



**Pansophia Academy  
Extended COVID-19 Learning Plan**

Address of School District:

Pansophia Academy  
52 Abbott Avenue  
Coldwater, MI 49036

District Code Number: 12901

Building Code Number(s):

District Contact Person:

Ryan Tomlinson

District Contact Person Email Address:

rtomlinson@pansophia.us

Local Public Health Department:

Branch-Hillsdale-St. Joseph Community Health Agency  
Human Services Building  
570 Marshall Road Coldwater, MI 49036

Local Public Health Department Contact Person Email Address:

Rebecca Burns: burnsr@bhsj.org

Name of Intermediate School District:

Branch Intermediate School District

Name of Authorizing Body:

Central Michigan University

Date of Adoption by Board of Directors:

09/28/2020



October 01, 2020 [via email]

Mr. Ryan Tomlinson  
Pansophia Academy

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

Dear Mr. Tomlinson:

I am pleased to inform you that the Extended Learning Plan for Pansophia Academy (“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: Georgia Balsley-Hargett, Board President  
Cindy Metz, 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**

### **PANSOPHIA ACADEMY (the "Academy")**

A regular meeting of the Pansophia Academy Board of Directors was held on the 28th day of September, 2020, at 3:15 p.m.

The meeting was called to order at 3:28 p.m. by Board Member Georgia Balsley-Hargett:

Present: G. Balsley-Hargett, A. Everhart, R. Brown

Absent: None

The following preamble and resolution were offered by Board Member A. Everhart and supported by Board Member R. Brown:

### **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)<sup>1</sup>, 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).

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<sup>1</sup> 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.

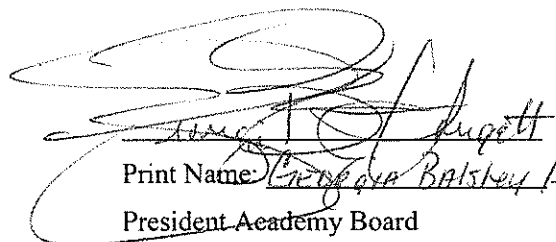
**THE ACADEMY BOARD THEREFORE RESOLVES THAT:**

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: All

Nays: None

Resolution declared adopted.



Print Name: Georgina Balslev Halgeti  
President 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.

Georgia Balsley-Hargett  
Board President

Board approved: 09/28/2020



## **Introduction and Overview**

Pansophia Academy is located in Coldwater, MI and serves a rural community that comes from diverse backgrounds and needs. As a K-12 single-building public school academy, Pansophia builds on its strengths as a family school with rich community involvement, numerous field trips and experiences for children, and a curriculum that employs technology to prepare students for an unpredictable 21st century economy.

At Pansophia Academy, we are committed to an individualized approach for students, to providing a place for professionals to be innovative and to work together to improve the lives of our students as well as grow as professionals. The staff at Pansophia Academy works collaboratively to creatively meet the needs of our students by; studying data, designing units and lessons, and providing meaningful educational experiences, tailored to students from diverse backgrounds and experiences.

The motto at Pansophia Academy is “Every student matters. Every moment counts.” This motto holds true during this unprecedented time. Pansophia Academy’s mission is to provide exceptional learning opportunities in a caring environment through creative and unique experiences which celebrate and empower the individual. We believe that all students can learn, and we are dedicated to providing our students with exceptional learning opportunities whether they are joining us in person, virtually, or a combination of both (hybrid).

This Extended COVID-19 Learning plan, a blend is necessary to increase pupil engagement and student achievement for the 2020-2021 school year. As we engage in a mix of in-person, virtual, and hybrid learning. The Extended Covid-19 Learning plan will be reevaluated monthly to communicate educational goals, instructional delivery of core content, and equitable access to all stakeholders.



## **Educational Goals**

As described in the Charter Contract between Pansophia Academy and Central Michigan University, the median growth percentiles reflecting fall-to-winter and fall-to-spring scaled score growth in grades K to 8 on reading and math NWEA MAP Growth tests will be at or higher than the 50<sup>th</sup> percentile.

The Northwest Evaluation Association Measure of Academic Progress (NWEA MAP), a nationally normed and computer-adaptive test, will be administered to all grade K-12 students three times in the 2020-21 school year, in the fall (within the first nine weeks of the start of school), the winter, and in the spring to determine whether students are making meaningful progress toward mastery of the standards. The NWEA MAP is aligned to the Common Core Standards and listed by the Michigan Department of Education as an approved testing tool.

Pansophia Academy will make available on its transparency reporting link located on the Academy's website ([www.pansophiaacademy.org](http://www.pansophiaacademy.org)), a report concerning the progress made in meeting the education goals not later than February 1, 2021 for fall-to-winter goal and not later than the last day of school of the 2020-21 school year for the winter-to-spring goal.

## **Instructional Delivery & Exposure to Core Content**

While in Phases 4-5 During the 2020-2021 school year, instruction at Pansophia Academy will occur in either a full time in-person format, full time virtual format or a hybrid format (blended in-person and virtual), depending on what the student/family has self-selected as their preference.

