

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

COMMONWEALTH COMMUNITY DEVELOPMENT ACADEMY (the "Academy")

A regular meeting of the Academy Board of Directors was held on the 14TH day of September, 2020, at 6:00 p.m.

The meeting was called to order at 6:08 p.m. by Board Member President Solomon Spann :

Present: Cynthia Smith, Secretary Grace Vereen, Board Member At Large, Pamela Theriot, Board Member At Large

Absent: Ottowai Hamme, IV, Vice-President; Curtis Robinson, Treasurer

The following preamble and resolution were offered by Board Member Grace Vereen and supported by Board Member Pamela Theriot :

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 include 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 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).

(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 attached ECLP is approved, contingent upon Authorizer approval of the ECLP. See Exhibit 1. Actions taken by Academy representatives to prepare and submit

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)

THE ACADEMY BOARD THEREFORE RESOLVES THAT:

1. The attached ECLP is approved, contingent upon Authorizer approval of the ECLP. See Exhibit 1. Actions taken by Academy representatives to prepare and submit the ECLP to the Authorizer are ratified. The Board President or its designee is authorized to make any revisions to the ECLP required by the Authorizer to obtain Authorizer approval of the ECLP.
2. The attached Contract amendment, incorporating the ECLP into the Contract, is approved. See Exhibit 2. The Board President is authorized to sign and submit the Contract amendment to the Authorizer for approval.
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: -4-

Nays: -0-

Resolution declared adopted.


Print Name: Cynthia Smith

Secretary, Academy Board



Commonwealth Community Development Academy Extended COVID-19 Learning Plan

Address of School District: 13477 Eureka

District Code Number: 82919

Building Code Number(s): 08656

District Contact Person: Angela D. Moore

District Contact Person Email Address: amoore@cwacademy.com

Local Public Health Department: City of Detroit Health Department

Local Public Health Department Contact Person Email Address:

Name of Intermediate School District: Wayne RESA

Name of Authorizing Body: Eastern Michigan University Charter Schools Office

Date of Adoption by Board of Directors: September 14, 2020



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.

Solomon Spann, III, President of the Board of Directors
Date: September 14, 2020



Introduction and Overview

Having closely monitored the statistics of COVID-19 cases over the 30 days prior to the beginning of the scheduled school year, and after polling parents and staff on their preferences, Commonwealth Community Development Academy will continue with virtual instruction using Zoom for face-to-face instruction and various online applications for interactive, independent practice.

The potential for spread of the virus in the Commonwealth Academy student body is extremely likely, as 5 families have reported positive testing within their immediate homes. Additionally, 20% of the student body and 12% of faculty have underlying health conditions.

The normal curriculum will be implemented with all instructional components, aligned to National norms, standards and State benchmarks.

We believe the fidelity and integrity of curriculum and instruction will remain intact with a minimum of 80% accuracy while implementing digital platforms. Consistency with student engagement and parental communication are key components to this goal.



Educational Goals

Assessments will be administered at three intervals during the course of the school year; Fall (September/October), Winter (January/February) and Spring (May/June). The Fall 2020 assessment will be used to compare student growth/slippage due to a lapse in regular instruction between Mid-March and August 2020, due to the Emergency School Closure to COVID-19 pandemic. From the Fall assessment students will set individual goals to demonstrate 40 Dextile growth points in ELA and Math on the Winter assessment. It is anticipated with a regular, rigid schedule of virtual instruction, online application interaction and independent practice, students will demonstrate and additional 40 Dextile points of growth toward grade level mastery. Learning objectives/goals for English Language Arts, Mathematics and Attendance are specified below.

Commonwealth Community Development Academy projects that 40% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American; the Bottom 25%, Bottom 30% of Economically Disadvantaged, Free/Reduced Lunch, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students demonstrate a proficiency of 3% improved performance toward grade level mastery or above grade level performance within one school year in Reading by Jun 18, 2021 as measured by achievement growth on the Scholastic Reading Inventory, NWEA and M STEPS exams.

