

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

New School High (the "Academy")

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

The meeting was called to order at 6:31 p.m. by Board Member Nic Cooper:

Present: Sam Barresi, Carey Gary, Nic Cooper, Joanne Lamar, Carolyn King, Rick McCoy, Briana Sprague

Absent: None

The following preamble and resolution were offered by Board Member Rick McCoy and supported by Board Member Joanne Lamar:

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.

¹ MDE has approved four providers of benchmark assessments and continues to assess additional providers. See [https://www.michigan.gov/documents/mde/Benchmark assessments 7000777.pdf](https://www.michigan.gov/documents/mde/Benchmark_assessments_7000777.pdf)

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 require additional Board action relative to the ECLP, the Board may take such action to comply with existing law.

Ayes: Sam Barresi, Carey Gary, Nic Cooper, Joanne Lamar, Carolyn King, Rick McCoy, Briana Sprague

Nays: None

Resolution declared adopted.

Name: Carolyn King

Secretary, New School High Board



New School High Extended COVID-19 Learning Plan

Address of School District: 46250 Ann Arbor Rd. Plymouth, MI 48150

District Code Number: 82758

Building Code Number(s): 02540

District Contact Person: Tracy Lynn

District Contact Person Email Address: tlynn@newschoolhigh.org

Local Public Health Department: Mary Roman mroman@waynecounty.com

Local Public Health Department Contact Person Email Address:

Name of Intermediate School District: Wayne RESA

Name of Authorizing Body: Eastern Michigan University

Date of Adoption by Board of Directors: September 30, 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-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.
- 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

Date



Introduction and Overview

COVID-19 has impacted the United States in a multitude of ways all which have been detrimental to students and staff in schools across the country in so many ways. Mental health concerns including anxiety and depression is at an all time high with suicide rates being higher amongst teenagers as well. In addition to mental health, student engagement and academics are a huge concern that need to be addressed by school leaders and school personnel. Our student's academic future is at stake and action needs to be taken.

New School High recognizes that students would likely have experienced summer slide and educational gaps in knowledge due to the learning model that occurred in Spring 2020 which forced students into remote learning March-June. Our students experienced a wide range of issues ranging from death to financial despair to mental health concerns during those times, thus we anticipated a wider range of competencies this fall. We expect that students will not only need additional support to catch up on what was missed, but also will need more support to “get back in the swing of things” since their learning environment has been disrupted since March 2020. Additionally, teachers will need support and opportunities to touch base with students, plan curriculum based on pre-assessments, and develop meaningful lessons for their students.

While New School High plans to begin the year with students having the choice to do 100% distance learning or 100% in person learning, we realize that engagement and achievement for all students is our top priority. Our plan will ensure equity for all students while providing a meaningful curriculum to students as well.



Educational Goals

Quality Evidence-Based Assessment Practices

New School High believes that standardized state assessments provide teachers with a snapshot of information regarding students current academic performance. Data provided by these assessments year to year also provides NSH data on progression of academic competency, trends in overall school-wide academic performance, and effectiveness of academic programming. While state testing can provide valuable information NSH does not utilize that data to make internal decisions regarding curriculum, instruction, and overall academic performance. Rather than only use the PSAT/SAT data that we will acquire in November to drive academic programming, New School High will continue to use daily and course specific assessments (formative and summative). This practice will allow teachers to consistently monitor student growth/progress and change instruction as needed. We believe that students should be offered the opportunity to re-demonstrate their mastery of the priority standards consistently throughout the semester for each class through formative and summative assessments rather than have a standardized test drive curriculum planning.

Educational Goals:

The PSAT will be administered to students this year in the Fall and Spring. Students in grade 9-11 will take the Fall PSAT while students in grades 9-10 will take the Spring PSAT. Additionally, due to COVID-19, grade 12 students will take the SAT with writing this Fall as well. This will be offered to make up for the students not having the opportunity to take this in the Spring 19-20 school year. While these assessments will provide information towards our goals, the student data system which holds student grades will provide consistent and real-time feedback on growth. Progress reports will be sent via USPS to parents in October 2020 and April 2021, while report cards will be issued January 2020 and June 2021. Because quite a bit of NSH's academic data stems from teacher feedback on a day to day basis, teachers will receive consistent professional development throughout the school year as it aligns to the goals in the charter.

Goal #1: Year over year the percentage of students meeting/exceeding college/career readiness targets will increase. Students in grade 9 or 10 will demonstrate growth towards meeting/exceeding college/ career readiness targets.

- NSH Staff will use a variety of data and processes including formative assessments, summative assessments, and other best practices to support adjustment to instruction to support meaningful student progress towards learning targets as indicated by Collegeboard assessments.
- Results from college/career readiness benchmark assessments, school wide summative assessments, and formative assessment will be continuously discussed and analyzed by staff in weekly staff meetings and regular professional development.



Goal #2: Students in grade 11 enrolled at the Academy for three or more years will on average meet/exceed college and career readiness targets. Students will outperform an identified academic peer group.

