



da Vinci Schools Extended COVID-19 Learning Plan

Address of School District: 2985 Springport Road, Jackson, MI 49201

District Code Number: 38901

Building Code Number(s): 08659 (K-5), 08244 (6-12)

District Contact Person: Sandy Maxson

District Contact Person Email Address: sandy.maxson@davincik12.org

Local Public Health Department: Jackson County Health Department

Local Public Health Department Contact Person Email Address:

jchdschoolregister@mijackson.org

rtravis@mijackson.org

Name of Intermediate School District: Jackson County Intermediate School District

Name of Authorizing Body: Central Michigan University

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



October 01, 2020 [via email]

Ms. Sandy Maxson
The da Vinci Institute

Re: Approval of Extended COVID-19 Learning Plan (“Extended Learning Plan”)

Dear Ms. Maxson:

I am pleased to inform you that the Extended Learning Plan for The da Vinci Institute (“Academy”) has been approved by The Governor John Engler Center for Charter Schools at Central Michigan University. The Center will transmit the Extended Learning Plan to the State as soon as an appropriate mechanism to do so is made available. The Extended Learning Plan is effective as of the date indicated in the document.

To fulfill one of the required assurances, immediately add a copy of the approved Extended Learning Plan to the Academy’s Transparency Page of its website. An approved copy of the Extended Learning Plan is attached and can be found in Epicenter. The approved Extended Learning Plan constitutes a Charter Contract amendment and remains in effect as long as the Extended Learning Plan remains in effect.

Thank you for all your efforts to keep student learning moving forward in these trying times. If you have any further questions or need additional support, please do not hesitate to contact us.

Sincerely,

A handwritten signature in black ink that reads "Corey Northrop". The signature is fluid and cursive, with the first name "Corey" being more prominent than the last name "Northrop".

Corey Northrop
Executive Director

cc: Stephanie Morrell, Board President
Anne Sebesky, Board Corresponding Agent

Attachment:
Approved Extended COVID-19 Learning Plan

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

The da Vinci Institute (the "Academy")

A regular meeting of the Academy Board of Directors was held on the 20th day of September, 2020, at 5:30p.m.

The meeting was called to order at 5:30 p.m. by Board Member Stephanie Morrell.

Present: Eric Beda, Myeshia Jones, Stephanie Morrell, Sabrina Corbin, Amanda Cole

Absent: Mary Schuessler

The following preamble and resolution were offered by Board Member Sabrina Corbin and supported by Board Member Stephanie Morrell:

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 includes 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 authorizing body ("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).

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)

(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 actions taken by Academy representatives to prepare and submit the Academy's ECLP to Authorizer are ratified.
2. The ECLP, as approved by the Authorizer, is approved by the Academy Board as the ECLP and as the ECLP Amendment to the Contract.
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: Stephanie Morrell, Eric Beda, Myeshia Jones, Sabrina Corbin, Amanda Cole

Nays: None

Resolution declared adopted.

Myeshia Jones (via virtual meeting)

Print Name: Myeshia Jones

Secretary, Academy Board



Assurances

- The Academy will administer an approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year.
- Within thirty days after the approval of its Extended COVID-19 Learning Plan, and every 30 days thereafter, the Academy, at a meeting of its board of directors, will reconfirm how instruction is delivered during the 2020-2021 school year and will solicit public comment, at a public meeting, from the parents or legal guardians enrolled in the Academy.
- If delivering pupil instruction virtually, the Academy will expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as the Academy had planned for that exposure to occur for in-person instruction.
- If delivering pupil instruction virtually, the Academy will provide pupils with equitable access to technology and the internet necessary to participate in instruction.
- The Academy will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules, and regulations.
- The Academy, in consultation with a local health department, and district employees, will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that are based on local data that are based on key metrics. A determination concerning the method for delivering pupil instruction shall remain at the Academy Board's discretion. Key metrics that the Academy will consider shall include at least all of the following:
 - COVID-19 Cases or Positive COVID-19 tests
 - Hospitalizations due to COVID-19
 - Number of deaths resulting from COVID-19 over a 14-day period
 - COVID-19 cases for each day for each 1 million individuals
 - The percentage of positive COVID-19 tests over a 4-week period
 - Health capacity strength
 - Testing, tracing, and containment infrastructure with regard to COVID-19



- If the Academy determines that it is safe to provide in-person pupil instruction to pupils, the Academy will prioritize providing in-person pupil instruction to pupils in grades K to 5 who are enrolled in the Academy.
- The Academy will ensure that two (2), 2-way interactions occur between a pupil enrolled in the Academy and the pupil's teacher or at least one (1) of the pupil's teachers during each week of the school year for at least 75% of the pupils enrolled in the Academy. The Academy will publicly announce its weekly interaction rates at each Academy Board meeting where it reconfirms 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.

Stephanie Morrell
Board President

Board Approved: 09/20/2020



Introduction and Overview

When COVID19 closed down schools abruptly in the Spring of 2020, the situation was not ideal. Schools were not prepared for this immediate change from face to face instruction to virtual learning and it took a toll on student learning. The last five months the da Vinci team has worked diligently to make sure we were prepared for all educational possibilities this fall. Through data gathered from our families it was apparent to us that they wanted choices, while some families were comfortable sending their children back face to face others were not, and some families wanted an option in between 100% face to face and 100% online. For the health and safety of our families and students we have four different options for our return to learn plan.

As we have returned to school, our first priority is to ensure the well-being of all members of our school community. 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. Teachers will need opportunities to collaborate with each other as they examine student work and determine what comes next in the learning process for each student. This plan will focus on teaching and learning with an emphasis on equity for all learners and the well being of staff and students.



