

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

Hope Academy (the "Academy")

A regular meeting of the Academy Board of Directors was held on the 21st day of October, 2020, at 5:30 p.m.

The meeting was called to order at 5:30 p.m. by Board President Angela Polk:

Present: Angela Polk, Nanette DePriest, Chedrin Chambers, Kenneth Davis, Kenneth Bland,
Melissa Dunmore

Absent: n/a

The following preamble and resolution were offered by Board Member Kenneth Davis and supported by Board Member Nanette DePriest:

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 is approved, contingent upon Authorizer approval of the ECLP. See Exhibit 1. Actions taken by Academy representatives to prepare and submit the ECLP to the Authorizer are ratified. The Board President or its designee is

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

authorized to make any revisions to the ECLP required by the Authorizer to obtain Authorizer approval of the ECLP.

2. The attached Contract amendment, incorporating the ECLP into the Contract, is approved. See Exhibit 2. The Board President is authorized to sign and submit the Contract amendment to the Authorizer for approval.
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.

Ayes: Angela Polk, Chedrin Chambers, Kenneth Bland, Melissa Dunmore

Nays: _____

Resolution declared adopted.

Print Name: Chedrin Chambers

Secretary, Academy Board



Hope Academy
Emergency Covid-19 Learning Plan
October 2020

Address of School District: 12121 Broadstreet Ave. Detroit, Michigan

48204 District Code Number: 82942

Building Code Number(s): 08637

District Contact Person: Ricky Fountain

District Contact Person Email Address:

rfountain@detroithopeacademy.org **Local Public Health Department:**

Detroit Public Health Department **Local Public Health Department**

Contact Person/Email Address: Denise Z. Fair, MBA, MPH, FACHE,

Chief Public Health Officer, Detroit Health Department,

faird@detroitmi.gov

Name of Intermediate School District: Hope Academy

Name of Authorizing Body: Eastern Michigan University

Date of Adoption by Board of Directors: October 20, 2020

Hope Academy Extended COVID-19 Learning Plan 1

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-confirm how instruction is being delivered, beginning 30 days after approval of its Extended COVID-19 Learning Plan, and every 30 days thereafter. The Academy will make those rates available through the transparency reporting link located on the Academy website each month for the 2020-2021 school year.

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.

An Extended Covid-19 Learning Plan is necessary to increase pupil engagement and achievement for three primary reasons. First, an Extended Covid-19 Learning Plan provides real time updates regarding pupil engagement and achievement based on measurable information, which can include student participation in online learning, student work submission, and student participation in the interim assessment process. Secondly, the Extended Covid-19 Learning Plan addresses the academic and non-academic needs of students and staff; in fact, the plan explicitly addresses resource equity and supports. Thirdly, the Extended Covid-19 Learning Plan emphasizes the role of instructional quality, instructional delivery, and instructional impact during ‘pandemic learning.’

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.

Academic Goals

<u>Grade Level</u>	<u>NWEA Assessment</u>	<u>Fall</u>	<u>M.O.Y</u>	<u>Spring</u>	<u>E.O.Y Educational Goals</u>
<u>K</u>	Reading and Math	B.O.Y Score	+2/+4 RIT Math +2/+4 RIT ELA	+2/+4 RIT Math +2/+4 RIT ELA	+4/+8 RIT Math +4/+8 RIT ELA

