



FlexTech High School Extended COVID-19 Learning Plan

Address of School District: 7707 Conference Center Dr. Brighton MI 48114

District Code Number: 47903

Building Code Number(s): 00760

District Contact Person: Nick Wasmer

District Contact Person Email Address: nwasmer@ftb.flextechschools.org

Local Public Health Department: Livingston County, Lindsay Gestro

Local Public Health Department Contact Person Email Address: lgestro@livgov.com

Name of Intermediate School District: Livingston Educational Service Agency

Name of Authorizing Body: Central Michigan University

Date of Adoption by Board of Directors: 09/08/2020



October 01, 2020 [via email]

Mr. Nick Wasmer
FlexTech High School

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

Dear Mr. Wasmer:

I am pleased to inform you that the Extended Learning Plan for FlexTech High School ("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" and last name "Northrop" clearly legible.

Corey Northrop
Executive Director

cc: Blythe Patterson, Board President
Andrea Pecuch, 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

FlexTech High School (the "Academy")

A regular meeting of the Academy Board of Directors was held on the 8th day of September, 2020, at 5:00 p.m.

The meeting was called to order at 5:03 p.m. by Board Member Blythe Patterson:

Present: Blythe Patterson, Andrew Kraft, Jennifer Ling, Katrina Summersett, Susan Dunn

Absent: None

The following preamble and resolution were offered by Board Member Andrew Kraft and supported by Board Member Susan Dunn:

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

(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.

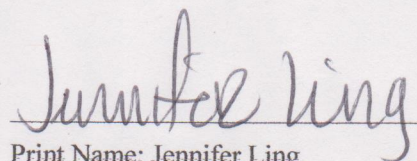
THE ACADEMY BOARD THEREFORE RESOLVES THAT:

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: 5

Nays: 0

Resolution declared adopted.



Print Name: Jennifer Ling

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 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.

Blythe Patterson

President, Board of Directors

09/08/2020

Date: Board Approved



Introduction and Overview

Covid-19 has created unique challenges for educational institutions to respond to in order to ensure that students are reaching academic goals, covering required course content, and engaging fully with the curriculum. This plan details the Academies educational goals, plans for instructional delivery and exposure to core content and assurances of equitable access for all students.

FlexTech High School Brighton has strived to engage all stakeholders throughout our continuity of learning plan and in the formation of our reopening plan. We are committed to ensuring that all students and families are supported socially, emotionally, and academically. We will continue to survey our families and connect with them on an individual level through our advisory program. It is through ongoing conversations that we have developed a flexible plan that we believe will adequately address the needs of our school community, increasing pupil engagement and achievement while keeping all staff, students, and families safe.

Educational Goals

The Academy will use the College Board PSAT and SAT tests as their beginning and end of year benchmark assessments. The Academy will also monitor progress monthly by tracking student proficiency of academic core competencies.

The Academy has consistently implemented the PSAT and SAT to students in grades 9-11 in the fall and spring of previous school years. The Academy has also used a competency based grading system aligned with Michigan State Standards since its inception.

All students will be tested with the PSAT 8/9, PSAT 10 (NSMQT), and/or SAT once in the fall (By October 28th) and once in the spring (By April 30th). We will use the Education Value-Added Assessment System (EVAAS) to monitor student growth.

Our goal is that 75% of the aggregate and all subgroups of students will reach their projected growth target on PSAT 8/9, PSAT 10, or SAT as measured by EVAAS growth reports by the end of the school year. The Academy will administer the benchmark assessment to all pupils to determine whether pupils are making meaningful progress toward their identified growth targets. This goal is aligned with our Charter Authorizer Contract Goals as stated below:

Over Time: The percentage of students meeting or surpassing grade-level college readiness benchmarks on the PSAT (grades 9 and 10) and SAT (grade 11) over time (CY-AVG(PY1+PY2+PY3)) which will reach a trend score (which will be in the form of $-x$ to $+x$):
Exceeds $\geq 6.0\%$ Meets $\geq 3.0\%$ Approaching $\geq 1.0\%$ Does not meet $< 1.0\%$

For ongoing monitoring including a mid-year benchmark we will set a goal that 75% of the aggregate and all subgroups of students will demonstrate proficiency in core class competencies covered as evidenced by monthly reports generated through our School Information System (SIS).



