with all students receiving face-to-face instruction with teachers in all core content areas (ELA, Math, Science and Social Studies). Each secondary student will be enrolled in two online classes using the Edgenuity platform to ensure each student is enrolled in a full-time schedule. On Wednesday, all 6-12 students will work on cross-content project-based activities and Edgenuity courses using an online platform. Students who are significantly behind grade level in grades K-12 and/or EL learners who require additional language support will receive targeted assistance through the use of IXL Learning, which aligns directly to the Reading Street and Math Essentials curriculum which is supported by the school and ensures practice on Michigan Common Core State Standards. Additional intervention programs used during remote learning include Moby Max, Khan Academy, Reading Eggs, Read 180, Math Seeds, Really Great Reading, and Haggerty. In addition, a support class was added to the schedule on Wednesday's from 9:00 am - 2:00 pm for any student who is struggling with their virtual learning courses. Teachers will be available at this time to support students, and any student falling behind in his or her virtual class(es) will be required to attend.

Parent/ Guardian Option: All parents will be provided the option of enrolling their student in full-time remote learning and/or developing an individualized schedule that best meets the learning needs of their student and/or when feasible, is most supportive of the parents work schedule. Parents will sign a learning agreement outlining the support that will be provided by the school as well as what their commitment will be to support their student's learning and communicate regularly with the school. If the agreement and/or mode of instruction are not resulting in student progress, the school will meet with the parents to discuss other learning arrangements, including possibly recommending a hybrid or fully face-to-face instructional model as necessary.

Students will receive course work which is aligned to Michigan Common Core Standards for all K-12 courses in all subject areas (ie, math, ELA, Social Studies, science, visual and performing arts, physical education and health, and World Languages). Hope Academy students will receive instruction aligned to the same district-approved curriculum, including all standards per subject per grade level in the same scope and sequence, whether fully remote, hybrid, or fully face-to-face in the 2020-2021 school year as the students would have received prior to COVID-19.

Monitoring of students' progress toward mastery of the standards:

- Attendance will be taken by:
 - Face-to-face contact logged by teacher at least twice weekly;
AND/OR
 - Two-way communication logged in PowerSchool twice weekly by caseload teacher.
- Student work will be:

- Graded and entered into the Empower or PowerTeacher gradebooks weekly. Parents/guardians are given access to the grades via Powerschool Parent Portal and/or through written progress reports given during conferences and other meetings with parents.
- Training documents for accessing online content and instruction will be provided to families

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.

Academy Statement:

Connectivity and Access:

- Chromebooks, Desktops, and Laptops are available for every student in the district if the parent/guardian does not have a device available for the students to use.
- Hope Academy assures that all students have, or are provided, safe and secure access to the internet in their home or at the facility, whichever is applicable.

Students with disabilities and equitable access:

- A Contingency Plan will be written for students with disabilities in MiPSE to provide support for virtual learning in addition to IEP supports provided for in-person instruction.
- Instruction will include social-emotional learning opportunities for students.
- Hope Academy will remain connected with MDE about policies and guidance about applicable state and federal laws, rules, and regulations.
- Hope Academy has developed (during implementation of the COL Plan) and will continue to implement a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.