<u>1st</u>	Reading and Math	B.O.Y Score	+2/+4 RIT Math +2/+4 RIT ELA	+2/+4 RIT Math +2/+4 RIT ELA	+4/+8 RIT Math +4/+8 RIT ELA
<u>2nd</u>	Reading and Math	B.O.Y Score	+2/+4 RIT Math +2/+4 RIT ELA	+2/+4 RIT Math +2/+4 RIT ELA	+4/+8 RIT Math +4/+8 RIT ELA
<u>3rd</u>	Reading and Math	B.O.Y Score	+1/+3 RIT Math +1/+3 RIT ELA	+1/+3 RIT Math +1/+3 RIT ELA	+2/+6 RIT Math +2/+6 RIT ELA
<u>4th</u>	Reading and Math	B.O.Y Score	+1/+3 RIT Math +1/+3 RIT ELA	+1/+3 RIT Math +1/+3 RIT ELA	+2/+6 RIT Math +2/+6 RIT ELA
<u>5th</u>	Reading and Math	B.O.Y Score	+1/+3 RIT Math +1/+3 RIT ELA	+1/+3 RIT Math +1/+3 RIT ELA	+2/+6 RIT Math +2/+6 RIT ELA
<u>6th</u>	Reading and Math	B.O.Y Score	+1/+2 RIT Math +1/+2 RIT ELA	+1/+2 RIT Math +1/+2 RIT ELA	+2/+4 RIT Math +2/+4 RIT ELA
<u>7th</u>	Reading and Math	B.O.Y Score	+1/+2 RIT Math +1/+2 RIT ELA	+1/+2 RIT Math +1/+2 RIT ELA	+2/+4 RIT Math +2/+4 RIT ELA
<u>8th</u>	Reading and Math	B.O.Y Score	+1/+2 RIT Math +1/+2 RIT ELA	+1/+2 RIT Math +1/+2 RIT ELA	+2/+4 RIT Math +2/+4 RIT ELA

The 2020-2021 academic goals set for Hope Academy outline the B.O.Y (Beginning of Year), M.O.Y (Middle of Year), and E.O.Y (End of Year) expectations for student performance on the NWEA assessment. All students will take the NWEA assessment, which is the approved benchmark assessment for the charter authorizer and is an approved benchmark assessment in the state of Michigan. These goals outline what growth students are expected to make by the

middle of the year and by the end of the year. NWEA is internet-delivered and is a standards-based assessment that uses a computer-adaptive model to target the instructional level of each pupil. The NWEA assessment meets all of the required criteria outlined in the educational goals expectation aforementioned.

These specific numeric targets take into account instructional and learning factors impacted by COVID closure, current learning structures, access to technology, as well as student engagement and school re-acclimation. These targets highlight the expectation on continuous performance growth based on NWEA performance in RIT score, which is used to outline a student's R.O.G (Rate of Growth) in the academic areas assessed (Math and ELA for this metric).

Hope Academy students are currently taking the NWEA assessment remotely as well as in-person, in small number, based on the needs of families. Hope Academy began testing students at the beginning of October. The goal is to complete the assessment process for all students by November 3rd, which is the state mandate. Due to the large number of students taking the assessment remotely across the state for the first time, there have been some glitches within the NWEA system that has impacted student testing across the state.

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.

Instruction is currently being delivered remotely for all students. However, students who receive specialized services have access to face to face support, testing, and accommodations based on their Individualized Education Plans (IEP). Teachers will continue to provide instruction in synchronous and asynchronous formats for the month of October. Teachers will, additionally, provide students access to academic and non-academic support during virtual office hours. Instructional delivery is assessed by the instructional leadership team on a weekly basis and teachers are given feedback regarding instructional quality and impact.

Instruction will expose pupils to the academic standards that apply to each student's grade level or course. Each instructor will follow the academic standards as outlined by the state of Michigan and executed through the curricular materials utilized.

According to the Michigan Department of Education standards, “serve to outline learning expectations for Michigan’s students and are intended to guide local curriculum development. They should be used as a framework by schools for curriculum development with the curriculum itself prescribing instructional resources, methods, progressions, and additional knowledge valued by the local community. Furthermore, these standards provide a platform for state assessments, which are used to measure how well schools are providing opportunities for all students to learn the content outlined by the standards.” Instructors will utilize pacing guides as identified grade level content expectations. However, teachers will make needed adjustments to instructional pacing based on student acquisition of core content knowledge. Additionally, parents will have access to curriculum guides that will help support a deeper understanding of and greater access to curriculum and pacing expectations.

Student progress towards mastery will be reported to parents in multiple ways. First, parents will receive academic progress reports, which will outline student academic performance in real time. Secondly, parents will receive student interim assessment reports from NWEA (once available), which will specifically highlight normative student performance within the targeted core content areas. Thirdly, pupil progress will be progressed-monitored through the utilization of Iready, which provides adaptive diagnostic information regarding student progress towards standards.