Success for All. Success for All demonstrated rapid recovery in student growth due to the cooperative grouping by mastery levels. SFA is prescriptive to student needs on multiple levels: Kinder-Corner, Roots, Wings and Edge and includes various genres and strategies. The teachers ultimately voted to implement SFA as the CCDA reading curriculum because of the myriad of components offered to address the identified deficiencies, student driven goal setting, ongoing support offered through the SFA Foundation by way of Implementation visits, Leadership Academy and Data Analysis due to ongoing research conducted in conjunction with John Hopkins University and its founder Dr. Robert Slavin.

Anticipated growth is reflected in the chart below for reading.

Reading	Quarterly RIT Improvement goal	Fall Target for September 2020	Winter Target for January/February 2021	M-Steps Ready scores	Spring Target For May/June 2021
8 th grade	4	217-222	218-220	229	220-222
7 th grade	4	215-218	216-220	227	219-223
6 th grade	5	211-215	214-218	224	216-220
5 th grade	6	205-209	209-213	220	211-215



4 th grade	7	198-204	203-207	214	205-209
3 rd grade	9	188-194	195-199	205	198-205
2 nd grade	11	174-182	184-190	194	188-193
1 st grade	13	160-166	171-176	181	177-183
Kindergarten	13	141-150	151-156	165	158-165

100% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students demonstrate a proficiency to reflect 3% achievement growth in Mathematics by June 18, 2021 as measured by University of Chicago School Mathematics Project assessment data, NWEA, and M STEPS.

Analysis of mathematics data identified student deficiencies with data collection and analysis, abstract reasoning, and open responses. Everyday Mathematics unit assessments are administered approximately every 3 weeks to determine student progress on benchmark strands and grade level mastery. Unit interval assessments along with beginning, mid-year and end of the year assessments diagnose student deficiencies and contribute to cooperative learning placements. Daily assessments of student achievement toward mastery are correlated to grade level benchmarks.

Anticipated growth progress for this school year in Mathematics is reflected below.

Math	Quarterly RIT Improvement goal	Fall Score September 2020	Winter Score January 2021	M-Step Readiness goal	Spring Score May 2021	Fall Score September 2021
Kindergarten	13	140-150	151-158	166	159-170	162-170
1 st graders	13	162-170	173-179	183	180-188	178-188
2 nd Graders	10	178-188	186-192	198	192-196	190-196
3 rd Graders	10	190-196	198-202	204	203-207	202-207
4 th graders	10	202-207	208-212	216	213-216	212-216
5 th graders	7	212-216	217-220	223	221-226	217-221
6 th graders	7	217-221	222-227	227	225-229	222-229
7 th graders	6	222-229	226-230	232	228-232	227-228
8 th graders	6	227-229	229-231	237	230-232	231-234



25% of students demonstrate a need to improve daily attendance in classes. Students will decrease their individual absenteeism by 15%, by checking in with an assigned attendance school official daily, as well as participating in extended learning activities to develop regular habits about learning by June 18, 2021 as measured by the attendance team. The Attendance Team will monitor attendance weekly by observing instructional staff daily reports.

Instructional Delivery & Exposure to Core Content

Commonwealth Community Development Academy will continue to offer a virtual model of instruction and face-to-face with an APPOINTMENT ONLY designed schedule **or** using online instruction through digital learning platforms (i.e. Zoom, Google Classroom, Flocabulary, Kids Discover, Science Buddies and Spelling/Vocabulary City) to support instruction along with weekly paper packets or workbooks from curriculum materials. Students eligible for face-to-face instruction by appointment must pass daily screening protocols and have low risk for exposure to contaminated individuals. Additionally, eligible students must be **without** underlying health conditions and demonstrate willingness to comply with safety regulations such as wearing a mask at all times and practicing social distance standards. Class sizes will be reduced to allow space for social distance and ventilation. Workstation dividers will be provided to clearly define the boundaries students have without impeding the space of peers. Bathroom privileges will be utilized on an as needed basis to prevent crowding in common spaces.

