



Walden Green Montessori Extended COVID-19 Learning Plan

Address of School District: 17339 Roosevelt Rd. Spring Lake, MI 49456

District Code Number: 70901

District Contact Person: Mark Roessing

District Contact Person Email Address: markroessing@waldengreen.org

Local Public Health Department: Ottawa County Health Department

Local Public Health Department Contact Person: Dr. Heidel (616-396-5266)

Name of Intermediate School District: Ottawa Area ISD

Name of Authorizing Body: Central Michigan University

Date of Adoption by Board of Directors: 09/21/2020



October 01, 2020 [via email]

Mr. Mark Roessing
Walden Green Montessori

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

Dear Mr. Roessing:

I am pleased to inform you that the Extended Learning Plan for Walden Green Montessori (“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 written in a cursive, flowing style.

Corey Northrop
Executive Director

cc: Rebecca Andree, Board President
Vickie Buckner, 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

Walden Green Montessori (the "Academy")

A regular meeting of the Academy Board of Directors was held on the 21 day of September, 2020, at 6:00 PM.

The meeting was called to order at 6:00 PM by Board Member, Rebecca Andree:

Present: Rebecca Andree, Ken Johnston and Todd Lucas

Absent: Pamela Parriott and Sierra Swartz

The following preamble and resolution were offered by Board Member Todd Lucas and supported by Board Member Ken Johnston:

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: 3

Nays: 0

Resolution declared adopted.

Rebecca Andree

Print Name: Rebecca Andree

Board President



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.

Rebecca Andree
President of the Board of Directors

Board approved: 09/21/2020



Introduction and Overview

In response to the global pandemic, an Extended COVID-19 Learning Plan is necessary in order to:

- *Cultivate the kinds of relationships that hold students emotionally through the kind of massive turmoil they've been through and mitigate the effects of trauma.*
- *Respond to the increased variability of student knowledge and skills in more personalized ways, so that students who fell behind catch up fast and students who raced ahead can keep learning.*
- *Ensure that continuity of learning does not always depend on them being physically present since we may close again at any point, and some students may not be able to come in due to vulnerability to illness.*
- *Partner more deeply and effectively with parents/guardians so they can stay plugged in to their children's learning and play meaningful roles.*
- *Rethink various parts of our model due to budget restrictions so students can be as well-served as possible.*

Furthermore, an Extended COVID-19 Learning Plan is necessary to accomplish three core “jobs” over the coming months: *responding, recovering, reinventing.*

Responding: This work is about dealing with the immediate emergency, including basic needs, emotional support, and continuity of learning. From day one, we have been heroically working to ensure students' needs are met, executing distance learning, offering trauma support, and communicating with families. By necessity, we have been innovating on so many fronts and seeing great success from design and implementation choices made in the months and years before this crisis.

Recovering: In the midst of a crisis, it can be hard to even think about recovery. However, this vital work is about healing, recouping learning, restoring community, reflecting on what happened, getting ready for what's ahead, and ultimately making a key choice: how much energy will we devote to resuming school as it was vs. rethinking what it could be?

Reinventing: We will continue to devote energy towards rethinking and reimagining schooling in the 21st century during a global pandemic. Walden Green Montessori is on a journey of systematically cultivating better practices, structures, and capabilities towards visions of extraordinary and equitable learning.



Educational Goals

Quality Evidence-Based Assessment Practices

Walden Green Montessori 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.

However, we will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Rather, Walden Green Montessori will continue the use of the formative assessment process as a powerful practice embedded in the teaching and learning process to continuously observe where our students are in order to modify instruction.

We believe the use of the formative assessment process, 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.

Educational Goals

The NWEA MAP Growth assessments in reading and mathematics will be administered to all students three times: once in the first nine weeks of the school year, once in the winter, and again prior to the last day of school. Formative assessments will provide information to inform our progress toward our goals over the course of the year.

As a means of continuous improvement in teaching and learning, we'll remain committed to the use of the formative assessment process.

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

Goal 1 - The median growth percentiles reflecting fall-to-winter and fall-to-spring scaled score growth in grades K to 8 in reading NWEA MAP Growth tests will be at or higher than 50.

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Reading/ELA academic standards.
- Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff.



