



NEW PARADIGM
FOR EDUCATION

Detroit Edison Public School Academy Extended COVID-19 Learning Plan

Address of School District: 1903 Wilkins

District Code Number: 82945

Building Code Number(s): 02736 & 08651

District Contact Person: Dr. Kimberly Bland

District Contact Person Email Address: kbland@npfeschools.org

Local Public Health Department: Detroit Health Department

Local Public Health Department Contact Person Email Address: faird@detroitmi.gov

Name of Intermediate School District: Wayne RESA

Name of Authorizing Body: Oakland University

Date of Adoption by Board of Directors:



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Assurances

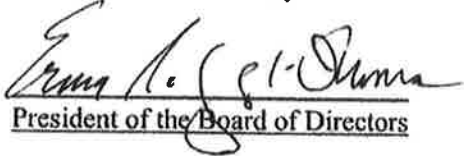
- The Academy will administer an approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year.
- Within thirty days after the approval 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



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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.


President of the Board of Directors

9-22-20

Date



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Introduction and Overview

In order to meet academic goals and to serve the needs of our students and their families, New Paradigm for Education (NPFE) requires an Extended COVID-19 Learning Plan. The COVID-19 pandemic has brought with it an unprecedented level of uncertainty. This plan was designed to provide as much clarity as possible as it pertains to our families and their children's education.

We believe every student deserves a high-quality education. We also prioritize the health and safety of our students, their families and our staff. In response to the pandemic, it was crucial that a plan was created that provides continuity of academic service that does three things: requires high levels of student engagement, maintains our long-standing and rigorous goals for student achievement, and provides options that will keep families and staff safe. The following NPFE Extended COVID-19 Learning Plan reflects this.



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Educational Goals

The benchmark assessment (NWEA MAP Growth) used to measure progress toward attainment of the goals is approved by the Michigan Department of Education and meets all of the following:

- A. Is one of the most commonly administered benchmark assessments in the state;
- B. Is aligned to the content standards of the state;
- C. Complements the state's summative assessment system;
- D. Is internet-delivered and includes a standards-based assessment using a computer-adaptive model to target the instructional level of each pupil;
- E. Provides information on pupil achievement with regard to learning content required in a given year or grade span;
- F. Provides immediate feedback to pupils and teachers;
- G. Is nationally normed; and
- H. Provides multiple measures of growth and provides for multiple testing opportunities.

Detroit Edison Public School Academy shall administer the same benchmark assessment that it administered to pupils in previous years for grades K-8.

Goal 1: All students in grade K-8 will show mean growth on NWEA MAP Growth (using the 2020 NWEA MAP Growth Norms) when the mean grade level achievement status score (i.e., 50th percentile score) is used as the starting score. Students starting below the mean grade level achievement status score will show higher growth for each grade level.

Goal 2: 50% of students, in grades K-8 will meet or exceed their NWEA growth targets when comparing their Fall to Spring scores in reading and mathematics.

Goal 3: Cohort students enrolled for three or more years, will achieve scores equal to or greater than the grade-level mean in both NWEA reading and NWEA mathematics using the 2020 NWEA MAP Growth Norms.

Goal 4: Average student proficiency on the State Standardized Assessment (MSTEP/PSAT8) will meet or exceed the performance of the comparison resident district and comparable charters in the surrounding area and evidence a positive trend of performance.¶

*Even though the goals compare Fall to Spring scores, Winter NWEA scores will be used to evaluate and track progress towards meeting the EOY goals.

Although the High School does not take the NWEA assessments, goals have been established based on college readiness, graduation, matriculation, and college persistence.



HS Goal 1: On the State standardized Assessment (MSTEP/PSAT/SAT) secondary students will meet or exceed the performance of the comparison resident district and evidence a positive trend of performance.

HS Goal 2: The Academy's graduation rates will meet or exceed the comparison resident district

HS Goal 3: The Academy will show growth in the number of students enrolling in 2 to 4 year college programs and a reduction in the percent of students requiring college remediation.

Instructional Delivery & Exposure to Core Content

Overview

Our school year will begin August 31, 2020 for all students. During the first quarter distance learning will be utilized for all grades K-12. However, two in-person scenarios are being offered as well.

Beginning August 31, Grades 3-12 will be engaged in Distance Learning. From August 31 through September 11, Grades K-2 will attend school in-person--in small groups and on alternating days for instruction as well as for orientation and for readiness assessments to be administered. Following this time, K-2 will shift to distance learning.

