

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

Canton Preparatory High School (the "Academy")

A regular meeting of the Academy Board of Directors was held on the 9th day of September, 2020, at 6:00 p.m.

The meeting was called to order at 6:02 p.m. by Board Member Laura Mortier:

Present: Mary Jo Boruta, Lawrence Millben, Laura Mortier

Absent: Carrie Fanin, Ted Lang

The following preamble and resolution were offered by Board Member Mary Jo Boruta and supported by Board Member Laura Mortier:

**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”)<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).

(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, approved by the Authorizer, is approved. See Exhibit 1. Actions taken by Academy representatives to prepare and submit the ECLP to the Authorizer are ratified

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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)

2. 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: Mary Jo Boruta, Lawrence Millben, Laura Mortier

Nays: None

Resolution declared adopted.



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Print Name: Lawrence Millben

Secretary, Academy Board



**Canton Preparatory High School**  
**Extended COVID-19 Learning Plan**

Address of School District: 46610 Cherry Hill Road, Canton, MI 48188

District Code Number: 82711

Building Code Number(s): 02325

District Contact Person: Stephanie Roberts, Principal

District Contact Person Email Address: [sroberts@cantonprep.com](mailto:sroberts@cantonprep.com)

Local Public Health Department: Wayne County Health Department

Local Public Health Department Contact Person Email Address: 734-727-7000

Name of Intermediate School District: Wayne Regional Educational Service Agency (RESA)

Name of Authorizing Body: Grand Valley State University

Date of Adoption by Board of Directors: September 9, 2020

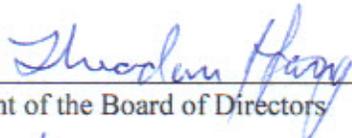
## Assurances

- 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.

  
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President of the Board of Directors

9/14/2020  
Date



## **Introduction and Overview**

Canton Prep is implementing a Hybrid instructional model for 2020-21 to provide a productive and effective learning environment that also prioritizes health and safety. Our instructional program is described in the Instructional Delivery & Exposure to Core Content and our [Preparedness & Response Plan](#).

Our goals for 2020-21 remain aligned with our charter contract goals per our Authorizer. While the 2020-21 school year presents the most challenging environment in living memory for staff, students, and families, we are confident in our ability to meet and exceed these goals.



**Educational Goals**

Educational Goals

As a school offering only grades 9-12, the requirement under this legislation for a benchmark assessment in all grades K to 8 does not apply.

However, in good faith, our school’s educational goals for 2020-21 are aligned with those of the charter contract:

SCHEDULE 7-1

EDUCATIONAL GOALS

Academic Achievement

As measured by the state assessment, the school’s percentage of total tested students in all tested grades identified as proficient in all tested subjects or identified as college ready as reported by the Michigan Department of Education will meet or exceed the select peer schools’ mean reported percentage of total tested students in all tested grades identified as proficient in all tested subjects or identified as college ready. Select peer schools are the set of school buildings determined annually by GVSU to be the most demographically, socioeconomically, programmatically, and geographically similar to the school.

Academic Growth

As measured by the state assessment, the school’s mean student growth percentile rank in English language arts and math will meet or exceed the select peer schools’ mean student growth percentile rank. Select peer schools are the set of school buildings determined annually by GVSU to be the most demographically, socioeconomically, programmatically, and geographically similar to the school.

Date: 3/7/2018

Thodou King  
Board President/Vice President Signature

Secretary’s Certification:

I certify that the foregoing resolution was duly adopted by the Canton Prep Board of Directors at a properly noticed open meeting held on the 7th day of March, 2018 at which a quorum was present.

Marygo Bautista  
Board Secretary

Accordingly, Canton Prep will utilize **leading** and **lagging** indicators of performance in 2020-21 to assess performance against the charter contract goals:



