

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

James and Grace Lee Boggs School (the "Academy")

A [regular/ special] meeting of the Academy Board of Directors was held on the _9th_ day of September, 2020, at _6:30 p.m.

The meeting was called to order at __6:35 p.m. by Board Member __Lumas Helaire__:

Present: Lumas Helaire, Soh Suzuki, Thomas Nikundiwe, Katie Robertson, Courtney Randolph, Lurdes Arambula

Absent: _____

The following preamble and resolution were offered by Board Member Thomas Nikundiwe and supported by Board Member Soh Suzuki :

Motion make a resolution to empower Lumas Helaire to sign off on the charter amendment for the return to learn on behalf of the Board.

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 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](https://www.michigan.gov/documents/mde/Benchmark_assessments_700077_7.pdf)

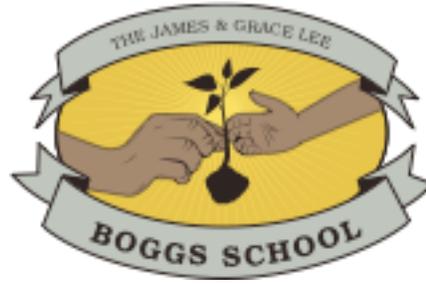
1. The attached ECLP is approved, contingent upon Authorizer approval of the ECLP. See Exhibit 1. Actions taken by Academy representatives to prepare and submit the ECLP to the Authorizer are ratified. The Board President or its designee is authorized to make any revisions to the ECLP required by the 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: _____6_____

Nays: _____0_____

Resolution declared adopted.

Print Name: Katrin O. Robertson
Secretary, Academy Board



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The James and Grace Lee Boggs School Extended COVID-19 Learning Plan

Address of School District: 7600 Goethe, Detroit, MI 48214

District Code Number: 82706

Building Code Number(s): 02073

District Contact Person: Amanda Rosman, Executive Director

District Contact Person Email Address: amanda@boggschool.org

Local Public Health Department: Detroit Health Department

Local Public Health Department Contact Person Email Address: dhealth@detroitmi.gov

Name of Intermediate School District: Wayne RESA

Name of Authorizing Body: Eastern Michigan University

Date of Adoption by Board of Directors:



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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



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- 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

9/19/20

Date



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Introduction and Overview

This Extended COVID-19 Learning Plan is necessary to increase pupil engagement and achievement for the 2020-2021 school year. We will begin the year with a fully virtual program to maintain the health and safety of our school community. In addition to our commitment to physical safety, we offer this plan to specify the ways in which we will support the technical, academic, and emotional needs of our students in the midst of a global pandemic.



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Educational Goals

The educational goals for the 2020-2021 school year are:

- The majority of the student body (51% or more) will self-report feeling satisfied with their learning for the year by the end of school year.
- The majority of the student body (51% or more) will self-report feeling connected to at least one staff member at the Boggs School by the end of the first semester.
- Students in K-2 will meet their growth goal of one year or more in 4 literacy measures and 1 math measure:
 1. Fountas and Pinnell Base Assessment System
 2. Sight Words
 3. Letters & Sounds
 4. PAST (Phonological Awareness Screening Test)AVMR (Add+Vantage Math Recovery)
- Students in grades 3-8 will meet their growth goal of one year or more using 2 literacy measures and 2 measures for mathematics:
 1. Fountas and Pinnell BAS and NWEA MAP growth (literacy)
 2. AVMR and MAP growth (mathematics)
- Arts Programming will remain robust with multiple virtual options for all grade level bands that include yoga, PE, health, visual arts, and poetry,
- Student leadership groups will allow students voice in school systems that affect their experience. There will be staff checkpoints to learn from students about their school experience this year.



Instructional Delivery & Exposure to Core Content

Based on input from a Reopening Task Force made up of multiple school stakeholders, we will be emphasizing a healing-centered curriculum based on Michigan Common Core State Standards and aligned with our regular Place-Based curriculum units. This plan will integrate synchronous and asynchronous learning and best practices that promote student engagement, consistency, and differentiation. MDE and multiple other resources have been consulted for high-quality digital resources and platforms.