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.

Students will continue to be taught virtually during the month of October. Hope Academy has utilized a survey and a call process to accurately identify the technological needs of all students. In July 2020, Hope Academy ordered 300 chromebooks to ensure that the technological needs of students were met; these chromebooks have yet to arrive on campus. During the March Covid-19 school closure, Hope Academy distributed 285 devices, which remain in the possession of Hope Academy students. Currently, based on survey results gathered, 90% of Hope families have access to technology to support learning; conversely, 10% of families have needs in this area. Hope Academy will provide families in need of technological devices core content academic packets for the interim and, subsequently, provide technological devices to families in need immediately (upon their arrival).

In the interim, Hope Academy will leverage now available GEER (Governor’s Emergency Educational Relief) funding to purchase devices to ensure students’ access to virtual instruction. The devices should be available for distribution to students no later than October 16, 2020.

Hope Academy has also requested hotspots to offset internet needs of families as well.

Students with disabilities will engage in remote learning but have access to face to face support based on their IEP. Hope Academy has also ensured that these students have access to technological devices to participate in equitable learning. Students will have access to their Resource teacher on a daily basis for academic and non-academic needs. Resource teachers will participate in some remote classes, to assist students on their caseload with direct instruction and activities/assignments. This will also allow them to provide classroom teachers with guidance on how to accommodate individual student work. Resource teachers will also schedule and meet with students individually based on specific needs and IEP plans. All students with disabilities will have a Contingency Learning Plan to ensure that their accommodations, services and supports are met based on their IEP.

EXTENDED COVID-19 LEARNING PLAN CONTRACT AMENDMENT

BETWEEN

THE BOARD OF REGENTS OF EASTERN MICHIGAN UNIVERSITY
(AUTHORIZING BODY)

AND

HOPE ACADEMY
(PUBLIC SCHOOL ACADEMY)

OCTOBER 1, 2020

EXTENDED COVID-19 LEARNING PLAN (“ECLP”) CONTRACT AMENDMENT

HOPE ACADEMY

In accordance with Article IX of the Terms and Conditions, incorporated as part of the Contract to Charter a Public School Academy and Related Documents, issued by **THE BOARD OF REGENTS OF EASTERN MICHIGAN UNIVERSITY** (“University Board”) and **HOPE ACADEMY** (“Academy”) on July 1, 2020 (“Contract”), the parties agree to amend the Contract as follows:

1. The attached ECLP is incorporated into the Contract. Exhibit 1 [Attached ECLP approved by Authorizer]. The parties agree to suspend the following Contract provisions for the 2020-2021 school year to the extent that such Contract provisions are in conflict with the ECLP:
 - a. Schedule 7b: Educational Goals;
 - b. Schedule 7c: Educational Programs;
 - c. Schedule 7d: Curriculum; and
 - d. Schedule 7e: Method of Pupil Assessment.
2. Any revisions or changes to the ECLP, approved by the Academy Board, shall be added to this Contract amendment upon approval by the Eastern Michigan University Director of Charter Schools. The parties agree that amendments to the ECLP will be identified sequentially as “First Amendment to the ECLP Contract Amendment,” “Second Amendment to the ECLP Contract Amendment,” and so forth.
3. This Contract amendment shall remain in effect until the end of the 2020-2021 school year or termination by the parties, whichever occurs first.
4. In the event that is a perceived conflict between the ECLP and the Academy’s Preparedness Plan, the parties agree to discuss implementation of both the ECLP and the Preparedness Plan to ensure that the Academy can meet all of its obligations under applicable law.

This Contract amendment is hereby approved by the University Board and the Academy through their authorized designees and shall have an effective date of the Academy’s first day of school for the 2020-2021 school year.

By: Dr. Malverne C. Winborne, Ph.D.
Director of Charter Schools
Designee of the University Board

Dated:

By: Angela Polk, Board President
Hope Academy
Designee of the Academy Board

Dated: October 21, 2020