Two options are provided for the remaining students: in-person instruction and Learning Pods. The table below details delivery methods:

Format	Delivery Method	Grades
Distance Learning	Synchronous lessons via Google Classroom	K-12
In-Person Learning	Live lessons in classrooms (Mondays-Thursdays) Synchronous lessons via Google Classroom (Fridays)	K-8
In-Person Learning Pods	Synchronous lessons via Google Classroom	K-8

Families were surveyed regarding their preference and students were placed into their preferred format based on availability. In instances where the number of requests for in-person learning was too small to accommodate, Learning Pods were created in which students will be in the school building, accessing content identical to the Distance Learning format.

Use of Google Classroom makes teaching more productive and meaningful by streamlining assignments, boosting collaboration, and fostering communication. Educators can create classes,



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distribute assignments, send feedback, and see everything in one place. Classroom also seamlessly integrates with other Google tools like Google Docs and Drive. Synchronous learning will be delivered utilizing our scientifically evidence-based curriculum along with standard-aligned pacing guides based on the common core.

Other asynchronous platforms will be utilized for tutorials, intervention and curricular support for some students. These include: APEX Tutorial, MAP Skills, and Exact Path. These tools and resources will provide targeted support to all students who need them.



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For the first quarter, schools will follow this calendar:

SCHEDULE			
(AUGUST 31-SEPTEMBER 11, 2020) 1/2 days the first 2 weeks			
K-2: (2 Weeks) August 31 - September 11, 2020	3-5	6-8	9-12
PARTIAL IN-PERSON (8:30am-12:00pm) A-Group In-Person (Mon/Wed) B-Group In-Person (Tues/Thurs) Exact Path/Map Skills (Fri) <i>Orientation</i> <i>Character Camp w/SEL</i> <i>School Culture - Routines/Norms</i> <i>Readiness assessments</i>	DISTANCE LEARNING/VL Monday - Friday Week 1-2: (8:30am-12:00pm) <i>Class Council (Attendance)</i> <i>Character Camp w/SEL</i> <i>Readiness Assessments</i>	DISTANCE LEARNING/VL Monday - Friday Week 1-2: (8:30am-12:00pm) <i>Class Council (Attendance)</i> <i>Character Camp w/SEL</i> <i>Readiness Assessments</i>	DISTANCE LEARNING/VL Monday - Friday Week 1-2: (8:30am-12:00pm) <i>Advisory (Attendance)</i> <i>Character Camp w/SEL</i> <i>Readiness Assessments</i>
TRANSITION			
(SEPTEMBER 14-NOVEMBER 13, 2020)			
K-2	3-5	6-8	9-12
DISTANCE LEARNING Monday - Thursday (8:00am-3:30pm) SAMPLE SCHEDULE 90-Minutes: SFA (M-F) 90-Minutes: Math (M-F) 30-Minutes: Lunch 60-Minutes: Writing 45-Minutes: Science/Social Studies 30-Minutes: FA/Tutoring (M-F) Fridays (8:30am-3:30pm) <i>Distance Learning</i> <ul style="list-style-type: none"> Weekly Overview Tutoring Exact Path/MAP Skills 	DISTANCE LEARNING Monday - Thursday (8:00am-3:30pm) SAMPLE SCHEDULE 90-Minutes: SFA (M-F) 90-Minutes: Math (M-F) 30-Minutes: Lunch 60-Minutes: Writing 45-Minutes: Science/Social Studies 30-Minutes: FA/Tutoring (M-F)	DISTANCE LEARNING Monday - Thursday (8:00am-3:30pm) SAMPLE SCHEDULE 30-Minutes: Class Council w/ SEL 120-Minutes Reading (A/B Days) 120-Minutes Math (A/B Days) 120-Minutes Writing (A/B Days) 120-Minutes Science (A/B Days) 120-Minutes Social Studies (A/B Days) 120-Fine Arts (A/B Days) 30-Minute Lunch Friday House Meeting APEX Tutorial	DISTANCE LEARNING/VL Monday - Thursday (8:00am-3:15pm) 30-Minutes: Advisory w/SEL Follow High School Schedule Friday <i>Apex-Tutorial</i> <i>Enact/Academic Approach</i> (2 Weekly Check-Ins)
OR			
LIMITED CAPACITY (15 STUDENTS PER GRADE)	LIMITED CAPACITY (15 STUDENTS PER GRADE)	LIMITED CAPACITY (15 STUDENTS PER GRADE)	
F2F: FACE-TO-FACE Monday - Thursday (8:00am-3:30pm) <i>Regular School Schedule</i> Fridays (8:30am-3:30pm) <i>Distance Learning</i> <ul style="list-style-type: none"> Weekly Overview/FA Tutoring Exact Path/MAP Skills 	F2F: FACE-TO-FACE Monday - Thursday (8:00am-3:30pm) <i>Regular School Schedule</i> Fridays (8:30am-3:30pm) <i>Distance Learning</i> <ul style="list-style-type: none"> Weekly Overview/FA Tutoring Exact Path/MAP Skills 	F2F: FACE-TO-FACE Monday - Thursday (8:00am-3:30pm) <i>Regular School Schedule</i> Fridays (8:30am-3:30pm) <i>Distance Learning</i> <ul style="list-style-type: none"> Weekly Overview/FA Tutoring Exact Path/MAP Skills 	

This structure will be reevaluated at the conclusion of the first quarter. At that time, the district and school leadership teams will use current public health and scientific data, as well as recommendations from the State of Michigan, to determine the safest and most appropriate future course of action, which could include a return to full in-person instruction, continuation of online instruction, or some form of hybrid approach that combines the two.