Instructional Delivery & Exposure to Core Content

Instructional Mode:

NOTE: This model was adapted to provide more daily structure and routine based on parent and student feedback.

The Academy will use Google Classroom for remote learning. All students have been or will be provided with a school issued Chromebook. If students do not have internet access, FlexTech High School will provide students with WiFi hotspots within 1 week of notification. FlexTech will continue to survey families through email and phone calls to identify technology needs. FlexTech will provide wi-fi access from their parking lot while people remain in their vehicles. Other arrangements, such as paper based assignments, may be available on a case by case basis.

Instructional Delivery:

Students will alternate days with optional in person attendance and remote learning attendance on a standard bell schedule (8am-3pm)

- 9th and 11th graders will have the option to meet in person in classroom or attend remotely via Google Hangouts or Zoom Monday and Wednesday
 - Tuesday and Thursday will be Remote Learning Days in which students will be expected to participate by the following means to be marked present:
 - Check virtually via zoom or Google Hangouts to be marked Virtually Present
 - Email questions or submit the assignment by the end of the day
- 10th and 12th graders will have the option to meet in person in classroom or attend remotely via Google Hangouts or Zoom Tuesday and Thursday
 - Monday and Wednesday will be Remote Learning Days in which students will be expected to participate in the following ways:
 - Check virtually via zoom or Google Hangouts to be marked Virtually Present
 - Email questions or submit the assignment by the end of the day
- Fridays will be available for virtual meetings by appointment with teachers 1-3PM

	Monday	Tuesday	Wednesday	Thursday	Friday
9th Grade	Flex Day	Remote	Flex Day	Remote	Virtual Drop-in 1-3PM
10th Grade	Remote	Flex Day	Remote	Flex Day	
11th Grade	Flex Day	Remote	Flex Day	Remote	
12th Grade	Remote	Flex Day	Remote	Flex Day	

**Remote Learning Days (work from home)**

- Students are required to check-in during scheduled time window
- Students watch teacher recordings of lessons or other videos
- Students complete readings or other assignments independently
- Students can attend virtual office hours during the day

Flex Days - Required Workshop Days (students choose to check in face to face or remote)

- Students follow bell schedule remotely or in person
- Classroom is set up to provide individual or small group support based on need
- Opportunity to engage with peers
- Students who choose Face to Face can work on projects using tools such as cameras, Makerspace, photoshop, computer lab, etc.

NOTE: Certain courses such as PE, Art, and Culinary Arts can be accessed remotely, but in person attendance is encouraged

Students will also have the opportunity to participate in our Fully Virtual Self-Paced distance learning program engaging with Fully Online Courses and weekly in person or virtual support on Fridays.

Self-paced fully virtual program

- Project Based Curriculum
- Students work at their own pace
- Friday Virtual Drop-in Support noon-3PM
 - Advisory noon - 1PM
 - Content Specific Support 1 - 3PM
- Office hours available by appt M-Th
- More support may be offered throughout the week depending on number of students enrolled

Using technology, content delivered will be hosted on Google Classroom. Students will continue to engage in FlexTech's Project Based Learning model during blended learning. Teachers will be accessible for real time interactions, using Zoom or Google Hangout, to answer questions, facilitate classroom discussion, and provide support multiple times per week during office hours and by appointment. Asynchronous instruction through pre-made videos will be provided multiple times per week.

Instructional Delivery Professional Development:

- PBL workshops to support project development in a blended and virtual model
- Staff training with modern classrooms program
- All staff trained on MVU's virtual 6-part series for delivering virtual instruction

Scheduling Notes

To minimize traffic during school entry/exit, class transitions, and lunch, FlexTech will utilize the following staggered bell schedule. To allow teachers adequate time to complete required cleaning protocols between class periods, passing time has been extended from 3 to 5 minutes.

Progress Towards Mastery:

FTHS uses a standards based grading system where students may complete courses in a flexible time-frame and where students are supported in their learning pathway. Students are responsible for demonstrating Flex Tech High School Extended COVID-19 Learning Plan



proficiency in all course competencies. Students will be guided in how best to meet these requirements and in how to demonstrate proficiency.