- NSH Staff will use a variety of data and processes including formative assessments, summative assessments, and other best practices to support adjustment to instruction to support meaningful student progress towards learning targets as indicated by Collegeboard assessments.
- Results from college/career readiness benchmark assessments, school wide summative assessments, and formative assessment will be continuously discussed and analyzed by staff in weekly staff meetings and regular progressional development.



Instructional Delivery & Exposure to Core Content

New School High will offer its students two choices during Phase 4 and 5: 100% in person learning or 100% distance learning (synchronous learning). Students will be able to re-elect/change their election when Region 1 enters into Phase 5. This was made clear to the parents at the Preparedness Plan meeting that occurred in August 2020, in person and virtually via Zoom. Students were also made aware of this during this first day of orientation at New School High when the School Leader provided this information verbally via Zoom and in person to all students. More information pertaining to New School High's plan to provide instruction to pupil's can be found in the [New School High Preparedness Plan](#).

New School High staff will continue to expose it's pupils to grade level appropriate course work and standards for both in person and distance learners. All teachers have submitted curriculum overviews for the School Leaders review which align to the Michigan standards for each subject. Thus, all lessons and assessments regardless of how they are presented to students are aligned to the standards. Teachers will continue to update and revise their curriculum overviews as pre-assessments and assessments unveil the need for addressing standards that need to be re-taught in different and potentially more engaging ways. Continual professional development for teachers will be provided during the school year to support teachers in finding engaging ways to teach the aforementioned standards to both online and in person students.

Above all, teachers will focus on the following things to ensure that the whole student has been addressed:

- Maslow's hierarchy of needs
- Connectivity to appropriate technology to participate in student learning
- Parental and student communication to create a positive culture and climate
- Develop collaborative learning opportunities to foster relationships for students
- Provide consistent feedback to students

All of the assessments utilized at New School High are based on the Michigan state standards. Students are regularly assessed at the school level in a variety of ways to determine progress towards mastery. New School High uses standards based grading which focuses on a students mastery of a standard rather than basing a students grade on points earned. Because NSH operates using standards based grading teachers are consistently allowing students to demonstrate mastery of standards throughout the entire semester. Students receiving meaningful feedback and having a growth mindset is the recipe for success that New School High uses. This has proved to support both in person and distance learners during COVID19. The grades that teachers include in the Infinite Campus grading system is what drives their instruction and planning. Teachers will continue to create summative assessments that allow both in person and distance learning students to show mastery of the standards being assessed. Because NSH uses Universal Design for Learning coupled with standards based grading most of the assessments students complete will be project based learning assessments. NSH was founded on this best practice; all students should be able to show their mastery of a standard in a way that allows them to shine and achieve success.



On a state level, New School High will offer students the opportunity to take the PSAT/SAT in October 2020. 88% of students have opted into taking this assessment in October 2020. This data will be used to inform instruction, curriculum guides, and supporting students in the classroom.

Parents and guardians have 100% access at any point in time to view their students' grades. New School High uses Infinite Campus which allows parents/guardians to access their students' schedule, grades, etc at any time. The login information was sent to parents the first week of school (9/8/2020). The School Leader is holding a Parent Advisory meeting on Thursday September 17, 2020 to address any additional concerns regarding student management systems as well. Parent/Teacher conferences will occur the week of October 20, 2020 virtually so that parents can be made aware of their students' academic progress. Additionally, parents who do not attend those conferences will receive a progress report via USPS the following week. All this is in addition to the expectation that teachers will communicate on a weekly basis with students and parents regarding academic progress which is documented in a two way communication log and submitted to the School Leader monthly.



Equitable Access

Technology

New School High will ensure that all students are provided with the technology needed to have access to their coursework. This could include a Chromebook, charger, or hotspot. New School High will continue to adhere to the policies as described in the Preparedness Plan document that was submitted to the state previously. See a copy of the [New School High Preparedness Plan](#) which provides details pertaining to the technology and connectivity topic.

Students with Special Needs:

Once school begins our special education teacher will review all students IEP's, 504's, and other necessary documents to ensure that any changes that need to be made are done and in accordance with the most update legislation and guidance per the state of Michigan. These documents will address any data driven accommodations or services that are needed due to unknown changes in students' needs. NSH will continue to provide all services as indicated in the student's IEPs including, but not limited to, social work services, speech and language, and occupational therapy. Further information pertaining to students with special needs can be found in the [New School High Preparedness Plan](#) submitted to the state of Michigan and in the above mentioned document.

EXTENDED COVID-19 LEARNING PLAN CONTRACT AMENDMENT

BETWEEN

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

AND

NEW SCHOOL HIGH
(PUBLIC SCHOOL ACADEMY)

OCTOBER 1, 2020

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

NEW SCHOOL HIGH

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 **NEW SCHOOL HIGH** (“Academy”) on July 1, 2019 (“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.

Dated: October 1, 2020

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

Dated: October 1, 2020

By: Dr. Nic Cooper, Board President
New School High
Designee of the Academy Board