For those students who do not have a device with internet access, the district will provide devices in grades K-8. Devices will be provided for students in grades K-2 that do not have access to them at home, to the extent feasible. Students without devices or internet access will have access to instructional materials through a weekly instructional packet and phone conferences with teachers, until district acquired devices become available. WI-FI hotspots will be made available to homes without any internet access. Instructional materials (i.e. paper, pencils, task examples, etc) will be made available to families that do not have them. All students will have access to grade-level course textbooks, workbooks and resources as needed to complete their work. Students will not be penalized for inability to fully participate, provided families stay engaged with school personnel in developing personalized and realistic education plans for their child. The district will do everything it can to meet student/family needs and allow for full participation.

Teachers/Staff will be expected to make regular contact with students and have two-way



communication. This may be done through the use of technology (i.e. virtual meeting, email, and US Postal Mail) or through weekly phone calls. For students with technology access teachers will also communicate multiple times each week through the instructional platform (i.e. Zoom or Google Classroom), with an emphasis on continuing to build relationships and maintain connections. If students do not have access to technology, a device will be provided by Commonwealth Academy. We will encourage relationships between students through technology (virtual meetings, email), by phone or text, or by having students write letters to classmates.

For students with technology access, content will be delivered through the online platform, (Google Classroom or Zoom). Teachers will be accessible for synchronous instruction (virtual meetings/office hours) at least once per week. This will be supplemented with phone conferencing to support instruction. The instructional packets will be provided during meal distribution. Packets will be mailed or delivered to the student if they do not participate in meal distribution and are not available to receive documents at the address on file with the school.

For students with technology access, teachers will monitor student access and assignment completion on a regular basis within the instructional platform (i.e. Google classroom) Teachers will provide feedback to students on assignments through the instructional platform as they are completed. Teachers will differentiate instruction within the platform to meet each student's needs. For students without technology access, instructional packets will be collected each week during meal distribution. Teachers will review the instructional packet and provide feedback to the student during their weekly communication (phone call, virtual meeting, or email). Feedback from the teacher will include differentiated assignments as needed, along with examples to support student learning. An example of this may be providing a student that is struggling with double-digit subtraction additional practice and several written examples with the steps. A phone call would also be used as a follow-up if needed. If the student is not doing meal distribution or pick-up, packets may be mailed in to be returned (envelopes and postage would be provided by the district).

The plan will be communicated through our School Messenger communication platform, via email, US Postal mail and the school website. Parents will receive an email with the plan attached, and/or a voice message and/or text message directing them to our district website where they can access. The plan will be posted in a prominent location on our district website, and a link will also be posted on our district and building Facebook pages.

If a student has access to technology, teachers will use the instructional platform to monitor student wellness, engagement, and completion of assignments. They will also keep a log of communication with students and families. If a student does not have access to technology, teachers will keep track of which students are completing the weekly instructional packets. They



will also need to keep a log of all communication with students and families. Inconsistent completion and/or communication with a parent or student will be raised to the principal or counselor level to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections (School Social Worker, DHHS, ISD supports etc.)

Students with IEP service needs will continue their normal service plans through digital face-to-face sessions on Zoom.

The district will survey all parents to determine current mental health needs and provide an online form for parents/students to request support. Based on the survey results or form requests, counselors (school counselor, ISD supports) will reach out to individual students and families to determine what they may need. The counselors will help connect the family to outside agencies, if needed, to help meet their needs. Teachers will monitor and assess the needs of students and families through their weekly communications. If a need is identified, the teacher will elevate that need to the principal or counselor to make the necessary follow-up. The principal will hold weekly virtual meetings with teachers and other key staff to identify any additional students or families in need.

FOOD SERVICE PROTOCOLS:

Students in grades 3-8 will consume meals in the classroom. Desks are spaced 6 ft. apart and will be sanitized prior to receiving meals. Students in grades K-2 will be served in the cafeteria, one class at a time, and will abide by social distancing rules. Face masks will be worn until students are seated and ready to consume meals. Handwashing protocols will be followed prior to food consumption. Meal times will be staggered based on seating arrangements for 24 students per 30-minute session.

