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Michigan Association of Superintendents & Administrators

Deal Reached on Return-to-Learn

Today, a few things happened. MASA joined MAISA and MASB in sending a [letter](#) to lawmakers urging that they not press forward with plans to rush through legislation that has not been reviewed by education practitioners and other stakeholders. That letter was ignored, and a deal appears to be imminent and endorsed by the legislative quadrant and the governor's office.

Moments ago, we were briefed on the details of the plan that will be rammed through the Senate tomorrow (assuming the bills are drafted in time) and concurred in by the House on Monday.

As far as the pupil count goes, the plan proposes using a blend of the blends with 75% weighted to last year's count and 25% to this year's count. As we understand it, the 75% would be a blend of Feb (2020 at 10%) Oct (2020 90%) and the 25% would blend of Feb (2021 at 10%) Oct (2021 90%). Now, the details may be wrong here, as the bills haven't been drafted yet

To count a student, we will be using the cyber count method where virtual participation is counted using a two-way interaction (yet to be defined definitively but appears to be rather broad) per week for four weeks after count day OR being present and participating on count day.

For days and hours and attendance, districts must ensure that they provide the amount of instruction necessary to deliver content that would have been delivered in 180 days and 1098 hours in a non-pandemic year that would have led to course completion.

Attendance will be counted using one two-way interaction with at least 75% of students per month.

Benchmark assessments will be required. Districts must conduct benchmarks twice in the year. The first assessment must happen in the first 9 weeks of school and districts must choose from five MDE approved assessments (one provided free) or select a local option. The second must come before the end of the school year.

Data on these assessments must be reported through data hubs, then provided to MDE and CEPI who will create a state level report. Districts need to establish academic goals, based in part on the benchmarks and set those goals by September 15. After establishment, those goals must be posted on transparency website. At the end of year, districts must report whether or not they met their academic goals on the website. Those reports will not be sent to state.

Local school boards must adopt extended COL plans, which will have goals stated, declare the mode of instruction, and must be re-certified every 30 days by the board with public comment. The extended COL plans must cover academic plans and health and safety guidance developed in consultation with health departments. If a district is looking at in-person instruction, they must prioritize in-person for K-5. These new plans must be submitted by Oct. 1.

Additionally, districts will be responsible for local reporting and ensure two, two-way interactions per week with at least 75% of their students and those percentages must be presented at the board meetings. However, this is not linked to state aid.

These plans will be tied to the blanket seat-time waiver and are different from the COVID-19 preparedness and response plan you have already submitted or may submit tomorrow.

Despite a more specific role for local public health agencies in tracking metrics and providing data provided to school districts, school closure ultimately lies with the school district.

Further, there is a broad agreement that the Kindergarten Readiness Assessment (KRA) will be suspended this year.

We urge members to contact lawmakers and urge them to go back to the drawing board on this proposal. The numerous and onerous requirements thrust on boards, educators, and students don't do anything to ensure a smooth return-to-learn and only further the red-tape surrounding an already uncertain period in education.

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