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Instructional Focus

All students, in all grades and for all core subjects (English Language Arts, Mathematics, Science and Social Studies) will receive instruction that is aligned to the standards of the students' current grade level. Instruction will be provided using research-based, standards-aligned curricular materials and resources, the same materials and resources as were used in the prior school year. These curricula are: Success for All (Reading), Step Up to Writing, Eureka Math, STEMScopes (Science), MC3 (Social Studies) and Pure Edge for Social Emotional Learning (SEL). District pacing charts are provided to all teachers that call for the implementation of the same scope and sequence of standards and content as in years prior.

Progress Toward Mastery

Similar to in-person instruction, teachers are the “first-line” in monitoring learning by pupils. Managing and monitoring takes place daily through live chats, video conferencing, and emails, via the digital platforms. New Paradigm for Education has identified opportunities for both formative and summative assessments throughout the course of the school year (see figures 1 and 2 below). These assessments will guide teachers in determining students' progress toward mastery of grade-level standards. Teachers will use weekly common PLC time and bi-weekly data meetings for analysis of assessment data and action planning. In addition, teachers will provide students with feedback in the form of both grades and other types of informal feedback on a regular basis.

Figure 1: K-5 Data Pyramid



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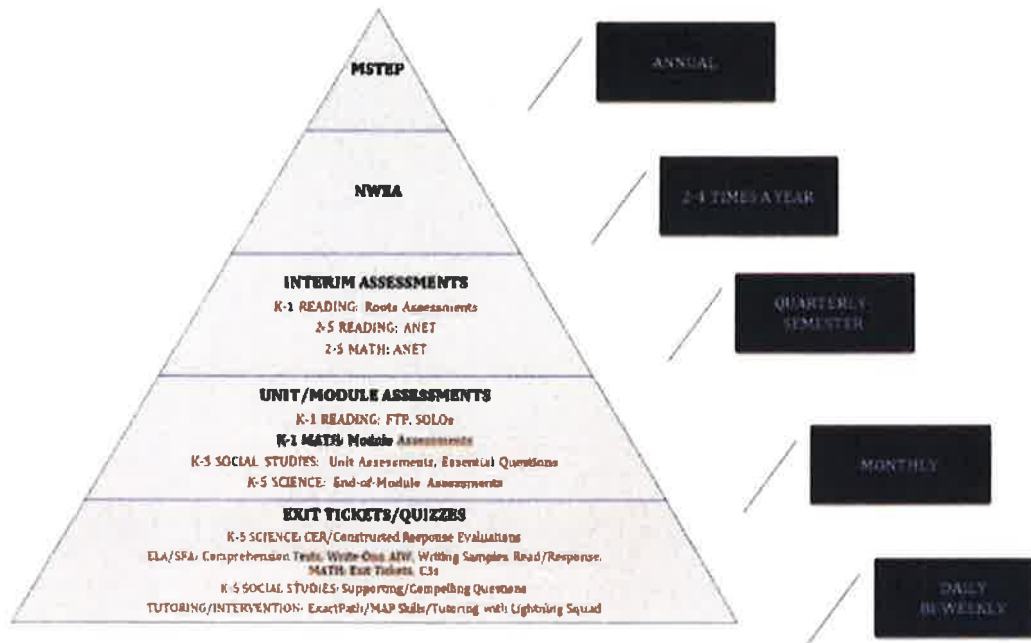
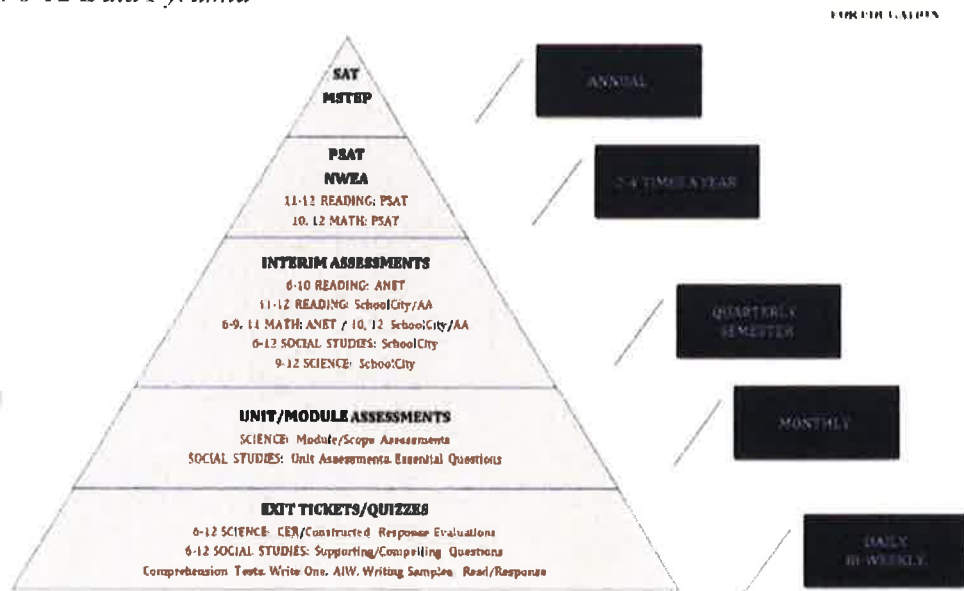