MENTAL & SOCIAL-EMOTIONAL HEALTH

Mental Health activities and exercises are embedded in Getting Along Together activities in the Positive Behavior lessons/modules of Success for All and also require physical activities and brain boosters. During communication with students, teachers will engage in specific questions to detect completion of such activities and whether or not students are maintaining healthy well-being. Referrals will be made to the school Social Worker and/or the Intervention Nurse Specialist available through our DMC Community Outreach resources. Contact information will be made available in all of the communication resources as mentioned afore. When possible, group chats will be held to promote social wellness among peers. Additionally, we will continue to reinforce social and emotional needs through our continued SFA curriculum, Getting Along Together weekly goals and weekly activities as outlined in our Building Healthy Community Curriculum.



During meal distribution and telephone calls to schedule pickups and drop offs, staff members will assess parent well-being also. Referrals will be made accordingly to agencies that best match the needs of each family. Sessions are being scheduled through Zoom to work with students and assess their mental & social-emotional health and reinforce strategies to cope with pandemic constraints.



Equitable Access

For those students who do not have a device with internet access, the district will provide devices in grades K-8. Devices will be provided for students in grades K-2 that do not have access to them at home, to the extent feasible. Students without devices or internet access will have access to instructional materials through a weekly instructional packet and phone conferences with teachers, until district acquired devices become available. WI-FI hotspots will be made available to homes without any internet access. Instructional materials (i.e. paper, pencils, task examples, etc) will be made available to families that do not have them. All students will have access to grade-level course textbooks, workbooks and resources as needed to complete their work. Students will not be penalized for inability to fully participate, provided families stay engaged with school personnel in developing personalized and realistic education plans for their child. The district will do everything it can to meet student/family needs and allow for full participation.

Students with IEP service needs will continue their normal service plans through digital face-to-face sessions on Zoom.

EXTENDED COVID-19 LEARNING PLAN CONTRACT AMENDMENT

BETWEEN

THE BOARD OF REGENTS OF EASTERN MICHIGAN UNIVERSITY
(AUTHORIZING BODY)

AND

COMMONWEALTH COMMUNITY DEVELOPMENT ACADEMY
(PUBLIC SCHOOL ACADEMY)

OCTOBER 1, 2020

EXTENDED COVID-19 LEARNING PLAN ("ECLP") CONTRACT AMENDMENT

COMMONWEALTH COMMUNITY DEVELOPMENT ACADEMY

In accordance with Article IX of the Terms and Conditions, incorporated as part of the Contract to Charter a Public School Academy and Related Documents, issued by **THE BOARD OF REGENTS OF EASTERN MICHIGAN UNIVERSITY** ("University Board") and **COMMONWEALTH COMMUNITY DEVELOPMENT ACADEMY** ("Academy") on July 1, 2018 ("Contract"), the parties agree to amend the Contract as follows:

1. The attached ECLP is incorporated into the Contract. Exhibit 1 [Attached ECLP approved by Authorizer]. The parties agree to suspend the following Contract provisions for the 2020-2021 school year to the extent that such Contract provisions are in conflict with the ECLP:
 - a. Schedule 7b: Educational Goals;
 - b. Schedule 7c: Educational Programs;
 - c. Schedule 7d: Curriculum; and
 - d. Schedule 7e: Method of Pupil Assessment.
2. Any revisions or changes to the ECLP, approved by the Academy Board, shall be added to this Contract amendment upon approval by the Eastern Michigan University Director of Charter Schools. The parties agree that amendments to the ECLP will be identified sequentially as "First Amendment to the ECLP Contract Amendment," "Second Amendment to the ECLP Contract Amendment," and so forth.
3. This Contract amendment shall remain in effect until the end of the 2020-2021 school year or termination by the parties, whichever occurs first.
4. In the event that is a perceived conflict between the ECLP and the Academy's Preparedness Plan, the parties agree to discuss implementation of both the ECLP and the Preparedness Plan to ensure that the Academy can meet all of its obligations under applicable law.

This Contract amendment is hereby approved by the University Board and the Academy through their authorized designees and shall have an effective date of the Academy's first day of school for the 2020-2021 school year.

Dated: October 1, 2020

By: Dr. Malverne C. Winborne, Ph.D.
Director of Charter Schools
Designee of the University Board

Dated: October 1, 2020

By: Solomon Spann III, Board President
Commonwealth Community Development Academy
Designee of the Academy Board