<b><u>Leading Indicators</u></b>		
<b>Measure / Subject</b>	<b>Timeframe</b>	<b>Goal</b>
<b><i>Proficiency</i></b> NWEA MAP Reading and Math	Fall Proficiency <i>September-October 2020</i>  Winter Proficiency <i>February 2021</i>	The percentage of 9th-10th students proficient in Winter (as defined by at or above the 50th percentile nationally) will <b>increase</b> relative to Fall baseline.
<b><i>Growth</i></b> NWEA MAP Reading and Math	Fall to Winter Growth <i>February 2021</i>	<b>At least 50%</b> of 9th-10th students will meet or exceed their fall-to-winter NWEA MAP growth targets in Reading and Math.
<b><i>Progress</i></b> Semester 1 Grades English and Math	9/8/20 - 1/21/21	<ul style="list-style-type: none"> <li>● <b>30%</b> of 9th grade students will achieve at or above a 3.0 in Semester 1 of <u>English 9</u>.</li> <li>● <b>20%</b> of 9th grade students will achieve at or above a 3.0 in Semester 1 of <u>Algebra 1</u>.</li> <li>● <b>30%</b> of 10th grade students will achieve at or above a 3.0 in Semester 1 of <u>English 10</u>.</li> <li>● <b>25%</b> of 10th grade students will achieve at or above a 3.0 in Semester 1 of <u>Geometry</u>.</li> <li>● <b>25%</b> of 11th grade students will achieve at or above a 3.0 in Semester 1 of <u>English 11</u>.</li> <li>● <b>30%</b> of 11th grade students will achieve at or above a 3.0 in Semester 1 of <u>Algebra 2</u>.</li> </ul> <p>Progress on specific Priority Standards will be assessed more frequently in each course through Formative Assessments.</p>



<b><u>Lagging Indicators</u></b>		
<b>Measure / Subject</b>	<b>Timeframe</b>	<b>Goal</b>
<p><b><i>Proficiency (College-Readiness)</i></b> PSAT/SAT* Reading/English and Math</p>	Spring 2021	The percentage of students <u>college-ready</u> , and the median <u>growth percentile</u> , will both <b>exceed that of Select Peer Schools</b> . <i>See charter goals.</i>
<p><b><i>Proficiency</i></b> NWEA MAP Reading and Math</p>	Spring Proficiency <i>May 2021</i>	The percentage of 9th-10th students <u>proficient</u> in Spring (as defined by at or above the 50th percentile nationally) will <b>increase</b> relative to Fall baseline and Winter interim benchmark.
<p><b><i>Growth</i></b> NWEA MAP Reading and Math</p>	Fall to Spring Growth <i>May 2021</i>	<b>At least 50%</b> of 9th-10th students will meet or exceed their fall-to-spring NWEA MAP <u>growth targets</u> in Reading and Math.
<p><b><i>Progress</i></b> Semester 1+2 Grades English and Math</p>	1/21/21 and 6/18/21	<ul style="list-style-type: none"> <li>● <b>30%</b> of 9th grade students will achieve at or above a 3.0 in Semester 2 of <u>English 9</u>.</li> <li>● <b>20%</b> of 9th grade students will achieve at or above a 3.0 in Semester 2 of <u>Algebra 1</u>.</li> <li>● <b>30%</b> of 10th grade students will achieve at or above a 3.0 in Semester 2 of <u>English 10</u>.</li> <li>● <b>25%</b> of 10th grade students will achieve at or above a 3.0 in Semester 2 of <u>Geometry</u>.</li> <li>● <b>25%</b> of 11th grade students will achieve at or above a 3.0 in Semester 2 of <u>English 11</u>.</li> </ul>

		<ul style="list-style-type: none"> <li>● <b>30%</b> of 11th grade students will achieve at or above a 3.0 in Semester 2 of <u>Algebra 2</u>.</li> </ul> <p>Progress on specific Priority Standards will be assessed more frequently in each course through Formative Assessments.</p>
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*\* Note: The PSAT and SAT are administered in the spring and results are available to the school in June. The PSAT and SAT were not administered in spring 2020 due to the statewide school closure; thus, one-year growth data is not available for 9th, 10th, and 11th grade students. College Board will provide students, families, and the school with data regarding students' progress toward or attainment of the College-Readiness Benchmarks based on available data; these data will inform the continuous updates to the PrepNet educational program.*

**Ultimately, charter contract performance will be measured against Select Peer Schools, representing statistically similar schools.**

These results will be made available to us by the Authorizer sometime in the 2021-22 school year (for the 2020-21 school year) on the Contract Performance Report. The [2018-19 CPR](#) results (the latest available) are provided here for context:

Educational Goals

Difference between Canton Preparatory High School and statistically similar schools on MSTEP Proficiency, Growth, and SAT

2019 School Index 94.12	2019 ELA Student Growth Percentile -1.0	2019 Math Student Growth Percentile -3.7
MSTEP Academic Trend 2017 NA	MSTEP Academic Trend 2018 NA	MSTEP Academic Trend 2019 NA
2019 SAT Reading and Writing 520	2019 SAT Mathematics 510.2	2019 SAT Total Score 1030.2
SAT Academic Trend 2017 81	SAT Academic Trend 2018 ▼77	SAT Academic Trend 2019 ▼69

## Instructional Delivery & Exposure to Core Content

### Instructional Delivery

Prior to the pandemic, the school was already implementing a 1:1 Chromebook program and utilizing Google Classroom and other digital platforms in in-person instruction. In the time between the statewide school closure (March 13) and the start of the Continuity of Learning Phase (April 20), school leadership and teachers worked to align and optimize the PrepNet curriculum for distance learning; this process continued through the summer in anticipation of a less-than-normal return to instruction in the fall.