### **Full Time In-Person (K-5 Option 1)**

Students will report to school 5 full days a week for face-to-face learning. Implementation of grade level curriculum will be aligned to Michigan K-12 standards. Students will engage in Social Emotional Learning opportunities during face-to-face learning. CDC protocols will be followed, as noted in the COVID-19 Preparedness and Response Plan and will include social distancing, small class sizes, wearing of masks and cleaning. The Full Time In-Person model will deliver Michigan standards-aligned curricula based on pacing guides, assessment and re-teaching. The school uses high-quality instructional materials to fulfill the Michigan Merit Curriculum Requirements.

### **Hybrid Format - Blended In-Person and Virtual Instruction (6-12 Option 1)**

Students will report to school 4 full days a week for face-to-face learning (Monday, Tuesday, Thursday, and Friday). Students will engage in virtual/remote learning 1 day per week (Wednesdays). Teachers will report to the building/campus on remote/virtual learning days. Implementation of grade level curriculum will be aligned to Michigan K-12 standards. Students





will engage in Social Emotional Learning opportunities during face-to-face learning and during virtual-remote learning days. CDC protocols will be followed, as noted in the COVID-19 Preparedness and Response Plan and will include social distancing, small class sizes, wearing of masks and cleaning. The hybrid model will deliver Michigan standards-aligned curricula based on pacing guides, assessment and re-teaching. The school uses high-quality instructional materials to fulfill the Michigan Merit Curriculum Requirements.

### Full-Time Virtual Learning (K-12 Option 2)

As an alternative to the in-person and hybrid models, families can opt to participate in completely on-line remote/virtual learning. The online/virtual option will utilize Google Classroom and Google Meet along with other web-based tools to deliver instruction and provide opportunities to practice and develop skills. Full time virtual learning will provide students at home with access to the same curriculum and instruction that is taking place on campus, delivering Michigan standards aligned curricula including CCSS and NGSS.

Elementary students engaging in full-virtual instruction will have the opportunity to log in live with their classroom/teacher for one hour each day as they work asynchronously to complete daily assignments. Secondary students will have the opportunity to log in live with their teachers on Wednesdays, following the bell schedule, and work asynchronously to complete daily assignments for each class.

These options promote student engagement, consistency, and differentiation. Instructional expectations include best practices for all options, confirmation of grade-level proficiencies, implementation of various modes of student assessment and feedback, the continuation of differentiation, and inclusion of social-emotional learning. Exceptional learners will continue to receive services based on IEPs and 504s under the direction of the special education team and the 504 coordinator. These options for continued learning were developed based on parent and student surveys.

Attendance will be tracked via Google Meet, Google Classroom and PowerSchool. Communication with students and parents will occur via PowerSchool Message Board, School Messenger, Social Media (Facebook), the Pansophia Academy Web Page, email, and phone. Report cards will be provided four times (once each quarter) and parent teacher conferences are scheduled to facilitate teacher and parent dialogue.

## **PHASE LEVELS**

### PHASE 1-3:

Virtual Learning – School is closed to in-person instruction. Virtual Learning for all students due to the increased threat of COVID-19 and/or mandated closure. Asynchronous virtual instruction will be delivered through Google Classroom and Edgenuity. Teachers will provide synchronous



instruction through Google Meet or Zoom.

PHASES 4 and 5:

Students have options for full-time in person instruction (K-5 Option 1), a hybrid model (6-12 Option 1), or full virtual instruction (K-12 Option 2) as described in detail above. In person class sizes may be slightly higher during phase 5.

PHASE 6:

Traditional Learning - School is open for synchronous in-person instruction, Monday through Friday. Asynchronous virtual instruction continues for students that select that programming.



## **Equitable Access**

In order to ensure a successful and equitable start to the school year, we needed to ensure that all of our students had access to the Internet and a device. We surveyed all families through phone calls and online surveys to confirm their needs. We then took an inventory of our resources and determined our purchasing needs. Devices were distributed during scheduled pick-up times for full virtual students, and on the first day to hybrid students. This ensured all of our students had equitable access to the resources needed to fully participate in instruction.

All students that identified a need were provided with a school-issued ChromeBook. If students do not have internet access, Pansophia Academy will work to provide students with access to Wi-Fi in locations where possible. Pansophia Academy will continue to survey families through email and phone calls to identify technology needs.

Other arrangements, such as paper based assignments or material drop-offs/pick-ups, may be available on a case by case basis. Students with any technological issues will contact the School Office by phone or email for assistance. If necessary, proper arrangements will be made for device exchanges and repairs.

All exceptional students will be provided with all programs and services as outlined in their most recent IEPs. Services will continue in-person for students participating in in-person and hybrid models, while following the CDC guidelines. Service providers will utilize Google Meet or Zoom and Google Classroom to meet 1:1 and/or in small groups for students participating in the virtual model. General and special education teachers will collaborate through Google Meet meetings, email, and phone communication on a weekly basis to discuss students' individual needs and adjust students' plans and services accordingly based on their current needs. Pansophia Academy is continuing to work with all normal timelines, procedures, and support related to students with IEPs and 504s. Updated contingency learning plans are also being put into place as necessary.