Goal 2 - The median growth percentiles reflecting fall-to-winter and fall-to-spring scaled score growth in grades K to 8 in math NWEA MAP Growth tests will be at or higher than 50.

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Math academic standards.
- Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

Instructional Delivery & Exposure to Core Content

For Walden Green Montessori's full instructional plan, [Click Here](#)

PHASE 1-3 (WGM Remote Learning)

Integrate synchronous (live) and asynchronous (self-guided) learning along with best practices that promote student engagement, consistency, and differentiation:

- Interactive Classroom Websites/Platforms
- Daily Small Group Guided Instruction via Zoom Conferencing (core content areas)
- Whole Class Lessons/Discussions via Zoom Conferencing (core content areas)
- Weekly "Office Hours" for individual assistance
- Structured Daily Schedules/Routines
- Week-At-A-Glance Documents/Webpages for Assignments/Work Goals
- Send Physical Work/Projects Home via Pick-Up Bin Method
- Mental & Social-Emotional Health support and guidance
- Technology support and guidance

PHASE 4 (WGM In-Person Learning plus Distance Learning Option)

Instruction in core academic areas will be delivered in the same scope and sequence for both in-person and remote learners. Lead teachers will video-conference all core lessons at scheduled times each day so that remote learners participate with live instruction from home. Thus, whether in-person or remote, Walden Green students will be working on the same curriculum content each week for Math, ELA, Science, and Social Studies.

In-Person Learning:

- At WGM (Monday-Friday, 8:25 AM-3:30 PM)
- Flexible scheduling arrangements to ensure students remain with their classes throughout the school day and do not come into close contact with students from another class
- In-class core content instruction combined with alternate learning spaces each day to allow for smaller classroom sizes and accommodate spacing guidelines



- Math and ELA instruction (Monday to Thursday)
- Science and Social Studies instruction (Fridays)
- Integration of “Outdoor Education” activities in Walden Green’s forest and meadow (at least two mornings or afternoons per week)

Distance Learning Option:

- At-home (Monday to Friday)
- Live (synchronous) learning for morning and afternoon work cycles with some asynchronous (self-guided) learning for Math, ELA, Science, and Social Studies
- Interactive Classroom Websites/Platforms
- Daily Small Group Guided Instruction via Zoom Video Conferencing
- Daily Whole Class Lessons/Discussions via Zoom Video Conferencing
- Structured Daily Schedules/Routines
- Week-At-A-Glance Documents/Webpages for Assignments/Work Goals
- Send Physical Work/Projects Home (weekly)

PHASE 5 (WGM In-Person Learning plus Distance Learning Option)

Similar to Phase 4 except most of the *requirements* become *recommendations*, thus providing Walden Green additional flexibility with adapting and implementing our plans.

Progress Monitoring, Student Engagement, and Work Completion

In-Person Learning Option:

- Teachers will monitor student progress on a weekly basis
- Student engagement with online instructional tools will be monitored weekly
- Student work completion will be documented each week (Math, ELA, Science, SS)
- Student “work plans” will be sent home every two weeks
- Progress reports for K-5 students will be sent home 3 times (fall, winter, spring)
- Percentage grades for 7th/8th grade students will be available throughout each trimester
- NWEA MAP Growth Assessment Data will be sent home 3 times (fall, winter, spring)
- Math/ELA Formative Assessment Data will be sent home 3 times (fall, winter, spring)

Distance Learning Option:

- Teachers will monitor student progress on a weekly basis
- Student engagement with online instructional tools will be monitored weekly
- Student work completion will be documented each week (Math, ELA, Science, SS)
- Students will submit completed “work plans” every week
- Progress reports for K-5 students will be sent home 3 times (fall, winter, spring)
- Percentage grades for 7th/8th grade students will be available throughout each trimester
- NWEA MAP Growth Assessment Data will be sent home 3 times (fall, winter, spring)
- Math/ELA Formative Assessment Data will be sent home 3 times (fall, winter, spring)



Equitable Access

Technology

Walden Green Montessori ensures all students will be provided equitable access to technology and the internet as described in our Continuity of Learning Plan that was previously approved by our authorizing body and submitted to the state. The Walden Green system for maintaining student access to technology devices and the internet is described in the Continuity of Learning Plan, and again in the [COVID-19 Preparedness and Response Plan](#).

Students with identified special needs

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.

Walden Green Montessori 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.

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