Educational Goals

da Vinci School will administer NWEA benchmark assessment in both reading and math, which align to our charter contract, for all grades kindergarten through twelfth grades. This benchmark assessment will be given to all students in the fall, winter, and spring, giving us beginning, middle, and end of the year assessment data.

Goals:

- The median growth percentiles reflecting fall-to-winter growth in grades K-12 on reading and math NWEA Growth tests will be at or higher than 50.
- The median growth percentiles reflecting fall-to-spring growth in grades K-12 on reading and math NWEA Growth tests will be at or higher than 50.

Fall Testing

- Will be completed within nine weeks of the start of school.
- Parents or legal guardians will be given assessment results within 30 days of the completion of testing.

Winter Testing

- Parents or legal guardians will be given assessment results within 30 days of the completion of testing.
- A report that shows progress made of the above goal will be placed on our transparency reporting link no later than February 1, 2021, on da Vinci School's website for data on grades kindergarten - eighth.

Spring Testing

- Parents or legal guardians will be given assessment results within 30 days of the completion of testing.
- A report that shows progress made of the above goal will be placed on our transparency reporting link no later than June 10th on da Vinci School's website for data on grades kindergarten - eighth.
- The aggregate school-level data for grades kindergarten - eighth will be compiled and sent to the Center for Educational Performance and Information (CEPI) no later than June 30, 2021.

Instructional Delivery & Exposure to Core Content

Families have the following schooling options to choose from:

- Face to face full time - students would attend school face to face Mondays, Tuesdays, Thursdays, and Fridays and do one virtual day on Wednesdays.
- Hybrid - students would attend school two days a week (either Monday and Tuesday or Thursday and Friday) and would do three virtual days.



- Remote - students would do all online learning at home with da Vinci teachers posting and teaching lessons via google classroom.
- Virtual - students in grades 6 - 12 could choose to do all virtual learning from home through our Odysseyware program.

For the health and safety of our staff and students da Vinci Schools may need to change our options to be 100% virtual even if we are not in phase 3 should the data in our local community determine it is not safe to attend face to face.

Our students who are attending school 100% online with our remote option will have both synchronous and asynchronous learning. Synchronous learning will take place on Wednesdays when teachers can specifically meet with those students as our face to face students will not be in the building on Wednesdays.

da Vinci Schools ensures that every student has access to standards-aligned, grade-level instruction with strategies to accelerate instruction. Students will be assessed using NWEA MAP, diagnostic screeners, and formative assessments to determine readiness, and will be provided with scaffolds and support, such as remedial coursework, access to additional time with instructors, manipulatives, and other learning tools, etc. All students no matter the mode of learning they chose will be exposed to the same academic standards and scope and sequence of materials.

All grades will be recorded in Powerschool, and parents will receive progress reports in between the reporting times. Parents also have access to Powerschool, where they can see the progress of grades and assignments at any given time.

Required weekly two-way interaction/communication with teachers and students will increase engagement within the classroom. da Vinci will follow the State regulations for pupil accounting. During a calendar month using the State's week formula with a start date of Wednesday and the end date being Tuesday, teachers will use the following requirements for student communication:

- One 2-way communication with at least 75% of all students per month from the months of September through June
- Two 2-way communications with at least 75% of all students per week from the months of September through June



These communications will be initiated by one of the student's teachers. The communication will be relevant to course progress or course content for at least one of the courses in which the student is enrolled.

One two way communication will have information given from both the teacher and the student minimally twice or until the information is clear. For example:

- ❖ Teacher initiates
 - Student responds
 - Teacher responds

This would be considered one two-way communication as long as it follows the content guidelines.

Communications may occur through but are not limited to, electronic mail, telephone, instant messaging, virtual meetings, or face-to-face conversations. All communication will be logged for accountability purposes.

Equitable Access

da Vinci Schools has deployed technology to all students who do not have access to their own technology. Chromebooks were purchased and given to students in order to have equitable access to technology. Those families without internet access have been given information on community hot spots where local businesses will allow students to use their wifi to download their school assignments. Once downloaded, school assignments can be worked on without wifi access. Students can download material when at school, or can come to the school to download as needed.

The district has designated our current Director of Virtual Education, as the point of contact involved with technology, and the family technology liaison to support communication regarding the use of technology.

A technology plan exists that includes guidance, training, and support for educators to adapt remote learning for the classroom. da Vinci Schools works with the Jackson County Intermediate School District's (JCISD) technology department for device and/or general technical support. The district has also created user-friendly resources to help students and families adapt to learning from home, and for example, using Google Classroom.

The district will review students' IEPs and 504 plans in coordination with general and special education teachers and the JCISD Special Education team to design accommodations and match



services based on student need and will commence online intervention and support, including weekly virtual resource room hours for all programs and learning environments, especially special education, birth to five services, and career and technical education. da Vinci Schools will also provide opportunities for general and special education teachers to collaborate on instructional delivery methods for assessments and instruction as outlined in IEPs. Teachers will utilize a virtual accommodation tracker to monitor students' needs around accessibility and provide assistive technologies, where possible, with guidance from Jackson County Intermediate School District (JCISD).

da Vinci Schools will continue to work with the JCISD Special Education team to determine the continuation of services for students in need of OT, PT, and/or Speech and Language services. These services will all be done virtually. Evaluations by school psychologists and social workers will be coordinated with the JCISD Special Education team.

The district will remain connected with MDE about policies and guidance in this area.