A Curriculum and Instruction Committee has been assembled to continuously monitor teaching and learning, incorporating feedback from staff and families to improve its effectiveness.

Time has been allotted in the school calendar and schedule for ongoing staff collaboration, coaching, and learning opportunities.

The District will share the Remote Plan with all involved stakeholders of the District, in their home language.

Teachers will monitor student attendance daily and the district will incorporate relationship mapping to connect every family with someone in the community to maintain connection, including managing attendance needs.

Teachers will access student work based on district created and curriculum-based rubrics and provide feedback to students and families via narrative reports, grades, and parent-teacher conferences.

Monitoring student work will include student self-assessment and reflection.

Equitable Access



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I. Technology Access

A. At-Home Use of Technology

The District has surveyed families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning and the status of home internet connectivity.

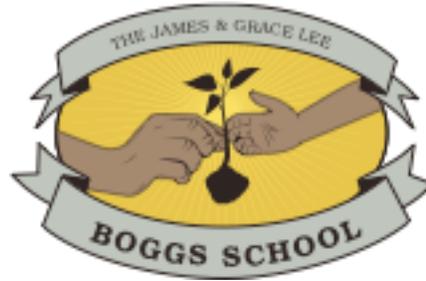
B. Teaching Families to Use Technology

1. The Technology Committee will prepare a manual for each family appropriate to grade level, available online and in hard copy, on how to access our all in one learning management system, Schoology, and other electronic school resources.
2. Classroom Teachers will meet with each family, individually and/or in small groups, to review use of technology.

II. MTSS

- A. The MTSS Coordinator will facilitate a collaborative staff of General Education Teachers, General Aides, and Literacy Aides, along with our Mental Health Counselor and Literacy Coach to review Tier 2 and Tier 3 needs and design accommodations and match services for students in need of support in the areas of academics and social-emotional behavior.
- B. The Intervention Team will remain connected to MDE policies and guidance about appropriate curriculum and instruction for students in need of additional support and conduct checkpoints with school leaders to monitor student progress.
- C. General Aides will be relied upon heavily to work in collaboration with the MTSS Intervention Team to support online learning for students in Tier 2 and 3 in the area of academics and social-emotional behavior. This work could look like supporting Teachers in whole-classroom, synchronous online instruction, asynchronous online small groups, family IT support, monitoring attendance and student work, and maintaining connection with families.
- D. Literacy Aides will work closely with the MTSS Intervention Team to provide small group instruction for students needing extra support in reading and also will be another point of contact for connection with families.

III. Special Education



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- A. The Special Education Coordinator will facilitate a collaborative staff of General Education Teachers, General Aides, Independence Paraprofessionals, and service providers to review student IEPs and 504 Plans to design accommodations and ensure continuation of special services. This collaborative team will ensure that there are delivery methods for instruction and assessments as outlined in IEPs and 504 Plans. This team will especially consider the needs of students around online accessibility and necessary assistive technologies.
- B. The Special Education team will remain connected to MDE policies and guidance about appropriate special education programming and conduct checkpoints with school leaders to monitor student progress.
- C. Independence Paraprofessionals will be relied upon heavily to work in collaboration with the special education team to provide online support for students with disabilities, especially with those Students who will need pre-teaching, re-teaching, and help with attending to online instruction.

EXTENDED COVID-19 LEARNING PLAN CONTRACT AMENDMENT

BETWEEN

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

AND

JAMES AND GRACE LEE BOGGS SCHOOL
(PUBLIC SCHOOL ACADEMY)

OCTOBER 1, 2020

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

JAMES AND GRACE LEE BOGGS SCHOOL

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 the **JAMES AND GRACE LEE BOGGS SCHOOL** (“Academy”) on July 1, 2018 (“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: Lumas J. Helaire, Ph.D. Board President
James and Grace Lee Boggs school
Designee of the Academy Board