



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**



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

Voyageur Academy

Extended COVID-19 Learning Plan

Address of School District: 4366 Military St. Detroit, MI 48210

District Code Number: 82940

Building Code Number(s): 08631, 09154

District Contact Person: Vergil Smith

District Contact Person Email Address: vergil@therominegroup.com

Local Public Health Department: Wayne County Health Department

Local Public Health Department Contact Person Email Address:
sdinero@waynecounty.com

Name of Intermediate School District: Wayne RESA

Name of Authorizing Body: Ferris State University

Date of Adoption by Board of Directors: September 15, 2020

Choose an item.

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.

Curtis Wade

President of the Board of Directors

September 15, 2020

Date

Choose an item.

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:

The COVID-19 global pandemic is impacting our school community in a number of ways: we are experiencing a traumatic event, many students may have significant gaps in their learning, and equity issues are more pronounced.

As we return to school in the fall, our first priority will be to ensure the well-being of all members of our school community. Because of the wide range of experiences students had during the remote learning portion of the 19-20 school year, we anticipate that students will come to school in the fall of 2020 with a wider than usual range of competencies. We expect that many students will be behind and will need opportunities to catch up.

As Voyager Academy plans to begin the school year in a remote learning environment, we will need to ensure that there are structures in place to ensure student engagement and achievement for all. This plan will focus on teaching and learning, with an emphasis on equity for all learners and the well-being of students and staff.

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:

Voyageur Academy believes that benchmark assessment evidence can be used to monitor and evaluate patterns and trends in school/district academic performance and to identify effective instructional programs. We believe it can provide guidance for standardizing or adjusting curriculum and instruction across grade levels, schools, and districts.

We also believe the use of formative assessment, which is supported by an extensive body of research, provides in-time data for both our teachers and students to accelerate their learning and progress and gives us a more complete picture of what our students know and are able to do.

The NWEA-MAP assessments in reading and mathematics, which are aligned to state standards, will be administered to all K-8 students three times: once in the first nine weeks of the school year, again in the winter testing window, and again prior to the last day of school. Formative assessments, in conjunction with the winter NWEA-MAP results, will provide information to inform our progress toward our goals over the course of the year and to determine whether students are making meaningful progress toward mastery of standards.

Additionally, we will continue to engage stakeholders in the district's balanced assessment system, including publicly sharing aggregate and student subgroup performance reports on NWEA results.

End of Year Goal – For all students K-8, the Fall to Spring growth rate in Reading and Math of each grade and subject area, as measured by NWEA-MAP, will fall at or above the 50th percentile (School Conditional Growth Percentile).

Mid-Year Goal - For all students K-8, the Fall to Winter growth rate in Reading and Math of each grade and subject area, as measured by NWEA-MAP, will fall at or above the 50th percentile (School Conditional Growth Percentile).

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:

To start the school year, all students will attend school via remote, virtual instruction, using both synchronous and asynchronous instruction, depending on the day of the week. Each student will follow the same schedule of courses as they would have if we were face-to-face and on campus. The same scope and sequence that we had planned to use for face-to-face instruction of the standards will be followed while we are utilizing remote instruction. This scope and sequence can be found on the TRG Lesson Planning Toolbox website. Student attendance, active participation, and adequate demonstration of knowledge of the standards, will be required to earn a passing grade.

Voyageur Academy bases its assessment system on the Michigan Standards. We regularly assess students at the district and classroom level to determine if they are making progress toward meeting those standards. We place a heavy emphasis on formative assessment. This is critical in the instructional process so that students receive timely feedback that helps them know what they need to do to improve. It also gives the teacher important information to know how to adjust the teaching and learning process to meet each student's needs.

We also have a system for delivering summative assessments at the district and classroom levels. These are given at the end of a period of learning as an evaluation of what has been learned and are part of our district grading process. For example, our teachers deliver summative assessments at the end of each unit of study in our curriculum. These assessments are based on a coherent set of standards in the subject area that focus on a related group of skills and disciplinary knowledge.

We make available to our parents and legal guardians a web-based system that allows them to see their children's grades at any time. Our teachers keep up-to-date information on student grades in this system. We also send progress reports to our parents and guardians during each marking period. This is in addition to the expectation we have for all teachers that they keep parents and guardians abreast of any concerns regarding a student's grade through emails and phone calls. Finally, we send out to parents report cards at the end of each marking period.

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:

Voyageur Academy ensures all students will be provided equitable access to technology devices and internet connection as described in our Continuity of Learning Plan, that was previously submitted to the state. Our system for maintaining student access to technology devices and the internet is described in the Continuity of Learning Plan. In short, all Voyageur Academy students will receive, or have already received, a Google Chromebook and a hot spot (if needed). Trainings on the device and platforms to be used have been provided and will continue to be provided. Tech Support is provided to all students and parents, as well.

When school starts, students' IEPs and 504 plans will be reviewed in coordination with general and special education teachers and/or providers to address any data-driven accommodations and/or services that are needed due to known changes in students' needs.

The district has established structures for general and special education teachers and/or providers to collaborate and communicate regarding student performance and student needs on IEP goals and objectives with special consideration regarding assistive technology and accessibility.

The district ensures a continuation of services for students receiving speech and language, occupational therapy, physical therapy, or social work services within or IEP. The district also ensures a method for the continuation of evaluation for students suspected of having a disability as well as those requiring re-evaluation.