



Extended COVID-19 Learning Plan

Address of School District: 2820 S. Saginaw St. Flint MI 48503

District Code Number: 25905

Building Code Number(s): 08732

District Contact Person: Ms. Traci Schmidt Cormier

District Contact Person Email Address: tcormier@sabis.net

Local Public Health Department: Genesee County Health Department

Local Public Health Department Contact Person Email Address: Kimberly VanSlyke-Smith
kvanslyke@gchd.us

Name of Intermediate School District: Genesee Intermediate School District

Name of Authorizing Body: Central Michigan University

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



October 01, 2020 [via email]

Ms. Traci Cormier
International Academy of Flint

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

Dear Ms. Cormier:

I am pleased to inform you that the Extended Learning Plan for International Academy of Flint (“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 style with a large, stylized initial "C".

Corey Northrop
Executive Director

cc: Diane Thompson, Board President
Courtney Pinkelman, 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**

International Academy of Flint (the "Academy")

A regular [special] meeting of the Academy Board of Directors was held on the 21st day of September, 2020, at 5:30 [a.m. / p.m.]

The meeting was called to order at 5:34 [a.m. / p.m.] by Board Member D. Thompson :

Present: D. Thompson, J. Houck, Y. Speights-Beaugard, J. Sopczynski, F. Booker, M. Childress, J. Kelley

Absent: _____

The following preamble and resolution were offered by Board Member J. Houck and supported by Board Member J. Kelley :

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%20assessments%20700077%207.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: 7

Nays: 0

Resolution declared adopted.


Print Name: YUNONIA SORIGHTS-BEAUCHAMP
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.

Diane Thompson

Board President

Board approved: 09/21/2020



Introduction and Overview

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 2019-2020 school year, we anticipate that students will come to school in the fall of 2020 with a wider than usual range of competencies, both academically and socially/emotionally. We expect that many students will be behind and will need many opportunities to fill the gaps. Teachers will need opportunities to collaborate with each other, dive into the technical platforms to deliver instruction and gain further training as they examine student work and determine what comes next in the learning for each student.

International Academy of Flint plans to offer either an in-person or a virtual learning environment for the school year, as referenced in the initial Return to Learn Plan. Parents/Guardians can choose the learning environment that works best for the individual needs of families. Our focus is 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 physical, social and emotional well-being of students and staff.



Educational Goals

International Academy of Flint believes benchmark assessment evidence can be used to monitor and evaluate patterns and trends in school/district academic performance and to identify effective instruction. We believe it can provide the necessary guidance to adjusting curriculum and instruction across grade levels at IAF.

Educational Goals

The NWEA assessments in reading and mathematics will be administered to students in Kindergarten through Grade 8 three times a year. Once in the first nine weeks of the school year, another in the mid part of the year, starting in January, and again prior to the last day of school. Progress reports on MAP will be available to our students and parents after each cycle of assessments. These will be available with interim reports and/or report cards.

As a means of continuous improvement in teaching and learning, all teachers will receive professional development in, and commit to the use of, the formative and summative assessment processes.

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

Specifically, IAF's education goals pertaining to NWEA is as follows. The median growth percentiles reflecting fall-to-winter and fall-to-spring scaled score growth in grades Kindergarten to Grade 8 on reading and math NWEA Growth tests will be at or higher than 50.

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



Instructional Delivery & Exposure to Core Content

Mode of Instruction

To start the school year, all K-12 students will have two options for instructional delivery and core content. One is the **“in-house, in-person” plan** with many additional health and safety measures in place. Some of these include a mask policy, social distancing policy and new arrival, dismissal, and early pick-up policies. This option helps parents who have concerns how to return to work, as expressed in the parent feedback we received via the survey. Any new or returning student can choose this as an option. Students choosing this option will be required to attend school 5-days a week and smaller in-person class sizes (adhering to the 6 feet social distancing recommendation) will be implemented. Student movement in the buildings will be minimized and heightened cleaning and safety precautions will be implemented and adhered to. With fewer students in the classrooms this will allow us the greatest opportunity to keep all of our students and staff members healthy and also allowing school to continue as “normal” as possible.

The **second option is a 100% virtual/online plan** for those families that are not comfortable with sending their students back into the school buildings. Devices have been distributed and loaned out, as needed, as well as Internet hotspots, as needed. All books have been provided to the students during the device check-out process.

The delivery of the online plan will resemble what we did in the spring and will be the same content that the in-person students receive via IAF’s core instruction. Live streaming will occur for those students who are virtual with in-person students, again with the content being the same as the in-person students. Students and teachers will be using Microsoft Teams and the SABIS® Digital Platform (SDP) for teaching, learning and assessments.

For our students in dual enrollment courses, these courses will continue as scheduled. We will ensure that the students have the appropriate materials and support to complete these courses.

Curriculum and Instruction: Academic Standards

International Academy of Flint’s curriculum for core academic areas is aligned to state standards. As teachers navigate the wider than usual range of competencies expected this fall, they will use SABIS® Curriculum, data from diagnostic assessments and results from pre-assessments to inform instruction and prioritize K-12 instructional standards for the 2020-2021 School Year. Teachers will be trained to implement instructional approaches to meet the range of student needs as they return to school in the fall, identify assessment ideas that allow students to demonstrate understanding in a variety of ways, assess and provide instruction in the content



areas in face-to-face and virtual, and incorporate well-being and SEL/trauma-informed practices into instruction.

For students who are working virtually, teachers will work to engage students through the following methods:

- Nurture a positive home climate for learning and parental involvement
- Establish and maintain remote classroom norms and learning routines
- Implement culturally responsive teaching practices
- Encourage student collaboration and discourse
- Engage students in meaningful learning opportunities

Assessment and Grading

International Academy of Flint 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 summative assessments, while also using formative assessments. 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 make available to our parents and legal guardians a web-based system, SABIS® Digital Platform (SDP), that allows them to see their children's grades at any time. Our teachers keep up-to-date information on homework assignments and other relative information. We also send Interim Reports (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. This is done via the two-way interaction process, keeping communication with our families at a priority. Finally, we send report cards out to parents/guardians at the end of each Term.



Equitable Access

Technology

International Academy of Flint ensures all students will be provided equitable access to technology and the Internet as described in our Continuity of Learning Plan that was previously submitted to the state. The International Academy of Flint's system for maintaining student access to technology devices and the Internet is described in the Continuity of Learning Plan, and again in the Return to Learn School Plan on IAF's website. Families that are in need of a hot-spot are able to receive one on loan.

In the event families have difficulty with technology needs we have two methods of support. One being a phone line that is answered during school hours. The other being an email help desk which is monitored during the school hours, evening hours and on weekends.

Students with Identified Special Needs

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 their 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.