The school is implementing a **Hybrid format** where in-person instruction occurs once each week, but all students will be required to attend class remotely both synchronously and asynchronously on the other days in the school calendar. With the hybrid model, teachers will be able to build relationships, support students and provide differentiated instruction in person at least once each week with all students, and more frequently with students who request and/or require additional in-person support.

As depicted in the graphic below, students will have the opportunity to attend class in-person one day per week (assigned to either a Monday, Wednesday, or Friday cohort) and will attend synchronous virtual instruction on the other days. On Tuesdays and Thursdays, students engage in asynchronous instruction and live virtual small groups and/or 1:1 “office hours” with the teacher. To the extent possible and necessary, at-risk students will have the opportunity to attend more often in-person. Families also have the option of attending 100% virtually (e.g. attending the designated in-person instructional day virtually instead of in the building).

**Hybrid: Example Student Schedule**  
A Group (On-Site on Mondays)

	Monday	Tuesday	Wednesday	Thursday	Friday
Location	On-Site	At Home	At Home	At Home*	At Home
Delivery	Synchronous	Asynchronous	Synchronous	Asynchronous	Synchronous
Teacher Interaction	Face to Face Hourly Schedule	Office Hours / Small Groups	Virtual Hourly Schedule	Office Hours / Small Groups	Virtual Hourly Schedule

\*Teacher may ask the student to come on-site for additional support/interventions.



Our Hybrid model exceeds the minimum requirements of:

*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.*

As conditions improve, and at the guidance of local and state officials, additional in-person days may be possible in the 2020-21 school year. This would not change the instructional sequence of the curriculum; students would simply attend more days in-person than currently scheduled.

#### Core Academic Standards, Scope and Sequence

There are no changes to the core academic standards or scope and sequence in transitioning to the Hybrid model compared to the traditional in-person status quo before the pandemic. All Priority Standards (aligned to state and College Board standards) in the PrepNet curriculum are included in the Hybrid model of synchronous in-person and virtual instruction and asynchronous virtual instruction. The standards and scope and sequence are also included in the 100% Virtual option families may opt into (or the entire program may go entirely virtual if in-person instruction is ended in 2020-21 by local or state authorities).

#### Pupil Progress Toward Mastery

There is little change to the school's interim assessment model. Formative Assessments will be administered frequently during in-person instruction days and will inform teachers of students' progress toward mastery of the Priority Standards. As has always been the case, students and parents/guardians have access to student progress through the Infinite Campus Parent Portal; the school will also send midterm and semester progress reports twice per year (each). Academic Specialists will be assigned to students previously or newly identified as academically at-risk to work more closely with the student and teacher and facilitate an even greater degree of open communication between the family and the school.



## Equitable Access

### Equitable Access to Technology

All students have been issued a school Chromebook or have provided their own device (a Chromebook, laptop, PC, phone, video game system, tablet, etc.); we are a 1:1 district. Students will need access to the internet to engage virtually. Through surveys and other outreach, we have found that only a handful of families have internet access issues. For such families, we have and will continue to work to connect them to one of many free or discounted internet services available, assisting students with identifying publicly available wifi access points, installing WiFi broadcast points which cover areas of the parking lot (allowing students to connect without having to leave their vehicles), and procuring individual hot spots.

### Students with Disabilities

Student's IEPs will be implemented in alignment with the school's offer of a free, appropriate public education (FAPE). Students with disabilities will continue to have access to special education programs and services in a hybrid or virtual model that meets their specific, individualized needs. These services may be delivered in-person, remotely, or a combination of both depending on the school's current operational model and/or the student's chosen model. Schools will develop a Contingency Learning Plan (CLP) for students with disabilities, as recommended by the Michigan Department of Education, to document the programs and services provided when the school is operating in a non-typical method (hybrid or virtual). The school's special education department will follow all local, state, and federal guidance as it regards the provision of programs and services for students with disabilities.

### *Social-Emotional Support*

Students will have access to a variety of online resources. School social workers have developed an online resource bank for students and families.

Social workers, academic specialists, and other student support staff will continue to check in with students on their caseloads. Parents of students who are not currently on the caseload can and should contact their school social worker should their student need social/emotional/mental health support. Social workers will work to address each student's needs and to connect families/students with community services/agencies that can further assist them, if necessary. Additionally, if teachers identify the need for additional support for students, teachers will coordinate the school's resources to address student needs.