



## **Flex High School of Michigan's Extended COVID-19 Learning Plan**

Address of School District: 4945 Clio Road, Flint, MI 48504

District Code Number: 25918

Building Code Number(s): 03391  
03731

District Contact Person: Michael Springs

District Contact Person Email Address: [msprings@flexhighmichigan.org](mailto:msprings@flexhighmichigan.org)

Local Public Health Department: Genesee County Health Department

Local Public Health Department Contact Person Email Address: [aherbig@gchd.org](mailto:aherbig@gchd.org)

Name of Intermediate School District: Genesee Intermediate School District

Name of Authorizing Body: Central Michigan University

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



October 01, 2020 [via email]

Mr. Michael Springs  
Flex High School of Michigan

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

Dear Mr. Springs:

I am pleased to inform you that the Extended Learning Plan for Flex High School of Michigan (“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: Tamara Valley, Board President  
Andy Holmes, 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**

Flex High School of Michigan (the "Academy")

A regular meeting of the Academy Board of Directors was held on the 8th day of September 2020, at 5:30 p.m.

The meeting was called to order at 5:33 p.m. by Board Member Tamara Valley

Present: Tamara Valley, Wanda Brown, and Molly Bruzewski

Absent: Tiffany Hughes

The following preamble and resolution were offered by Board Member Wanda Brown and supported by Board Member Tamara Valley.

### **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.

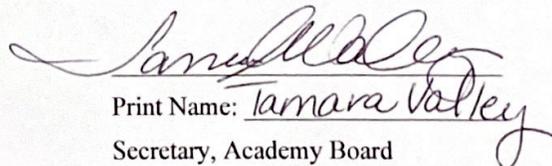
**THE ACADEMY BOARD THEREFORE RESOLVES THAT:**

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: 3

Nays: 0

Resolution declared adopted.

  
Print Name: Tamara Valley  
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.

Tamara Valley  
President of the Board of Directors

09/08/2020  
Date



## **Introduction and Overview**

Flex High School of Michigan has been on the forefront of flexible learning. Our curriculum has been adapted for in-person as well as remote learning. In addition, our model is predicated on the relationship built between the students and our staff. Unfortunately, that relationship was fractured because of COVID-19. Our staff continued to reach out to students throughout the spring and summer months, but phone calls and text messages are not the same as in-person contact.

Our Back-to-School plan outlined the safety protocols and instructional strategies we intend to move forward with. However more details were needed in the form of curriculum delivery and accountability. The Extended Learning Plan addresses these deficiencies. This plan further explains how students will learn, how that learning will be measured, and how participation will be accounted and reported.



## **Educational Goals**

The academic goals for Flex High School of Michigan were developed with representatives from their authorizing body, Central Michigan University. The two academic goals are based on the results of the NWEA MAP (Measure of Academic Progress) exams.

Goal 1:

50% of Flex High School students will improve one grade-level on the math NWEA MAP test from September to May.

Goal 2:

50% of Flex High School students will improve one grade-level on the reading NWEA MAP test from September to May.



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

Flex High School of Michigan is an alternative charter high school. The school model requires students to meet with their mentor teacher twice-a-week for an hour-and-a-half session. During this time, the teacher makes sure the student is progressing academically, and inquires on his/her social and emotional health. The teacher also sets daily and weekly goals, provides feedback on assignments, and answers any questions the student may have. These appointments are critical for the success of the student. However, the flexible nature of the program allows these appointments to occur virtually over the phone or the internet. We will allow both in-person and distance appointments, it all depends on the comfortability factor of the students and their families.

Regarding the mode of instruction, it differs from traditional schools in that our curriculum is in the form of Learning Event Packets (LEPs). Each semester-long class is divided into five LEPs. Students progress from LEP 1 through LEP 5, and once LEP 5 is completed, the student is issued a final grade for the course. Teachers are there to motivate, mentor, and assist the students with their packets. Each class also has an accompanying textbook that students can use. They can borrow a textbook from the school, or they can access our textbooks online. The classes and their respective LEPs are aligned to the Michigan Merit Curriculum and cover the same skills and content as a traditional school. It is through these LEPs that students will be exposed to the academic standards of that class.

Once a student completes a class (satisfactorily finishes 5 LEPs), the teacher updates the student's individualized learning plan (ILP) and contacts the data specialist to get the class added to his/her transcript. The student is given an updated ILP to take home so that the student and his/her family knows exactly where the student stands regarding the graduation requirements.



### **Equitable Access**

Although the Flex High School of Michigan’s curriculum does not require access to technology, the internet (and devices to access the internet) may be beneficial to students. For those students who do not have access to a device, the school will provide one for them. Additionally, the school will provide a hot spot to access the internet.

For those students with disabilities, the school will provide accommodations as required in a student’s Individualized Education Plan (IEP). Students that need more time in-person will be granted that extra time in school. IEPs will be reviewed regularly by the special education teacher to ensure compliance. In addition, the special education coordinator will review IEPs, as well as teacher logs to confirm that accommodations are being offered.