The curriculum at FlexTech High School is focused on the post-secondary goals of students and as such, is skill focused and fully aligned with the Michigan Merit Curriculum, the Common Core State Standards initiative and the ACT's College Readiness Standards for success in college, career and life.

Students and parents/guardians will have access to student grades through our Student Reporting System, Alma as well as through Google Classroom.

Communication:

The school will continue to communicate community resources to families via the following modes of communication: Covid-19 Updates Webpage on School Website, Social Media - Instagram and Facebook, Weekly Newsletter, School Website, Remind. Weekly summaries of student participation and progress will be sent to parents via email. Marking Period Report Cards will be sent every 6 weeks to families via email.

Equitable Access

Equitable Access to Technology and Internet

All students have been or will be provided with a school-issued Chromebook. If students do not have internet access, FlexTech High School will provide students with WiFi hotspots within 1 week of notification. FlexTech will continue to survey families through email and phone calls to identify technology needs. FlexTech will provide wi-fi access from their parking lot while people remain in their vehicles. Other arrangements, such as paper-based assignments, may be available on a case by case basis.

All students will be given a diagnostic test in math and reading within the first 3 weeks of the school year to assess academic levels.

Monitoring

The Academy will activate plans to monitor and assess the following:

- **Connectivity and Access:**
 - Through surveys and phone calls, we will ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.
- **Attendance:**
 - The academy has adapted a tracking system to monitor student engagement with each class on a daily basis.
- **Student Work:**
 - Teachers will assess the quality of student work and provide feedback to students and families.
 - Students will self-assess the quality of work, reflect on teacher feedback, and learning progress.



Equitable Access to Instruction and Accommodations

Counselors, Social Workers, and Student Support Teachers will also continue to provide services to students through 1:1 virtual meetings, based on the current IEP or 504 plan. We will primarily be using **Google Hangouts** to host these meetings. The student support team utilizes G-Chat, Google Hangout, Emails, Texts and phone calls to support students, as well as setting up 1-on-1 support through the above mentioned services. Students may also reach out to support staff through the chat feature in their school email account.

Group office hours will be held on a weekly basis with our school counselor and school social worker. These office hours will be held virtually and Zoom and, or Google Hangout links will be provided to all students.

The school has linked resources to our COVID-19 Page of our school website: brighton.flextechschools.org i.e. - internet and meal access, tele-mental health, parent resources for motivating and supporting students with remote learning and during COVID-19

Based on student needs the student support team (Social Workers, Special Education Teachers, School Counselor, and School Leaders) will reach out to individual students and families to provide support. The student support team will help connect the family to outside agencies to help meet their needs. While Advisory teachers are making weekly check-ins they will monitor and assess the needs of students and families. If a need is presented the teacher will elevate that need to the student support team to make the necessary follow-up. The principal will hold weekly staff meetings in which teachers can identify any additional students or families in need.

Mental Health Screening for all students by a trained professional

The School Counselor and Social Worker will adopt an anxiety rating scale (GAD-7) to a google form for students to fill out. This will allow the school's mental health professionals to evaluate scores, check in with students, consult with parents and staff as needed and develop any plans necessary to help students throughout the school year. Parent/Guardian consent will be obtained prior to sending out the survey, the survey will then be sent out by email every 6 weeks.

The academy will keep our Crisis Management Plan (Emergency Response Plan) in the front office and accessible online to Authorized personnel.

The academy will provide ongoing professional development and access to resources for teachers and staff members to support students and families with social and emotional needs.

- Staff will continue to engage in professional development with the following partners and platforms:
 - Project Wayfinder - build student sense of belonging, purpose, and social emotional skills
 - Dispute Resolution Center - utilizing restorative practices to build community and resolve conflict
 - Capturing Kids' Hearts - building staff capacity to positively engage with all students

The academy will partner with its Charter Management Organization, Charter School Partners, to provide Mental Health Screening and Mental Health Resources for Staff. The academy will utilize the University Flex Tech High School Extended COVID-19 Learning Plan



at Buffalo Mindful Self-Care Scale Assessment as a screening tool for staff's well-being across 6 domains of self-care. It will be sent out each month for staff to complete as well as the contact information of the Charter School Partners representative that staff may confidentially contact for additional resources.