Figure 2: 6-12 Data Pyramid





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Multiple methods will be used for parents and guardians to access student grades and receive feedback on their child's performance. Grades will be updated regularly by teachers using PowerSchool, which is accessible to both families and students. Progress reports are also provided to families 2x a year with virtual parent teacher conferences.

School-Family communication will include grades, but it is imperative that it extends beyond just academics. Because New Paradigm for Education values the relationships with students and families in the communities we serve and as part of this commitment and to help pupils feel safe and valued, NPFE's extended learning plan was developed with a strong foundation for communication in this difficult time. Through each phase, communication is at the forefront for effective execution of the plan with all stakeholders.

Outreach efforts include:

- Weekly parent newsletters from school leaders
 - News/Updates/Reminders
 - Extended Learning Data
 - Student Usage
 - Performance
 - Tutorials and Helpful Tips
 - Parent Meeting Information
 - Additional Learning Opportunities
 - Enriching Activities/Ideas
- Daily announcements from teachers on the Digital Platform
 - Digital Chat and Classroom Dashboard
 - Daily greeting videos
- Weekly Office Hours and availability
- Daily/Weekly messages through Class Dojo, emails, Remind and GroupMe
 - PBiS points and celebrations
 - Important updates
 - Announcements

Equitable Access

Technology

This extended learning plan will require all families to have access to technology and the internet. The school will distribute the necessary hardware and support families so that 100% of them have what they need to access daily instruction.



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A needs assessment has been conducted in which families were surveyed and asked to indicate the needs of their household (for both technology and internet access). Families in need of technology have checked out or will check out the needed materials prior to and during the first two weeks of character camp and first week of classes. Families who were provided technology in the spring during the initial school closures were able to keep the previously distributed devices. Students having difficulty with accessing the platform, can also access instruction via telephone, tablets, gaming consoles, etc.

Students with Disabilities

The school will fully maintain support for all students with special needs and/or disabilities to ensure they receive equitable access to instruction. In accordance with applicable state and federal laws, rules, and regulation, any student with an existing individualized education program (IEP) will receive all accommodations within that plan. These accommodations will be carried out by both general and special education teachers, regardless of whether the student is participating in online or in-person learning.

The Special Education department will utilize additional online resources such as IXL, Adventure Academy, Spelling City, Happy Numbers, Scholastic at Home, RazKids, and others for continuation of mastery of IEP goals & objectives. Google Classroom will be utilized to post important messages and daily communication with students. In addition to academic services, related service staff members (i.e. Speech, Social Work, and Occupational therapy) services will be provided to students via Zoom/Google Meet. IEP meetings/3-Year meetings will be held via conference call/video conference IF all team members are available. Daily progress monitoring towards goals and objectives will occur, in addition to completion of progress reports for all SPED students.

In cases where the constraints of this quarter's academic schedule prevent the full implementation of the student's IEP, a contingency learning plan will be developed using guidelines provided via the intermediate school district (Wayne RESA).

EXTENDED COVID-19 LEARNING PLAN CONTRACT AMENDMENT

BETWEEN

OAKLAND UNIVERSITY
(AUTHORIZING BODY)

AND

DETROIT EDISON PUBLIC SCHOOL ACADEMY
(PUBLIC SCHOOL ACADEMY)

OCTOBER 1, 2020

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

DETROIT EDISON PUBLIC SCHOOL 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 **OAKLAND UNIVERSITY** ("University Board") and **DETROIT EDISON PUBLIC SCHOOL 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 Oakland University Office of Public School Academies Executive Director. 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:
Oakland University
Designee of the University Board


By: Erma Thomas, Board President
Detroit Edison Public School Academy
Designee of the Academy Board

Dated: October 1, 2020